



Don J. Payne, Ph.D.
Vice President of Academic Affairs/Academic Dean
Professor of Theology

March 26, 2025

Secretary of Higher Education
Maryland Higher Education Commission
Institution Review
6 N. Liberty Street, 10th Floor
Baltimore, Maryland 21201

Dear Secretary,

Please accept this application for renewal of our extension site located at the First Baptist Church of Glenarden. This application encompasses both our three existing programs and an additional program, a Master of Arts in Pastoral Care. These programs have the full support of our institution and are already in full operation at our main campus.

We are grateful for the privilege of offering our educational resources in Maryland and for your work in supporting these and other educational endeavors.

Respectfully,

Don J. Payne, Ph.D.
Vice President of Academic Affairs/Academic Dean (CAO)



Office Use Only: PP#

**Cover Sheet for Out-of-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	
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Each action below requires a separate proposal and cover sheet.

- | | |
|---------------------------------------------------|-------------------------------------------------------------------------|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount:	Submitted:

Department Proposing Program	
Degree Level and Degree Type	
Title of Proposed Program	
Total Number of Credits	
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both
Program Resources	<input type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year:
Provide Link to Most Recent Academic Catalog	URL:
Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:
President/Chief Executive	Type Name:
	Signature: _____ Date: _____
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting Institutions
to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all **supporting** documentation for each proposed location in Maryland. If an additional, new location is being proposed, an *Application for Initial Approval* must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Denver Seminary, Washington DC Extension
c/o First Baptist Church of Glenarden Ministry Center
3600 Brightseat Road
Landover, MD 20785-2414

PROPOSED START DATE OF CONTINUED OPERATION.

Applications must be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Denver Seminary

Web Address: www.denverseminary.edu

OPEID Code: 001352

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executive Officer: Dr. Mark Husbands

Mailing Address: 6399 South Santa Fe Drive, Littleton, CO 80120

Telephone: 303.762.6902

Email: president@denverseminary.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Dr. Timothy Koller

Title: Associate Dean for Academic Affairs

Mailing Address: 6399 South Santa Fe Drive, Littleton, CO 80120

Telephone: 303.762.6944

Email: tim.koller@denverseminary.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

<u>March 31, 2025</u> Date	<u>Dr. Mark Husbands</u> Print Name of Chief Executive Officer
..... Signature of Chief Executive Officer	

Electronic applications are preferred for initial and renewal applications. You can send your application to oosauthorization.mhec@maryland.gov

**All payments should be mailed to:
Maryland Higher Education Commission
Director of Academic Affairs
Institution Review
6 N. Liberty St., 10th Floor
Baltimore, Maryland 21201**

A copy of these regulations can be found on the [Maryland Higher Education Commission's web site \(mhec.maryland.gov\)](http://mhec.maryland.gov) along with an application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, “during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years.” COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek Extended Operation in Maryland for a period of time of up to 5 years?

- Yes, we wish to seek extended renewal for 5 years.
- No

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

■ Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting renewal/extended renewal of the site and the approval of any new programs.

■ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Submit a copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practical, clinical experience, internships, and cooperative work experiences.

■ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

■ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

■ Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: <https://dat.maryland.gov/Pages/default.aspx>. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

■ Certificate of Compliance with Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

■ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

■ Advertisements COMAR 13B.02.01.07D(3)(p)

Please provide copies of the promotional materials including social media accounts, websites and printed materials.

■ Enrollment Data as Prescribed by the Secretary (Must accompany all renewals) COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

■ Faculty Compliance Report for each program (Must accompany all renewals) COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each previously approved and newly proposed program.

■ Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan² allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland. This plan may vary by program.

III. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

SECTION 1: Institutional Information

1. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

[Redacted]

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

[Redacted]

2. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-5: Library Changes”) to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for technical assistance or IT/support for library resources?

Denver Seminary has maintained an in-person library within the First Baptist Church of Glenarden; however, the students have preferred to utilize Denver Seminary’s excellent online resources. Denver Seminary maintains a robust online library and also participates in the Digital Theological Library (DTL). The DTL is one of the most extensive digital databases available to students. The DTL is comprised of 600,000 high-quality, current eBooks in religious studies; 150+ databases; and 21,000 journal titles (20,000,000 individual articles). In addition, if a student at Denver Seminary’s Washington, DC, campus preferred to use an in-person library, they would be permitted to use Wesley Seminary’s library in Washington, DC, through Denver Seminary and Wesley Theological Seminary’s participation in the ATLA Reciprocal Borrowing Program (<https://www.atla.com/learning-engagement/reciprocal-borrowing/>).

3. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provisions for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school’s adherence to its student grievance procedures.

(a) How do you plan to implement the requirements for Student Services cited above?

Denver Seminary has maintained student services personnel at its Maryland location for ten years. The current site director in Maryland has served in their role for nine years. There are effective relationships between the Seminary's main campus in Littleton, Colorado, and the Maryland extension site. Students have access to their site director, student success advisor, financial aid advisor, student care coordinator, advancement alumni associate, DC writing tutor, and Associate Dean for Academic Affairs, who are all available to support them. The monthly Campus Newsletter keeps students informed of their support system.

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

Denver Seminary has a records and retentions policy that is up to date and maintained by all staff and faculty. The Registrar's Office upholds FERPA requirements to ensure that privacy is upheld for all students and alumni. Within our SIS (Campus Nexus), there are blocks to determine which staff can see student information. This ensures that student privacy is upheld to a high standard. The Bridge also has security mechanisms that allow control over who has access to what information. In financial aid, FAFSA comes through secure portals, and data is moved into our SIS with no "gaps" where personal information is unprotected. A student privacy statement is clearly stated in the Student Handbook, and students are given the option to limit the directory information available to those without the educational need to know. In addition, the Information Security Officer is responsible for the cybersecurity program to maintain the confidentiality, integrity, and availability of organization IT Resources and organization data. They follow the Cybersecurity Incident Response Plan. The Information Security Program Committee oversees the protection of sensitive information housed in seminary systems and ensures compliance with various federal, state, and regulatory requirements.

Denver Seminary has a robust technological infrastructure and a sufficient number of experienced personnel to support the operations of the organization and ensure student success.

Physical student records are maintained by the Registrar's Office at the Littleton campus. The building in which the Registrar's Office resides can only be accessed by a fob, and the Registrar records are held behind the locked doors of the Registrar's Office. There are security personnel patrolling the campus, a front desk receptionist at the main entrance to the building, and an Assistant Registrar at the door of the Registrar's Office.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?
. Yes No

How will it make this available to its students at the proposed instructional site?

Denver Seminary provides the statement to students in the Student Handbook, which students receive during their onboarding as a seminary student. Students are also informed about the updated Student Handbook on an annual basis.

If this statement is in the Catalog you submitted with the application, please indicate the page number:
If not in the Catalog you submitted, please provide us with a copy of the statement.

Denver Seminary's Student Handbook, page 1, outlines the purpose of the handbook, saying, "The Student Handbook is an official document that is binding for all students, as it communicates and explains important information and policies to help a student successfully complete one's academic work and understand the different services Denver Seminary offers while being prepared for ministry and service. Degree seeking students, as well as those earning certificates and auditing classes, are to comply with Seminary policies and procedures as stated in this Handbook. These policies and procedures have a direct bearing on all students, and each student is responsible for familiarizing oneself with the content and policies herein."
Students agree to the Student Handbook at the point of admission and then reaffirm at each registration period.

(d) Does the institution have a published student grievance procedure? Yes No

If this procedure is in the Catalog you submitted with the application, please indicate the page number

If your policy is on your website or electronically, please provide a link and a copy of the student grievance policy.

If not in the Catalog you submitted, please provide us with a copy of the grievance procedure and the name of the administrator (name, title, contact information).

The Student Grievance Procedures are listed on pages 51-54 of the Student Handbook. The Dean of Students, Kristy Ballard, can be reached at kristy.ballard@denverseminary.edu. Due to its length, a copy of the grievance policy will be added as an appendix.

4. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Facilities information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

5. **Distance Education.** COMAR 13B.02.01.03(8). "Distance education" means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:

- (a) Internet;
- (b) One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;
- (c) Audio conferencing; and

- (d) Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in (a) – (c).

An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application.

SECTION 2: Program Information

CURRENTLY OFFERED PROGRAMS.

1. Programs.

INSTRUCTIONS. Please enter the requested information on your CURRENTLY OFFERED PROGRAMS in the spaces provided below, or create an attachment (labeled “A-1: Current Programs”) to this application with the required information.

Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes/No
Graduate Certificate in Biblical and Theological Studies	Graduate Certificate	Distance Education	25 semester	Yes
Master of Arts in Leadership	Master of Arts	Distance Education	45 semester	Yes
Master of Divinity	Master of Divinity	Distance Education	79 semester	Yes

NEW PROGRAMS

2. Programs

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
(Including any new Areas of Concentration)

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled “A-1: New Programs”) to this information with your responses to the following for each new program:

Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Master of Arts in Pastoral Care	Master of Arts	Distance Education	44 sem	Yes

For each new program complete an **Out-of-State New Program and Sub Mod Cover Sheet** with all required signatures and an **Out-of-State New Program Application** with required documentation.

Student Enrollment Data Form Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Denver Seminary **Location:** Washington, DC.

Unduplicated Headcount at this location for the past academic year: September 1, 2023 to August 31, 2024

Person Completing the Student Enrollment Data Form: Christopher Rose **Telephone:** 303.762.6928

Email: Christopher.rose@denverseminary.edu

Date Completed: _____

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel			2	4	6
Baltimore County					
Baltimore City					
Calvert			1		1
Caroline					
Carroll					
Cecil					
Charles				1	1
Dorchester					
Frederick					
Garrett					
Harford					
Howard			2		2

Kent					
Montgomery			1	2	3
Prince George's			5	10	15
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico					
Worcester					
Non-Maryland Residents				9	9
TOTALS			11	26	37

Student Enrollment Data Form

Out-of-State Degree Granting Institutions Operating in Maryland

Institution: Denver Seminary

Location: Washington, DC.

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, 2023 to August 31, 2024, Duplicate this form as necessary.

Date Completed: 3/25/2025

Individual Course <u>or</u> Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Master of Divinity					9	1	18	1	27
Master of Arts in Leadership					2	1	7	3	9
Certificate in Biblical and Theological Studies							1		1
Undeclared/No Major									
Total					11	2	26	4	37

Denver Seminary's Washington, D.C. Extension Site Teach-out Plan

Denver Seminary currently operates three programs at its extension site: the Graduate Certificate in Biblical and Theological Studies, the Master of Arts in Leadership, and the Master of Divinity. It is also petitioning to add a Master of Arts in Pastoral Care, with a start date in Fall 2026.

All of the above programs are available on Denver Seminary's Global campus. Therefore, the teach-out plan for each of these programs is for students to complete their studies on the Global campus, where they can choose to participate in weekly synchronous courses via Zoom or asynchronous courses through Canvas.

MARYLAND HIGHER EDUCATION COMMISSION
Application for New Academic Programs for Out-of-State Degree-Granting
Institutions that Operate in Maryland

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval for new academic programs for Out-of-State Degree-Granting Institutions that are applying for renewal to operate in Maryland under the Code of Maryland Regulations (COMAR) 13B.02.01.08.

Out-of-State Degree-Granting Institutions that are under extended operational approval and wish to add additional programs prior to their renewal date may do so using the Out-of-State New Program Review Extended Operation Application, as per COMAR 13B.02.01.06, which can be found on the MHEC website.

[If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active-duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans' benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.]

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

PROPOSED START DATE.

Applications must be submitted at least 5 months prior to the proposed start date.

INSTITUTION APPLYING FOR APPROVAL.

Name of Institution:

Web Address:

OPEID Code:
U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer:

Mailing Address:

Telephone: _____ **Email:** _____

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: _____

Title: _____

Mailing Address: _____

Telephone: _____ **Email:** _____

I. SUPPORTING DOCUMENTATION.

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

Out-of-State New Program and Sub Mod Cover Sheet with all required signatures for each newly proposed program.

Faculty Compliance Report COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report¹ for each newly proposed program.

Teach-out Plan COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan² allowing enrolled students to complete their programs if the institution decides to cease offering this program in Maryland.

¹ Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

² A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval for new academic programs for Out-of-State Degree-Granting Institutions that operate in Maryland under the Code of Maryland Regulations (COMAR) 13B.02.01.06

Please note: a separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

Provide the following information for each newly proposed program.

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

- (1) The degree to be awarded (if applicable);
- (2) The area of specialization;
- (3) The purpose or objective of the program or course of study to be offered (Please include a program description and identify all learning outcomes);
- (4) Specific academic content of the program or course of study (Please include all program requirements);
- (5) The quality of the proposed program in comparison to existing programs;
- (6) An analysis of the market for the program; Include information on the student population that will be served by the program, the roles or pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the state.
- (7) The State's equal educational opportunity obligations under State and federal law.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

- (1) Meets a critical and compelling regional or Statewide need;
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - (a) The need for the advancement and evolution of knowledge
 - (b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
 - (c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
 - (d) Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements.
- (2) Is consistent with the current [Maryland State Plan for Postsecondary Education](#).
Demonstrate how the program serves one of the three goals of the State Plan: access, success, innovation.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

- (1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations and/or expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; and
- (2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

E. Market Demand Data

- (1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.
- (2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.
- (3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Some potential data sources are:

- [Education Crosswalk](https://www.onetonline.org/crosswalk/CIP/)
- [https://www.onetonline.org/crosswalk/CIP/](https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml)
- [Maryland Occupational Projections](https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml)
- [https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml](https://mwejobs.maryland.gov/vosnet/Default.aspx)
- [Maryland Workforce Exchange](https://mwejobs.maryland.gov/vosnet/Default.aspx)
- [https://mwejobs.maryland.gov/vosnet/Default.aspx](https://data.hrsa.gov/tools/shortage-area/hpsa-find)
- [Health Professional Shortage Area Search Tool](https://data.hrsa.gov/tools/shortage-area/hpsa-find)
- <https://data.hrsa.gov/tools/shortage-area/hpsa-find>

Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

F. Faculty Information

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

Denver Seminary
 Master of Arts in Pastoral Care
 Application Questionnaire

A/B.

- (1) Degree: Master of Arts
- (2) Specialization: Pastoral Care
- (3) Purpose or Objective: The Master of Arts in Pastoral Care is designed to prepare students to integrate their Christian faith with competent pastoral care and counseling abilities. The program includes a core curriculum in Bible and theology, complemented by theory and skills in pastoral caregiving. Students who graduate with this degree will be equipped to serve church and parachurch ministries as pastoral caregivers.
- (4) Specific academic content and requirements:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Pastoral Care Core Courses		
Pastoral Care and Counseling Relationships	PC 500	3
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts in Pastoral Care Degree Courses		
Communication in Pastoral Care	PC 530	2
Developmental Growth and Diversity in Pastoral Care	PC 630	3
Brief Counseling in Ministry	PC 560	3
Counseling Issues in Pastoral Care	PC 600	3
Grief and Loss Counseling	PC 650	2
Community-Based Ministry Internship	PC 775	3
Comprehensive Exam	EX PC	<u>0</u>
Total required hours for degree:		44

Graduation Requirements

- a) Satisfactory completion of a minimum of 44 semester hours and completion of all degree requirements. A minimum cumulative grade point average of 2.00 is required for graduation.
- b) Satisfactory completion of the summative experience required by the major department. This may require the passing of a comprehensive examination administered by the major department. In some programs, students must satisfactorily complete a thesis or project.
- c) Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation application for a given semester. After the graduation

application submission deadline, students will receive notice of their application approval status.

- d) The fulfillment of all financial obligations to Denver Seminary.
- e) Completion of all course work that is applying to the degree within the timeframe specified in the Program Completion Time Limits policy (this includes any transfer credit or advanced standing that applies to the degree program). Withdrawal from the Seminary for any period of time during the degree program does not affect this time limit.
- f) Submission of a signed statement of agreement with the National Association of Evangelicals' *Statement of Faith*.

(5) Quality

There are no graduate degrees in the state of Maryland focused on Pastoral Care.

However, looking at similar institutions, Lancaster Bible College offers an online degree entitled a Master of Arts in Christian Care. Its learning outcomes are stated in their academic catalog as:

1. A foundational knowledge of the narrative, content, and interpretation of the Bible for the purpose of possessing a biblical worldview.
2. The skill set needed for effectively communicating the Bible.
3. The means necessary for facilitating personal spiritual formation and the discipleship of others.
4. The character and competencies required to be an authentic servant leader.
5. An understanding of the Christian Church's biblical and historic role in providing care for those with life issues.
6. The knowledge and skills to apply a biblical worldview in relation to understanding, assessing, and caring for others.
7. A practical understanding of the relationship between theology and the behavioral sciences in Christian Church ministry along with the ability to apply that understanding in caring for those in the Church with exceptional needs, including when necessary the involvement of outside entities.
8. The knowledge and skills to authentically practice individual, marriage, family, and group Christian care.
9. The skills to envision, design, equip, deploy, and manage Church and para-Church based care ministries.

In comparison, Denver Seminary's MA in Pastoral Care has the following learning outcomes:

1. Upon completion of this degree program, students will be able to articulate the central themes, core values, and theological understanding that informs one's pastoral care arising from a Biblical Grounding.
2. Upon completion of this degree program, students will be able to articulate one's Pastoral Identity and the elements/thresholds of a faith-informed spiritual care provider.
3. Upon completion of this degree program, students will be able to apply Narrative Reflection techniques in sacred and secular contexts, differentiating between one's

- own home culture and populations that differ from one's own, by employing practiced Interpersonal Relational Skills.
4. Upon completion of this degree program, students will be able to initiate pastoral care relationships which demonstrate a developing Intercultural Awareness.
 5. Upon completion of this degree program, students will be able to discern, develop, manage, and reflect on their whole-life mentored experiences with regard to character formation and Christian maturity.

A few notable distinctions of Denver Seminary's program are its emphasis on Pastoral Identity, Narrative Reflection, and Intercultural Awareness.

(6) Analysis

Denver Seminary's origins were in the conservative Baptist denomination, rooted in American evangelicalism. Over its 75-year history, it no longer identifies as conservative Baptist, but it continues to affirm the National Association of Evangelicals' Statement of Faith. Within American evangelicalism, the emphasis when training ministers has often focused on pulpit ministry and preaching. Denver Seminary's MA in Pastoral Care focuses on training individuals to become pastoral caregivers. This is a unique blend of interpersonal and counseling skills with a decidedly biblical-theological grounding. Individuals completing the MA in Pastoral Care are equipped to serve in the church or parachurch settings, or to pursue a chaplaincy vocation. Denver Seminary's program is unique in its *Pastoral Care* title, and it offers a unique training when comparing itself to programs such as the online program identified above in (5). The MA in Pastoral Care program can also prepare students to enter the rigor of Clinical Pastoral Education at sites in Maryland such as the Anne Arundel Medical Center, Johns Hopkins Bayview Medical Center, Johns Hopkins Hospital, or Walter Reed National Military Hospital. [Denver Seminary also has its own Clinical Pastoral Education training center.](#)

- (7) Equal Opportunity: Denver Seminary does not discriminate on the basis of race, color, gender, national origin, ethnicity, age or disability in admissions or in the administration of its educational policies, loan programs, and other Seminary-administered programs.

C.

(1) Critical and compelling need.

It is not enough for individuals to merely try harder or to apply more of the same effort when American society sees the decline of church attendance, pastoral burnout, and pastoral resignations. Isolation, mental health crises, and political division are on the rise in the United States, so churches in America need to be trained to meet the increasing needs of its congregants. Denver Seminary became the first seminary in the United States to have a CACREP-accredited program, and for nearly thirty years, the seminary has trained licensed professional counselors. However, this application is not for a CACREP-accredited program to train licensed professional counselors; the State of Maryland already has eight approved CACREP programs. Instead, the need is for pastoral counselors who can meet the moral and spiritual needs of congregants through pastoral counseling skills, including knowing when to refer a congregant to a licensed professional counselor.

(2) Consistent with the Maryland State Plan for Postsecondary Education

Denver Seminary's program fits the *innovation* category through its creative educational delivery. Full-time working adults cannot attend a traditional, residential educational model because it conflicts with their working hours. Since its inception, Denver Seminary's Washington, D.C., extension campus has provided creative educational solutions for the adult learner. Rather than requiring students to attend class in-person on a weekly basis, Denver Seminary has leveraged its effective online education platform to flip the classroom, allowing students to view lectures online, interact with the professor and class colleagues in the online classroom, and attend a two-day in-person residency. If a student cannot physically attend the in-person residency, they are able to synchronously join the classroom through video conferencing. If, for some reason, the student simply cannot attend the synchronous residency, then they can choose a fully asynchronous course, allowing a student to make progress in their degree regardless of the obstacles that present themselves, such as moving to a different region of the country. In this way, Denver Seminary is making graduate education accessible to the adults in Maryland and the surrounding states through its innovative delivery method.

D. Demand and Need

To deliver theological education in the state of Maryland, Denver Seminary has partnered with the First Baptist Church of Glenarden (FBCG). The seminary's courses are hosted at the FBCG Ministry Center, and the vast majority of the students participating in Denver Seminary's programs are minorities, coming from within or with familiarity to the work of FBCG. For several years, Denver Seminary has had to turn away from the Maryland campus those students interested in Pastoral Care training because it was only available in Colorado or on the Global campus. As the seminary applies for its 5-year renewal, now is the opportune time to meet the need prospective students have expressed repeatedly.

As a faith-based program, the MA in Pastoral Care is aimed at equipping Christians to meet the needs of the world, and in the increasingly polarized society, it is vital to train individuals not only for personal holistic health but also for societal health. Whether it be in church, non-profit, business, or government, there is a tremendous opportunity to train students in pastoral caregiving and to do so through both a faith-based and social science lens. It is a wonderful opportunity to open up pathways for additional vocational training in partnership with FBCG, inculcating citizens with the capacity for advanced learning to benefit the church and society.

E. Market Demand Data

The MA in Pastoral Care has a 2020 CIP code of 39.0799. Examining O*Net Online reveals a comparison of this training to "Community and Social Service Specialists," which have a "Bright Outlook." Maryland's Occupational Projections for 2022-2032 project needs in *Community and Social Service Occupations*; *Personal Care and Service Occupations*; and *Management Occupations*. The MA in Pastoral Care's training is in alignment with the aims of these professions, equipping students with pastoral caregiving skills that can be applied in the church, non-profit, business, and government sectors.

Currently, the Maryland Workforce Exchange lists thirty positions open for “Pastoral Care.” These roles are for chaplains, pastors, campus ministers, and Clinical Pastoral Education residents and interns.

Considering the uniqueness of the MA in Pastoral Care, there is not a significant supply of graduates. This training does not intend to replace licensed professional counselors and the robust requirements for a CACREP-accredited degree. Instead, it is designed for leaders, managers, chaplains, business leaders, government workers, and those serving in the church, vocationally or as volunteers. The training creates a pastoral identity and intercultural awareness through practices such as narrative reflection.

F. Faculty Information

The MA in Pastoral Care is directed by full-time faculty member Dr. Eva Bleeker. She holds her Doctor of Education degree from Baylor University, is a Board Certified Chaplain through the Association of Professional Chaplains, completed her residency in Clinical Pastoral Education at the Baylor University Medical Center, earned a Master of Science in Narrative Medicine at Columbia University, and finished two Master of Arts degrees from Dallas Theological Seminary: one in Christian Education and the other in Media and Communication. Dr. Bleeker’s curriculum vitae is appended below. With the program proposed to launch in Fall 2026, she is currently the only faculty member planned to teach the Pastoral Care courses in the degree; the courses shared between the Certificate in Biblical and Theological Studies, MA in Leadership, and the Master of Divinity will be taught by the faculty approved to teach the shared courses.

DR. EVA BLEEKER

EdD, BCC, MS, MA/MC, MA/CE

EDUCATION:

Doctor of Education Baylor University Dissertation: "Chaplains and Narrative Identity: A Convergent Mixed-Methods Study of Clinical Pastoral Education Interns"	2022
Board Certified Chaplain Association of Professional Chaplains	2018
Master of Science in Narrative Medicine Columbia University	2017
Residency in Clinical Pastoral Education Baylor University Medical Center	2010
Master of Arts in Christian Education Dallas Theological Seminary	2008
Master of Arts in Media and Communication Dallas Theological Seminary	2008
Bachelor of Arts in English Kansas State University	2000

PROFESSIONAL EXPERIENCE:

Assistant Professor & Department Chair for Chaplaincy and Pastoral Care Denver Seminary Doctoral Courses: Integration of Faith and Counselor Education (PhD); Relational and Vocational Foundations for Ministry (DMin). Master's Courses: CO500 Pastoral Care and Counseling Relationships, CO501 Theological Foundations for Counseling, CO550 The Many Faces of Chaplaincy, CO647 Grief and Loss Counseling, CHP650/775 Community-Based Clinical Pastoral Education, CHP651 Clinical Pastoral Education Experience. Administration: Director for five academic programs including MDiv, MA, and certificates.	2023 - Present
Teaching Fellow/Assistant Professor Denver Seminary Courses: CO500 Pastoral Care and Counseling Relationships, CO501 Theological Foundations for Counseling, CO647 Grief and Loss Counseling, CHP650/775 Community-Based Clinical Pastoral Education, CHP651 Clinical Pastoral Education Experience.	2020 - 2023
Associated Faculty and CPE Consultant Denver Seminary Courses: CO500 Pastoral Care and Counseling Relationships, CO560 Brief Counseling in Ministry Settings, PME604 Worship Theory and Practice.	2019 - 2020

CPE Administration: Consultant and support staff for ACPE accreditation process.

Hospital Chaplain Sentara Northern Virginia Medical Center Woodbridge, VA	2015 - 2019
Director of Senior Adult Ministry Grace United Methodist Church Manassas, VA	2015 - 2016
Hospital Chaplain Baylor University Medical Center Dallas, TX	2009 - 2014
Pastoral Staff Skillman Bible Church Dallas, TX	2011 - 2014
Assistant to the Chaplain Dallas Theological Seminary Dallas, TX	2004 - 2008
Media Specialist/Cuba Mission Team East-West Ministries International Addison, TX	2001 - 2004

PAPERS, PRESENTATIONS AND PANELS:

10th Annual Narrative Medicine Conference "Narrative Identity Theory as a Framework for Interpreting Dyadic Encounters" Presentation	Chicago, IL	2024
Kerygma Summit "The Role of Story in Wellness" – workshop based on original research Scholar's Panel Participant Opening Bible Teaching for Plenary Session	Nashville, TN	2024
Baylor Symposium on Faith & Culture "A Narrative-Based, Communal Framework for Individual Pastoral Development" Paper Presenter	Baylor University	2023
Kerygma Summit "The Science of Story Support" – workshop based on original research Scholar's Panel Participant	Nashville, TN	2023
Emerging Research Conference Paper Title: "Chaplains and Narrative Identity" Panel Moderator	Baylor University	2022

The Conference on Medicine and Religion Paper Title: "The Rhythm of Attending: A Theological Consideration of Suffering and Narrative Theory"	Duke University	2019
WAVA Pastors' Conference Panel: "Ministry Leaders and PTSD"	Landover, Maryland	2016
A Narrative Future for Healthcare Paper Title: "Creating Spiritual Care Interventions Based on Personal Narratives"	Kings College, London	2013
Schwartz Rounds Panel Title: "When the Focus of Care Goes Beyond the Patient"	Dallas, Texas	2012
All About Influence Presentation Title: "Spiritual Care During Crisis"	Dallas, Texas	2011

PUBLICATIONS:

Chapter Author

Vindicating the Vixens: Revisiting Sexualized, Vilified, and Marginalized Women of the Bible, (2017) Kregel Academic Press.

Coauthor

"Tailoring Pastoral Care to Fit the Patient: Joining Medicine and Narrative," (2012) *Oates Journal of Pastoral Care*.

Contributing Author

Mixed Ministry: Working Together as Brothers and Sisters, (2008) Kregel, Inc.

ACADEMIC AND PASTORAL LEADERSHIP:

Seminary Now Content Professor and Facilitator

Design and Recording of Foundations for Pastoral Care in Spring 2024
Chicago, IL

Narrative Medicine Workshop Facilitator

Columbia University College of Physicians and Surgeons
New York, NY

Advisory Council Member

The Center for Healthcare and Christian Thought
Dallas, TX

Publication Workshop Leader and Internship Seminar Instructor

Baylor University Medical Center

Dallas, TX

Guest Lecturer for Death and Dying Course

Dallas Theological Seminary

Dallas, TX

PROFESSIONAL MEMBERSHIPS and AFFILIATIONS:

Columbia University Narrative Medicine Alumna

Since 2017.

Association of Professional Chaplains

Full member since 2018.

American Educational Research Association

Full member since 2023.

Denver Seminary's Washington, D.C. Extension Site Teach-out Plan
Master of Arts in Pastoral Care

Denver Seminary currently operates three programs at its extension site: the Graduate Certificate in Biblical and Theological Studies, the Master of Arts in Leadership, and the Master of Divinity. It is also petitioning to add a Master of Arts in Pastoral Care, with a start date in Fall 2026.

All of the above programs are available on Denver Seminary's Global campus. Therefore, the teach-out plan for each of these programs is for students to complete their studies on the Global campus, where they can choose to participate in weekly synchronous courses via Zoom or asynchronous courses through Canvas.

ENGAGE
YOUR WORLD


DENVER SEMINARY®



STUDENT HANDBOOK

2024 2025

DenverSeminary.edu

Welcome!

Whether you are a new or returning student, it is a privilege to serve you as part of the Denver Seminary community! Seminary is a unique and transformative experience and it is important to know that you are a critical part of a community founded with a distinct purpose—preparing men and women to engage the needs of the world with the redemptive power of the Gospel and the life-changing truth of Scripture. Fulfilling this critical mission demands that we each allow God to speak into and shape every area of our lives. Denver Seminary strives to be the kind of community where you can develop alongside the encouragement and resources of others on that same path. We hope and pray this transformative process allows you not only to develop holistically throughout your program but would create opportunities for you to actively contribute to our community by learning, serving, and leading inside and outside of the classroom.

We seek to be a community grounded in *Biblical Authority*, believing the Bible to be the authority for our faith, study, and work. We also seek to be a community committed to *Vigorous Scholarship*, where we value truth above all else and we do not shy away from the difficult questions that can be found throughout the learning process. Thirdly, we seek to be a community dedicated to *Charitable Orthodoxy*, where our learning, work, and relationships are founded on the historic, core truths of Christianity. Fourthly, we seek to be a community committed to *Redemptive Relationships*, where we can learn from one another as we seek to love and serve each other humbly. Finally, we seek to be a community with a distinct passion for *Global Concern*. Since our founding in 1950, Denver Seminary has been unashamedly committed to bringing Christ’s Gospel to communities around the world and valuing the rich diversity of God’s people and Kingdom.

This Student Handbook contains important and useful information for navigating your experience as a student in the Denver Seminary community. Please familiarize yourself with it because your enrollment as a student here is your agreement to abide by its policies, all of which are intended to foster and preserve the community described above.

Again, welcome—or welcome back—to Denver Seminary. I hope and pray this academic year deepens your faith in Christ, clarifies your vision for ministry and vocation, and enriches your love for others, for your own joy, and for the glory of God!

Sincerely,



Kristy McGarvey
Interim Vice President of Student Life and Enrollment Management
Dean of Students

Denver Seminary
6399 South Santa Fe Drive · Littleton, CO 80120
303-824-3094 · 800-922-3040
www.denverseminary.edu

Purpose of the Student Handbook

The Student Handbook is an official document that is binding for all students, as it communicates and explains important information and policies to help a student successfully complete one's academic work and understand the different services Denver Seminary offers while being prepared for ministry and service. Degree seeking students, as well as those earning certificates and auditing classes, are to comply with Seminary policies and procedures as stated in this Handbook. These policies and procedures have a direct bearing on all students, and each student is responsible for familiarizing oneself with the content and policies herein.

In addition to the policies in this handbook, MA-Counseling and PhD-Counselor Education and Supervision students should refer to the MA-Counseling Program Manual and PhD in Counselor Education & Supervision Program Manual for specific details regarding program expectations and information. Doctor of Ministry students should refer to the supplemental DMin Student Handbook provided by the DMin office.

Denver Seminary admits students of any race, gender, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs. No student can be excused from taking a required course from a faculty member on the basis of the student's objection to the faculty member's race, gender, or national and ethnic origin.

The content of this handbook should not be construed as complete. It may be modified by action of the Faculty, Administration, or the Seminary Board of Trustees at any time. Denver Seminary reserves the right to change policies when necessary. All policy changes will be communicated promptly to the student community. Students unable to access an electronic copy of the Student Handbook will be provided a hard copy upon request in the Office of Student Life.

Accreditation and Affiliations

Denver Seminary is accredited by the Higher Learning Commission, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413; telephone number 800-621-7440; website: <https://www.hlcommission.org/> to award master's and doctoral degrees. The Seminary is also an accredited member of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103; telephone number 412-788-6505; website: www.ats.edu. The Master of Arts in Counseling degree is also accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).¹ The Denver Seminary CPE Center is solely accredited to offer CPE training by the Association for Clinical Pastoral Education, 1549 Clairmont Road, Suite 103, Decatur, GA 30333; telephone number 404-320-1472; website: www.acpe.edu, as a Clinical Pastoral Education (CPE) training center. The Denver Seminary CPE Center offers CPE Level I, Level II, and supervisory education CPE units for matriculated Denver Seminary students. Denver Seminary is the first evangelical seminary to receive this designation.

The Denver Seminary Maryland Extension is approved as an ongoing course offering site to offer the M.A. in Leadership degree, Biblical and Theological Studies Certificate, Master of Divinity degree program by the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103; telephone number 412-788-6505; website: www.ats.edu

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Seminary Directory

General Information:

Littleton Campus

6399 South Santa Fe Drive
Littleton, CO 80120

303-761-2482 (reception)
303-761-8060 (fax)

DC Campus

Denver Seminary Washington,
D.C. Extension
c/o First Baptist Church of Glenarden
3600 Brightseat Rd
Landover, MD 20785

301-773-3600

Department Name:

Phone:

Email:

Academic Dean's Office

303-762-6900

academicdean@denverseminary.edu

Admissions

303-762-6937

info@denverseminary.edu

303-783-3122 (fax)

Denver Counseling Center

303-762-6987

denvercounselingcenter@denverseminary.edu

DC Campus

240-532-7881

debora.barr@denverseminary.edu

Dean of Students

303-357-5842

deanofstudents@denverseminary.edu

Financial Aid

303-762-6903

financialaid@denverseminary.edu

Gospel Initiative

303- 357-5859

gospelinitiative@denverseminary.edu

Helpdesk

303-762-6983

helpdesk@denverseminary.edu

Human Resources

303-762-6887

lori.mack@denverseminary.edu

Hispanic Initiatives

303-783-3137

wilmer.ramirez@denverseminary.edu

Korean Global Campus

303-762-6979

sungwook.chung@denverseminary.edu

Library

303-762-6962

library@denverseminary.edu

Registrar

303-357-5845

registrar@denverseminary.edu

President's Office

303-762-6902

president@denverseminary.edu

Security

303-961-1184

security@denverseminary.edu

Student Accounts

303-762-6891

studentaccounts@denverseminary.edu

Student Life

303-762-6901

studentlife@denverseminary.edu

Urban Initiatives

303-357-5865

urban.initiatives@denverseminary.edu

2024-2025 Academic Calendar

Dates specific to the DMin program are located in the DMin Student Handbook and the [Academic Catalog](#). Dates specific to the MA-Counseling are located on the back cover of the MA-Counseling Program Handbook.

Fall 2024

Late Registration Fee Begins	July 15
PhD New Student Orientation	August 16
Payment/payment plan deadline	August 16
Schedule Change Fee Begins.....	August 17
Late Payment Fee Begins	August 19
New Student Orientation	August 21-22
Advance Standing Exam (Littleton Campus)	August 22
Classes begin	August 26
Convocation.....	August 27
Last day to add a course	August 30
Last day to change a course from audit to credit	August 30
Deadline to drop a full-term course with no transcript notation and 100% tuition refund (5:00pm).....	September 1
Labor Day—no classes.....	September 2
Last day to drop a full-term course to receive a 75% tuition refund (5:00 pm)	September 13
MDiv Summative Experience Paper due.....	September 20
Last day to drop a full-term course to receive a 50% tuition refund (5:00 pm)	September 27
MA comprehensive exams	September 27
Graduation application deadline for fall graduates	October 1
First draft of ThM thesis due	October 14
First draft of MA thesis due.....	October 16
Deadline to drop a full-term course with a “W” grade	October 18
Last day to change a course from credit to audit	October 18
ThM comprehensive exams.....	November 8
Deadline to drop a full-term course with the possibility of a “WP” grade	November 15
Thanksgiving break – no classes	November 26-29
Final draft of ThM thesis due	December 1
MDiv Summative Interview completed.....	December 2
Final draft of MA thesis due.....	December 2
Last day of classes	December 13

Intersession 2024

Late Registration Fee begins	November 25
New Year’s Day—No classes	January 1
Payment/payment plan deadline	January 6
Term dates	January 6-24
Late Payment Fee Begins	January 7
Schedule Change Fee Begins.....	January 7
Martin Luther King Day—no classes	January 20

Spring 2025

Late Registration Fee begins.....	December 16
Payment/payment plan deadline.....	January 17
Schedule Change Fee begins	January 18
Late Payment Fee begins.....	January 20
New Student Orientation	January 22-23
Advance Standing Exam (Littleton Campus).....	January 23
Classes begin	January 27
Last day to add a course	January 31
Last day to change a course from audit to credit	January 31
Deadline to drop a full-term course with no transcript notation and 100% tuition refund (5:00pm)	January 31
Graduation application deadline for spring graduates.....	February 1
Graduation application for summer graduates participating in commencement.....	February 1
Last day to drop a full-term course to receive a 75% tuition refund (5:00 pm)	February 14
MDiv Summative Experience Paper due	February 21
Last day to drop a full-term course to receive a 50 % tuition refund (5:00 pm)	February 28
MA comprehensive exam.....	February 28
First draft of ThM thesis due	March 10
First draft of MA thesis due	March 17
Deadline to drop a course with a “W” grade	March 21
Last day to change a course from credit to audit	March 21
Spring break – no classes	March 24-28
Early registration for 2025-2026 academic year for continuing students opens.....	April 7
ThM comprehensive exam	April 11
Early registration for 2025-2026 academic year for new students opens	April 14
Deadline to drop a course with the possibility of a “WP” grade	April 18
Good Friday—no classes.....	April 18
Final draft of ThM thesis due	May 1
MDiv Summative Interview completed	May 2

Final Draft MA thesis due.....	May 5
Early registration for 2025-2026 academic year for new students opens	May 14
Last day of classes.....	May 16
Commencement	May 16

Summer 2025

(Please see Academic Catalog for specific summer add/drop and tuition refund dates)

Late Registration Fee begins (Summer Full Term and Summer Term I)	April 7
Graduation application deadline for summer graduates	May 1
Summer payment/payment plan deadline for all summer sessions.....	May 9
Schedule Change Fee begins	May 10
Late Payment Fee begins.....	May 12
Late Registration Fee begins (Summer Term II)	May 26
Summer full term dates.....	May 19–August 22
Summer term I	May 19-June 27
Memorial Day—no classes	May 26
PhD Residency	June 1-6
Juneteenth—no classes	June 19
Advanced Standing Exam (Littleton Campus).....	June 26
Independence Day—no classes	July 4
Summer term II.....	July 7-August 15

Foundational Commitments

Mission

Denver Seminary prepares men and women to engage the needs of the world with the redemptive power of the Gospel and the life-changing truth of Scripture.

Through our educational programs and mentoring process, the Seminary challenges students to grow spiritually, intellectually, and professionally in order to lead God's people in the accomplishment of His mission in the world.

Core Commitments

Biblical Authority

We are people of the Book, believing the Bible to be our final authority for faith and practice. Since our founding, the Seminary has been committed to the inspiration, inerrancy, and authority of the Bible. That commitment remains strong and unyielding; it defines us and shapes us. The Bible forms the basis of our doctrinal statement and the centerpiece of our curriculum. We study the Bible and look to it as our authoritative reference, assessing theories and arguments for congruence with what it affirms. We marvel at its intricacies and revel in its simplicity. We meditate on it and contemplate how profoundly it describes the human condition and God's saving solution for us. We preach and teach the Bible. We sing it, recite it, and constantly find ourselves looking to it for truth that endures while the world around us changes.

Vigorous Scholarship

We are people of the Truth, committed to seeking truth in all disciplines. We have the courage to ask tough questions and allow the text of Scripture to take us to answers that we may not want to face. Vigorous scholarship is robust and relentless, the kind of scholarship that does not blink when the skeptic questions our faith. Vigorous scholarship does not shrink back and retreat to the comfortable confines of tried and true axioms that the already convinced repeat to one another in order to avoid facing their own doubts. Neither does vigorous scholarship descend into the catacombs of academic irrelevance, "the knowing of more and more about less and less." At Denver Seminary, scholarship means knowing more and more about what matters--the real questions of real people in the real world. Vigorous scholarship is what Dr. Grounds described in 1965 when he wrote of the Seminary, "Here is no unanchored liberalism--freedom to think without commitment. Here is no encrusted dogmatism--commitment without the freedom to think. Here is vibrant evangelicalism--freedom to think within the bounds laid down in Scripture."

Charitable Orthodoxy

We are people of the Faith, committed to the great core confessions that have defined Christianity for centuries. We cling to these great core truths of the faith for they frame our understanding of God, the world in which we live, and His work in it. Furthermore, we confess these great truths as a way forward for those trapped in the mire of indifference and relativism. Around that common confession and our agreement with the doctrinal statement of the Seminary, we engage in gracious and serious conversations about many different areas of faith and life. At times we may disagree about the interpretation of particular passages, about theological issues of secondary importance, about the

expression of Christian ethics in public life, and about the application of Scripture to ministry. At all times, however, we will be known as a community that relates to one another charitably, with a penchant to listen before speaking and a desire to learn that trumps the instinct to defend and to tell. The freedom and courage to think is only half the equation for a vibrant learning community; freedom and courage to listen completes it. Our conversation with those with whom we disagree, particularly outside the community of faith, must be marked by charity and respect. The apostle Paul described the manner we desire to relate to all people with these words, “speaking the truth in love” (Eph. 4:15).

Redemptive Relationships

We are people of the Gospel, a community of humbled and broken people who have found life anew in its redemptive power. We come together knowing that Christ has rescued us from the bondage and the penalty of our sin simply through the death of his Son on the cross because he loves us. And we live like those for whom redemption, grace, and reconciliation are more than theological concepts—they are the breath of life that sustains us each and every moment of each and every day. We believe that redemption comes only through honesty with ourselves and through the truth of the gospel. So we nurture interpersonal mentoring relationships throughout the Seminary experience that drag us out of our hiding places so that we can move into the light of Christ’s searing gaze of love. We are committed to an integrated learning process that redemptively addresses the needs of the whole person. We also believe that our redemptive relationships must go beyond the community of faith and reach into the lives of those who have yet to confess faith in Christ. We help one another develop and model a grieving compassion for the lost and, like our Savior, we seek their salvation (Luke 19:10).

Global Concern

We are people of the Kingdom, committed from our founding in 1950 to global mission because of God’s concern for the redemption of all peoples. Our commitment to mission provides rationale and urgency to our task. We will make the uncomfortable realities of a blinded and broken world an abiding issue in our educational process and we will challenge ourselves to courageously face the indifference and self-indulgent tendencies that keep us from whole-hearted commitment to the mission of God in the world. Furthermore, we value and embrace the marvelous diversity of God’s people and we will nurture meaningful partnerships with other like-minded schools and agencies in the work of the Kingdom around the globe.

Vision

We are a Seminary...

Voice...Whose voice plays a greater role in shaping the identity and future of evangelicalism.

Reach...Providing relevant, transformative theological education for a broader spectrum of God's people.

Diversity...more profoundly shaped by the presence and voices of diverse communities.

Vitality...with the resourcing needed to achieve annual growth in all key institutional indicators.

Excellence...known for excellence in teaching, scholarship, formation and governance.

Theological Foundations

Each year trustees, administration and faculty are required to affirm without mental reservation and sign Denver Seminary's Statement of Faith. Students and Seminary staff affirm and sign the National Association of Evangelicals' Statement of Faith.

Denver Seminary Statement of Faith

Denver Seminary is committed to the great truths and abiding fundamentals of the Christian faith as evidenced by its confessional platform:

The Word of God

We believe the Scriptures of the Old and New Testaments are the inspired Word of God, inerrant in the original writings, complete as the revelation of God's will for salvation, and the supreme and final authority in all matters to which they speak.

The Trinity

We believe in one God, Creator and Sustainer of all things, eternally existing in three persons, Father, Son and Holy Spirit; that these are equal in every divine perfection, and that they execute distinct but harmonious offices in the work of creation, providence, and redemption.

God the Father

We believe in God the Father, an infinite, personal Spirit, perfect in holiness, wisdom, power and love. He concerns Himself mercifully in the affairs of men and women, hears and answers prayer, and saves from sin and death all who come to Him through Jesus Christ.

Jesus Christ

We believe that Jesus Christ is God's eternal Son, and has precisely the same nature, attributes, and perfections as God the Father and God the Holy Spirit. He is not only true God, but true man, conceived by the Holy Spirit and born of the virgin Mary. We believe in His sinless life, His substitutionary atonement, His bodily resurrection from the dead, His ascension into heaven, His priestly intercession on behalf of His people, and His personal, visible, return from heaven.

Holy Spirit

We believe in the Holy Spirit, His personality and His work in regeneration, sanctification, and preservation. His ministry is to glorify the Lord Jesus Christ and implement Christ's work of redeeming the lost and empowering the believer for godly living and service.

Humanity

We believe God created humanity, male and female, in the image of God and free from sin. We further believe all persons are sinners by nature and choice and are, therefore, spiritually dead. We also believe that the Holy Spirit regenerates those who repent of sin and trust Jesus Christ as Savior.

Salvation

We believe in salvation by grace through faith in Jesus Christ. This salvation is based upon the sovereign grace of God, and was purchased by Christ on the cross, and is received through faith apart from any human merit, works, or ritual. We believe salvation results in righteous living, good works, and proper social concern.

The Church

We believe that the church is the spiritual body of which Christ is the head and is composed of all persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit. This body expresses itself in local assemblies whose members have been baptized and associated themselves for worship, instruction, evangelism, and service. The ordinances of the local church are baptism and the Lord's Supper. We also believe in the interdependence of local churches and the mutual submission of Christians to each other in love.

Separation of Church and State

We believe that each local church must be free from interference by any political authority. We also believe all men and women are directly responsible to God in matters of faith and life, and that they should be free to worship God according to the dictates of their consciences.

Christian Conduct

We believe that the supreme task of every believer is to glorify God in life and conduct and be blameless before the world. Each Christian should be a faithful steward of all possessions and seek to realize in every area of life the full stature of maturity in Christ.

Last Things

We believe in the bodily resurrection of the saved and lost, the eternal existence of all people in either heaven or hell, in divine judgments, rewards, and punishments.

National Association of Evangelicals' Statement of Faith

The National Association of Evangelicals takes its stand on the changeless Word of God as expressed in the following [Statement of Faith](#):

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.

4. We believe that for the salvation of lost and sinful people, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by who's indwelling the Christian is enabled to live a godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

Community Values and Behavioral Commitments

Preamble

Denver Seminary's mission calls the entire Seminary community – all students, employees, and trustees – to “engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture.” This mission assumes a shared calling to live as the holy people of God in all dimensions of human life. No matter the work, task, context, community, or culture, all members of the Denver Seminary community commit themselves to making choices that express the redemptive character of the gospel, respecting and encouraging others, giving and receiving constructive feedback, praying for one another, and cultivating the disciplines needed for effective service.

Denver Seminary may initiate remedial or disciplinary action when these community values and behavioral commitments have been violated. All remedial and disciplinary action will be carefully enacted as per institutional policy outlined within the Employee and Student Handbooks, balancing the goals of redemptive restoration for the individual with the preservation of a godly community. Violations of these commitments, including failure to self-report offenses, will be addressed according to the severity and/or impact of each offense on the individual or community. This includes, but is not limited to bullying, harassment, and violence, slander, demeaning comments or behavior, plagiarism, and cheating. In addition to the Employee and Student Handbooks, institutional policies containing procedures for addressing such violations are the Seminary's General Code of Conduct, Sexual Misconduct Policy, Acceptable Use of Technology Policy, and various harassment policies and academic integrity policies. To this end, the Seminary reserves the right to impose differing sanctions in response to each offense, ranging from verbal warning to expulsion or termination of employment.

If a report of behavior violating these commitments is submitted, the Seminary will undergo a process to review the reported behavior, work with the student in question, and determine an appropriate outcome per the steps outlined in the [Student Grievance Procedures](#) section of this Handbook.

We make these commitments in order that all who come to Denver Seminary may flourish in community while following our shared calling to be the holy people of God. In this light, we, as a community, agree to these commitments (per Matthew 18:15-17; 1 Corinthians 6:13, 18-20, 10:31, 13:4-6; Galatians 6:1-5; Ephesians 5:1-21; Philippians 1:27; 1 Timothy 3:2) as follows:

Personal and Relational Health

We will foster connection with God and others, developing lives marked by self-control and peace, and seeking appropriate balance between work and rest. Such health includes seeking liberation from addiction, honest and vulnerable living, participation in the Church, and living in congruence with God's desires. We will demonstrate respect for self and others through contextually sensitive and appropriate attire, self-care, and personal hygiene.

Redemptive Relationships

We will maintain a good reputation with all people, serving the marginalized and upholding relationships characterized by love, grace, and truth. We will use wise judgement as outlined in the scriptures and pursue reconciliation by taking initiative to resolve differences whenever possible and by responding with civility to others when they do the same.

In dialogue, we will listen to each other and respond with respect and a genuine desire to understand, even when consensus cannot be reached. We will endeavor to demonstrate the fruit of the Spirit (love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control per Galatians 5:22-23) in all of our interactions with others.

Sexual and Gender Integrity

Denver Seminary's [Statement on Human Sexuality](#) forms a framework for instruction on matters related to human sexuality. It also serves as a framework for employment and enrollment decisions as they may relate to sexuality.

Sexual integrity presupposes a commitment to God's original design and intent for human sexuality as well as an admission that, because of The Fall, we are all sexually and relationally broken. It requires that we pursue fidelity to God's overarching redemptive plan in every area of life, including sexuality. Therefore, we commit to abstaining from all forms of sexual engagement that distort God's original intent for humanity to experience sexual relations solely in the context of heterosexual marriage. At the same time, we will demonstrate compassion for one another as we struggle with our respective brokenness. We commit ourselves to practicing celibacy in any relationship outside of a consensual heterosexual union and to exercising faithfulness within that union. We commit to expressions of congruence between experienced gender and biological sex.

We will support one another in all matters related to sexual integrity, recognizing the spiritual benefit of self-control and self-denial. If we struggle or fail in these pursuits, we will seek help and accountability.

Controlled Substances

We will respect Denver Seminary as a smoke-free, drug-free, and tobacco-free campus, and we will refrain from the consumption of alcohol in any public place on campus. Alcohol will not be provided by Denver Seminary at any school sponsored student event. In accordance with Federal standards, we will not possess, distribute, or use illicit substances, and we will only use prescription medication under the purview of a medical doctor.

Self-control

In dependence upon God, we will live sober and self-disciplined lives by consuming food and drink in moderation. We will pursue holy and righteous expressions of beauty, creativity, and art while avoiding that which is pornographic, violent, and demeaning to ourselves and others. We will be conscientious in our work-life balance, material pursuits, and use of interpersonal power. In all instances, we will humbly avail ourselves to relational accountability and receive critical feedback about our lives. We will seek the appropriate help and submit ourselves to remediation and discipline when necessary.

If we have an addictive struggle, however easily hidden or rationalized, we will seek help and accountability to prevent it from affecting ourselves, our work, others, and the community at large in harmful ways. The Seminary can help struggling individuals address their personal issues by providing various and appropriate forms of assistance.

Fitness for Ministry and Professional Disposition

Along with the Community Values and Behavioral Commitments, two additional rubrics are utilized to gauge students' development and formation during their program as well as their readiness to receive a degree from Denver Seminary: 1) Fitness for Ministry, and 2) Professional Disposition. Although distinct categories, Fitness for Ministry and Professional Disposition work in tandem and share many qualities, as ministry work necessitates an appropriate level of professional acumen, and many professions are conduits through which students will fulfill their call to participate in kingdom work.

Defining Fitness for Ministry and Professional Disposition

The Community Values and Behavioral Commitments and policy on [Academic Integrity](#) constitute minimal behavioral expectations considering the Seminary's commitment to graduate individuals who are "fit for ministry."

Professional Disposition is defined as the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as students interact with others to achieve the objectives of their chosen field of study, including but not limited to the following attributes, many of which correspond with the expectations outlined in the Community Values and Behavioral Commitments:

Positive Outlook

The student demonstrates behaviors that reflect the traits and characteristics for work within a student's chosen field of study on a daily basis, including genuine enthusiasm and optimism for the profession and those working in it or serviced by it.

Intellectual and Ethical Integrity

The student demonstrates the ability to foster trust among and between peers, staff, faculty, clients, congregants, community members, and other seminary constituents by maintaining a high level of reliability and sound moral character. The student is truthful, honest, sincere, fair, and just, exhibiting sound moral and ethical decision-making processes in all professional situations.

Respect

The student is respectful to school staff and faculty, professors, and colleagues, respectfully self-advocating when necessary, and takes time and energy to show compassion and empathy for peers, staff, faculty, clients, congregants, community members, and other seminary constituents.

Self-Awareness

The student demonstrates an appreciation for differences among people and exhibits a strong ability to interact, work and be with people who have characteristics different from themselves. The student continually seeks opportunities to learn more about others' perspectives while being open to considering the myriad of new attitudes, beliefs, ideas, and opinions that are encountered in the professional environment.

Dedication

The student does not become frustrated easily but chooses to stick to a professional task or directive until it is completed at a high level of competency. The student is independent and continually uses, develops, and adopts a wide range of personal and professional resources, consistently solving problems drawing on his or her own abilities and knowledge for solutions.

Receiving Critical Feedback about Self and Abilities

The student demonstrates the ability to hear, accept, integrate, and follow constructive feedback as it pertains to both assets and limitations of personality, temperament, and ability related to their professional functioning.

Professional Behavior

The student demonstrates behavior that is congruent with the professional context of their chosen field of study, including but not limited to: timeliness, meeting deadlines, keeping schedules, understanding the expectations regarding professional appearance within their chosen field, preparedness, self-control, maturity, psychological and emotional health, interpersonal effectiveness, positive member of a team, and administrative effectiveness.

Through Denver Seminary’s educational programs and mentoring process students are challenged to grow spiritually, intellectually, and professionally in order to lead God’s people in the accomplishment of His mission in the world. Denver Seminary is a community that is committed to the processes involved in equipping students with the skills and sensitivities to be competent in their chosen vocation both as professionals and ministers of the gospel. As such, Fitness for Ministry and Professional Disposition provide a framework for the qualities, character traits, skills, and core competencies the Seminary expects its students and graduates to exhibit. Faculty, staff, mentors, and others with evaluative responsibilities will have these two rubrics in mind when assessing student behavior and performance.

For information about the process, the Seminary utilizes to address concerns related to a student’s Fitness for Ministry and Professional Disposition, see the [Student Remediation and Formation](#) section of this Handbook.

Gender Roles and Ministry Training in an Educational Setting

Denver Seminary is committed to training both men and women for all forms of Christian ministry. All who meet our admissions requirements and agree to a common, evangelical confession of faith as reflected in the National Association of Evangelicals Statement of Faith are welcome to any degree program and are supported by the Seminary in their pursuit of any ministry vocation. This commitment does not represent a theological stance on the relationship of gender to ministry. Rather, it reflects our educational mission. Denver Seminary provides graduate-level training for ministry but does not offer ordination or credentialing for ministry. Therefore, churches, denominations and other ministry organizations are responsible to make their own decisions about who is eligible for particular ministry roles and functions.

Within the parameters of our statement of faith, Denver Seminary celebrates the diversity of traditions and theological distinctives represented within our community by students, staff and faculty. The contributions of our different backgrounds provide a rich educational opportunity as we listen to and learn from each other. Such a rich formational opportunity always involves tensions and challenges. Many Christians who are equally committed to biblical authority will differ on issues such as gender roles in ministry. On this issue, Denver Seminary intentionally does not take an institutional position so that there is opportunity for continued exploration, engagement, mutual learning and growth in our respect for each other even when we disagree.

Denver Seminary takes neither a “complementarian” nor an “egalitarian” stance on the issue of gender roles in ministry. Our faculty reflects a diversity of opinion on the particulars of this question while valuing a climate of charitable orthodoxy, i.e. a clear commitment to biblical authority combined with a commitment to mutual respect and civil discourse. Disagreement on this issue is not a matter of biblical orthodoxy or a litmus test for fellowship, even though we may hold our opinions with great conviction.

Recognizing the range of commitments on this issue, even among evangelical Christians with a strong commitment to biblical authority, Denver Seminary expects all students to demonstrate mutual respect for the rights of all other students to prepare for any form of ministry. Charitable, respectful dialogue on the issue is encouraged within these boundaries. *Disrespect or demeaning treatment of other students, in any form, will not be tolerated due to the educational and formational nature of our Seminary’s mission.*

Accepting a place in the student body of Denver Seminary is a statement of willingness to abide by this policy. We are committed to cultivating and protecting a community in which both men and women are free from derogation of any type and can thrive in their personal and professional development for whatever form of ministry they and their sponsoring fellowships sense the gifts and calling of God.

Student Affirmation of Beliefs and Standards

Denver Seminary is a religious organization that trains ministers and those who serve the Church within the context of a faith community. As such, our shared beliefs and standards within the faith community are as important as our academic training. Recognizing this, we require all applicants to certify that they have read, understand, and personally adhere to the shared beliefs as stated in the [NAE Statement of Faith](#). Further, we require that all applicants certify that they have read, understand and agree to abide by the expectations and policies as outlined in the [Seminary's Community Values and Behavioral Commitments](#), [Academic Catalog](#) and Student Handbook.

Because of the nature of our shared faith community and the importance of maintaining consistency in our beliefs and standards, students are required to reaffirm these commitments each time they register for a new semester. The Seminary reserves the right to evaluate a student's continued standing if his or her belief has or is believed to have shifted away from our shared faith community, and the student may no longer be compatible with Denver Seminary.

Students who can no longer certify that some aspect of the NAE Statement of Faith is a sincerely held belief, or who can no longer willingly agree to abide by the expectations and policies as outlined in the above foundational documents, are encouraged to contact the [Dean of Students](#) for further discussion or assistance in transitioning or transferring if needed. As an inability to affirm Denver Seminary's beliefs and standards could result in preventing a student from continuing in his or her program, completing the program, and/or graduating, it is important to identify any issues promptly. This helps to avoid wasting the student's resources and to ensure a smooth transition if one will be needed.

Littleton Campus Facilities, Usage, and Operations

The Littleton Campus

Denver Seminary has a 13-acre campus in Littleton, Colorado, a thriving community southwest of the city of Denver.

Anita I. Graber Administrative Building

The first floor of the Anita I. Graber Administration building houses the offices of Student Life and Enrollment Management, Financial Aid, the Campus Operations Group (formerly the Business Office which includes Student Accounts), the Doctor of Ministry program, and the Denver Counseling Center. The second floor houses the President’s Office, the Executive Board Room, Academic Dean’s office, Faculty Offices, Registrar, Educational Programs, and Advancement.

Graber Administrative Building Hours:

Monday – Friday 8:30am – 4:30pm
Saturday – Sunday..... Closed

Please check the website for the [Denver Counseling Center](#) hours.

Harold and Virginia Simpson Leadership Center

The Simpson Leadership Center houses classrooms and the Hazel Harriet Simpson Chapel. Modern technology provides an excellent teaching environment in each room of the facility.

Simpson Leadership Center hours are subject to change during the summer and January terms, and for special events, but this building is generally open no earlier than 30-minutes prior to the first scheduled class and no later than 30-minutes after the latest class ends.

Monday – Thursday Varies with class schedules (see above).
Friday and Saturday - Open based on events scheduled
Sunday..... Open based on events scheduled

Vernon and Ann Grounds Student Center

Named after the second and longest-tenured president and chancellor of Denver Seminary and his wife, the Vernon and Ann Grounds Student Center is a place where students can relax, eat, study, and engage in conversations.

Student Center Hours (subject to change):

Monday – Thursday 7:30am – 8:00pm
Friday & Saturday 9:00am – 5:00 pm
Sunday Closed

Paul and Marjorie Lewan Learning Resource Center and the Carey S. Thomas Library

Named after the first president of the Seminary, the [Carey S. Thomas library](#) is located in the Paul and Marjorie Lewan Learning Resource Center. The library is comprised of volumes carefully selected to provide the best in theological and scholarly literature as an undergirding for the school’s curriculum.

Please see the Library website for open hours.

Parking

Permits

Parking permits issued during the 2023-24 school year (dark blue with no academic year noted), remain valid for the 2024-25 academic year. All vehicles parked on Seminary Property must have a current permit. Parking permit applications are available during normal business hours at the Security Desk located in the Student Center. When received, the parking permit must be displayed in the designated area of the vehicle, unobstructed so that it may be easily seen by the Security Team. Parking is only allowed in appropriate parking lots as per the assigned parking permit decal.

Locations

Student vehicles displaying the proper, valid permit are permitted to park in Lots A and B except for Denver Counseling Center (DCC) reserved spaces in Lot D, and the spaces for guests along the north side of lot A. Open parking is allowed in Lot C overnight from 5:00 pm-7:30 am Monday-Friday, and during weekends. Additional parking, with no permit necessary, is available in the Hudson Gardens gravel lot to the north of the Seminary campus.

Violations

Drivers in parking lots observed driving recklessly, speeding, failing to stop for a stop sign, or failing to yield to a pedestrian in a cross walk will be issued a moving violation with a fine of \$50. Driving any motorized vehicle on walkways is prohibited and will be subject to the issuing of a moving violation. Official Seminary maintenance vehicles, special equipment, vendors, and ALL emergency response vehicles are exempt from this section.

Seminary security staff and/or other law enforcement professionals who may be contracted by the Seminary have authorization to issue these citations. Additionally, a member of the Seminary community who witness a driver in violation of a regulation, contact security or law enforcement, testify against the driver, and have a moving violation issued.

Denver Seminary's parking policies can be found on the school's website by clicking [here](#).

Safety, Security, and Emergencies

Safety and Security

Denver Seminary desires its campus to be a safe and secure environment. The Seminary recommends personal responsibility and vigilance on the part of all campus community members since the safety or well-being of persons or property cannot be guaranteed. Seminary security policies are written, enforced, and intended to provide students with a safe environment in which to learn and to keep students, visitors, and employees informed of campus security postures. The Seminary utilizes the [Standard Response Protocol](#) (SRP) developed by the "I love You Guy's Foundation" for emergency response. The SRP is a simple response matrix for all hazards designed to provide consistent, clear, shared language and actions among all staff, students and first responders. The SRP is not based on individual scenarios, but rather on the response to any given scenario. The SRP includes five response actions: **Hold, Secure, Lockdown, Evacuate, and Shelter**. [A link to a twelve-minute video explaining each of the responses can be found here](#). Please watch the video and become familiar with each of the responses.

Important Phone Numbers

- **911** - Emergency response for police, fire, or medical assistance.
- **Denver Seminary Security for Non-Emergencies: 303-961-1184 (Extension 1001 from a campus phone)**

Students, faculty, and staff should call Denver Seminary security to report a crime, suspicious activity, medical emergency or to request an escort to their car during seminary business/class hours.

- **Littleton Police Department Non-Emergency: 303-794-1551**

Crime Awareness and Campus Security Act of 1990

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Denver Seminary collects and reports [crime statistics](#). The Clery Act requires all public and private post-secondary educational institutions participating in federal student aid programs to publish an annual report that contains three years of campus crime statistics, security policy statements which assure basic victim's rights, and directions on where students should go to report crimes.

Campus Emergency and Weather Closure Notification System

Denver Seminary uses the following means of communication in emergency or school closure.

1. A notice on the Seminary's main webpage: www.denverseminary.edu
2. Broadcast emails and text messages: notices will be emailed and/or texted to all staff and faculty to their Seminary accounts and to students via their DMail account through the Rave Emergency System. Students can manage their Rave account at [Rave Emergency System](#).
3. Television: CBS4, ABC7, NBC9, and FOX31

Usage and Operations

Lost and Found

Items of lower value will be left on display in the Student Center kitchen. Examples include water containers, lunch bags, hats, etc. Items will be kept for a maximum of thirty days. If not retrieved, items will be discarded or donated to a worthwhile cause or organization. Items of higher value, such as cell phones, laptops, car keys, wallets, or purses may be kept by Denver Seminary Security (303-961-1184) or secured in the office of the Director of Physical Campus Operation (303-357-5818).

Service/Assistance Animals

Unless verified to be a service animal, all other animals are *strictly prohibited* inside any campus buildings. Exceptions - students with service animals attending in-person classes or faculty members utilizing service animals for teaching purposes. Contact the Dean of Students for additional guidance.

Pets

Pets are allowed on campus but are *strictly prohibited* inside campus buildings. Pet owners are responsible for the immediate pick up and proper disposal of pet waste. Dogs & Cats must be leashed per local animal codes/ordinances.

Public Space Usage

Shared areas on-campus, such as the Student Center, are not available for reservation by students. To meet the needs of the community, students using these areas should apply thoughtfulness and courtesy. This includes leaving these locations clean and in a better condition than before they were used, by returning furniture to its original location, discarding trash, reporting any problems or concerns to the on-duty Security Guard at 303-961-1184 and keeping group noise at a reasonable level.

Receptionist Desk

The Information Reception Desk in the Graber Administration Center front lobby provides the following services:

- Directions and information for offices, classrooms, and scheduled meetings
- Directions for off-campus businesses and organizations
- Notary services (by appointment).

Solicitation

Solicitation is prohibited on Seminary property. This pertains to both commercial agents and members of the Denver Seminary community. The Seminary will not assist commercial agents in contacting or connecting with students and will not provide access to student information. Requests to promote an activity, opportunities, or products must be submitted to the [Department of Student Life](#), and are subject to approval. For more information about communications and marketing to the student body, please review the section in this Handbook titled [“Communications and Marketing to Students”](#).

DC Campus Facilities, Usage, and Operations

First Baptist Church Glenarden Ministry Center:

The Denver Seminary D.C. campus is located inside of the First Baptist Church of Glenarden at 3600 Brightseat Rd., Landover, MD 20785.

Classes are held inside the church's Ministry Center on Fridays and Saturdays. Students have access to their classrooms and the on-site library at the following times when classes are in session.

Classes:

Fridays 6:00pm – 9:00pm

Saturdays..... 8:00am – 6:00pm

Library 240-532-7881

Accessible to students whenever the church is open. Show ID card at front desk, sign in/out and the library will be opened.

Parking

Students should park (including motorcycles and scooters) in the Ministry Center lot. Please do not park in reserved spaces or in the area in front of the Shabach Academy.

Security

To report security concerns, use the telephone in any room of the Ministry Center to call the church receptionist on-duty at extension 301-773-3600.

Other important phone numbers:

- 911 in case of an emergency
- Glenarden Police (non-emergency): 301-772-3214
- Landover Police (non-emergency): 301-772-4900

Crime Awareness and Campus Security Act of 1990

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Denver Seminary collects and reports [crime statistics](#). The Clery Act requires all public and private post-secondary educational institutions participating in federal student aid programs to publish an annual report that contains three years of campus crime statistics, security policy statements which assure basic victim's rights, and directions on where students should go to report crimes.

Lost and Found

The lost and found is located at the church reception console in the lobby.

Notification if Classes Are Cancelled or Delayed

In the event of inclement weather, the DC Site Director will make the decision regarding the delay or cancellation of classes and notify students by RAVE Emergency Notification System which sends an email and text message to students at least two hours prior to the scheduled class time. For any questions or concerns, contact the [Site Director](#), whose office is on the second floor and will be on site during class time. The Site Director can also be reached by phone at 202-650-7816.

Student Life and Enrollment Management (SLEM)

Student Success Advisors

The Student Success Advisor (SSA) team contributes to the mission of Denver Seminary by providing proactive and collaborative academic advising support. The SSA team is the main point of contact throughout a student's time at Denver Seminary. The Advisors assist with course scheduling, registering for classes, degree mapping, staying on track for graduation, changing programs/campuses, or taking a semester off. If a student's questions are not enrollment related but the student does not know where to start in getting an answer, reach out to the Student Success Advisor team to be directed appropriately.

General Contact: connect@denverseminary.edu

Resources Website: <https://denverseminary.sharepoint.com/sites/AdvisingResources>

Student Life

The Student Life team contributes to the mission of Denver Seminary by cultivating a vibrant culture of **student engagement** that fosters holistic formation and offering proactive **student care** and resources that leads to thriving during a student's educational journey.

General Contact: StudentLife@denverseminary.edu

Resources Website: www.studentlife.densem.edu

Student Care and Resources

Student Life maintains a variety of resources and services, which can be found on the Student Life Resources website: studentlife.densem.edu.

Proactive Student Support

Denver Seminary cares deeply about the well-being and success of our students and has a robust referral system, The Bridge, that was created to connect students with the support and resources that will be most beneficial to them. Students may be referred by faculty for any student success issue and the [Student Care Specialist](#) will reach out to follow up about what support might be of most help. Throughout each academic term, instructors will also receive surveys from the Student Care Specialist to give general feedback regarding individual student success. At this time, students may be contacted by the Student Care Specialist to help determine if any additional support is needed. Students may also reach out directly to the Student Care Specialist if disruptive life circumstances impact one's ability to succeed academically.

Conditional Acceptance

As a part of Denver Seminary's mission to provide holistic support for students, incoming students with a grade point average (GPA) below what is required for their program or who are otherwise identified by enrollment as requiring additional academic support will be admitted under Conditional Acceptance. Conditional Acceptance students will schedule a meeting with the Student Care Specialist to establish resources and strategies that will help students towards success during their first semester. During this meeting, students will identify any challenges they are currently facing and determine what resources would be most helpful for them. The Student Care Specialist is available as a resource and source of support for Conditional Acceptance students throughout their first semester.

Academic Probation Support

Students who have earned a grade point average (GPA) below what is required for their program during a semester at Denver Seminary will be placed on a semester of academic probation (Please see the [Academic Catalog](#) for details on academic probation). The Student Care Specialist will work with students who are on academic probation to identify any potential barriers to academic success and develop a detailed plan to raise their grade point average (GPA). All students who have been placed on either first or second semester academic probation will meet with the Student Care Specialist in order to better understand the conditions of their probation and develop a plan for academic success.

Job Search Assistance and Career Services

The Seminary's online [Job Board](#) contains a variety of part-time and full-time job listings, as well as internship and volunteer opportunities. Students interested in Federal Work Study positions on campus can find additional information in the [Financial Aid Section](#) of this handbook. To schedule a meeting with one of our staff to discuss your occupational needs, please contact [Student Life](#) directly.

Ministry Residency Program

The Ministry Residency Program connects Seminary students with paid internships at churches and non-profits. Students take on part-time roles (usually between 10-30 hours a week) that provide practical, hands-on experience for the student while they advance the vision and mission of the organization. Participating churches and non-profits compensate the student through tuition donations, with the possibility of an additional taxable stipend depending on the number of hours worked. More information about the Residency Program and any open positions may be found at the [Denver Seminary website](#).

Discounted Professional Counseling Services

Several local professional Christian counselors along the Front Range have agreed to provide a limited number of sessions for seminary students and their immediate family members at a discounted rate. The identities of those who inquire about counseling services will remain confidential. More information can be found on the [Student Life website](#) or by emailing the [Student Life Office](#).

Health Insurance

Denver Seminary recognizes that students and their families have unique factors driving their decisions about health insurance, and Student Life can provide assistance to students as they navigate the insurance marketplace. Information about insurance options can be found in the [Insurance section](#) of the Student Life Resources webpage.

**Health insurance is required for all international students and their dependents for the duration of their studies at Denver Seminary. Documentation that verifies enrollment in a health insurance plan must be provided to the Dean of Students Office.*

Student Engagement

Student Engagement Opportunities

Student Life offers a variety of ways to engage with fellow students as well as the staff and faculty of Denver Seminary. This includes oversight of the new student orientation events, welcome back opportunities hosted on the Littleton campus and regularly scheduled Community Worship. For more information, please visit the [Student Life website](#) for details.

Communication and Marketing to Students

Student Life functions as the primary voice to the student body for communicating information about events, activities, resources, and benefits. Students are encouraged to check their Denver Seminary email account regularly, as it is the official medium by which the Seminary communicates. Students are responsible for information delivered to their seminary email, and the [IT Helpdesk](#) should be contacted if complications arise.

Along with the Seminary's e-newsletter called *Campus News*, other means of communication to the student body utilized by Student Life include digital display monitors, bulletin boards in the Student Center, direct emails, and social media. Inquiries for utilizing any of the above methods for communicating to students need to be submitted to [Student Life](#).

The Department of Student Life reserves the right to determine which methods of advertising are utilized at any given time, and whether a request for advertising will be approved. To determine whether or not advertising is appropriate for the Denver Seminary community, requests are weighed against the Seminary's Foundational Commitments and learning outcomes. Students' interests and affinities are also taken into consideration. Requests will not be approved if they are determined to conflict with any of the above-mentioned standards, are deemed unrelated to students' interests, or fall into the category of personal solicitations or fundraising efforts.

Student Leadership Board

The Student Leadership Board functions as a conduit for the student body to enhance the educational environment and overall student experience and work under the direction of the [Associate Director of Student Engagement](#). The Student Leadership Board is comprised of students who oversee student programming that facilitates personal and professional growth and development. Student Leadership Board members are selected by the Department of Student Life through an application and interview process, and students interested in serving on the Board are encouraged to respond to the call for application made each spring.

Student Interest Groups

As a result of mutually working through an academic program, students discover shared affinities beyond the classroom and can initiate groups based on their common interests. Previous and existing groups include Outdoor Adventure, Community Service, Flag Football, Ultimate Frisbee, Men's Integrity, and Women's Support. The Department of Student Life recognizes the role that extracurricular relationships play in the lives of students and welcomes the formation of new groups. Inquiries can be made by contacting [Student Life](#).

Non-Immigrant Students

Denver Seminary is privileged to host students from a variety of nations as they pursue degrees that help extend God's kingdom across the globe. The Seminary recognizes the unique challenges non-immigrant students face and seeks to provide assistance specifically tailored to help these students succeed. The Student Life team serves as the hub for international student support. For more information, please visit the [International Student page](#) on the Student Life website.

Cultural Engagement Initiatives

Denver Seminary strives for an environment that celebrates Christian unity and values the diversity within the Body of Christ. Below are the various initiatives that reflect the Seminary's efforts toward that end.

Engage 360 Podcast

[Engage 360](#) is Denver Seminary's podcast where issues of cultural and theological relevance are explored through the lens of the Seminary's mission of equipping men and women to engage the needs of the world with the redemptive power of the Gospel and the life-changing truth of scripture.

Gospel Initiative

The [Gospel Initiative](#) is working to strengthen local churches and provide ministry and pastoral leaders, lay leaders and others with resources to commend the gospel with compassion and credibility.

School Counseling Mental Health Initiative (SCHMI)

The [School Counseling Mental Health Initiative](#) seeks to research the needs of Denver-area students and school counseling-based interventions and facilitate trainings for educators.

Soul Care Initiative

The [Soul Care Initiative](#) hosts retreats for pastors and faith leaders along the Front Range and offers credentialed training in the practice of spiritual direction.

Ethnic Initiatives

Black Church Programs

The [Black Church Programs](#) is focused on expanding the presence of Black students in Denver Seminary degree programs and enhancing the overall experience of Black students, as well as extending the educational resources of Denver Seminary to Denver's urban communities.

Hispanic Initiatives

The [Hispanic Initiatives](#) serves Denver Seminary and the Hispanic community by providing access and support for individuals from Hispanic contexts to pursue theological education. It also provides opportunities to students of other ethnic groups to become culturally effective while ministering in the Hispanic culture. The Hispanic Initiative includes the following programs:

- The IDEAL Institute (The Institute for the Development and Training of Leaders).
- An Associates degree in Biblical Studies in partnership with the Central America Theological Seminary

Asian Initiative

The [Asian Initiative](#) aims to develop pastoral and lay leadership among Korean Christians in metro Denver by offering opportunities for pastors and lay leaders to be equipped thoroughly to serve the Lord's Kingdom and church more effectively.

Informational Technology (IT)

IT Support Contact Information

Phone: 303-762-6983 or ext. 2020 from any campus phone.

Email: helpdesk@denverseminary.edu

The IT helpdesk provides support for the computer lab, Dmail, Moodle, MyDenSem, and wireless internet access.

Acceptable Use Policy

Purpose:

The Acceptable Use Policy is a top-level policy that describes network and general use for Denver Seminary information technology resources. It is meant to describe the appropriate general behavior the Seminary expects when using technology and encompasses all Seminary technology resources.

Scope:

All Denver Seminary employees and contractors are required to review and accept this policy before access to the network or other Seminary technology resources is granted.

Definitions:

Technical/Computer Resources: Any computer or network equipment, server, internet access, technology service, or software application the Seminary owns or leases.

General Policy:

This Acceptable Use Policy is created to support Denver Seminary's mission and vision, which includes exercising efficient stewardship over the resources provided to the Seminary. Denver Seminary is the owner and provider of technical resources that include, but are not limited to, computers, printers, copiers, telephones, internet access, and a variety of software applications and services. The use of these resources is a non-transferable privilege, not a right, arising from an individual's position at the Seminary.

As the owner and provider of these technical resources and services, the Seminary reserves the right to monitor and record the usage of all computer resources. The Seminary reserves the right to disable user access to computer resources if deemed appropriate to protect the Seminary from financial or system harm or if the user is under investigation for violation of Seminary policies. It is the responsibility of each user to know and to comply with applicable laws, standards, and policies and procedures of Denver Seminary.

General Procedures:

Acceptable Use

The following represents a guide to acceptable use of Seminary computer resources. It is not intended to identify all acceptable uses, but to indicate those uses which are generally consistent with the purpose of these resources at the Seminary.

- Educational, academic and professional activities of faculty, staff, and students relevant to the Seminary and otherwise consistent with this and other Seminary policies.
- The official Seminary work of offices, departments, and recognized campus organizations.

Unacceptable Use

The following list is a guide to unacceptable uses of Denver Seminary's technical resources. It is not intended to identify all unacceptable uses, but to indicate various types of uses that are inconsistent with

the purpose of these computer resources. The Seminary reserves the right to decide in every instance what unacceptable use is and will address each such use as it deems appropriate. The following actions by any person will be considered unacceptable use:

- Using or attempting to use any Seminary computer resource without proper authorization. Further, no one shall assist in, encourage, or conceal from authorities any unauthorized use or attempt at unauthorized use of any Seminary computer resource.
- Endangering or attempting to endanger the integrity or security of any Seminary computer resource or willfully interfering with others' authorized computer usage.
- Using or attempting to use any Seminary computer resource for non-Seminary business without specific authorization.
- Revealing or attempting to reveal any password for any Seminary computer resource or software application to any unauthorized person.
- Misrepresenting of identity or relationship to the Seminary for the purpose of obtaining or using computer, server, or network privileges and/or services.
- Reading, altering, deleting, or attempting to read, alter, or delete any other person's computer files or electronic mail without supervisor authorization. This rule applies regardless of whether the operating system of the computer permits these acts.
- Copying, downloading, installing, or attempting to install or use any software or data file in violation of applicable copyrights, license agreements, or state laws. Peer-to-peer applications are prohibited on the Seminary network due to the overwhelming use of these applications used to download copyrighted material.
- Creating, installing, attempting to install, or knowingly distributing computer viruses or other such malicious programs on any Seminary computer resource, regardless of whether any harm results.
- Modifying, reconfiguring or attempting to modify or reconfigure the software or hardware of any Seminary computer resource without proper authorization.
- Viewing, accessing, printing, or distributing indecent, obscene, or pornographic materials, or materials that are threatening, harassing, or for the purpose of gambling using a Seminary computer resource. Such activities are strictly prohibited.
- Non-compliance with the regulations and policies of the various social networking sites, blogs, groups, mailing lists, and other public forums through which messages are disseminated or non-adherence to Seminary standards, policies, and procedures regarding said messages.
- Personal financial gain from use of Seminary technology in any form, except for personal financial gain from tasks related to contractual obligations (such as writing books, external teaching opportunities, speaking engagements, etc).
- Using email for sending unsolicited messages, engaging in unauthorized fund-raising, advertising, or creating, sending, and/or forwarding email chain letters.
- Unauthorized scanning of Seminary computer resources with electronic devices, scripts, or any form of network monitoring.
- Violating the copyrights, software licenses, and/or patent protections of Seminary resources.
- Connecting unauthorized computer equipment to the non-student network.
- Disruption of the authorized monitoring of computer resources. This includes any form of eavesdropping on electronic communications.
- Violating any Federal and/or State Laws.

User Responsibilities

By using the Seminary's computer resources, users are agreeing as a condition of use to accept personal responsibility for considerate, ethical, and responsible behavior in the use of the available resources. Users are also consenting to the terms of this policy and the Seminary's role in monitoring and overseeing its computer resources.

- Each user is responsible to use Seminary computer resources in compliance with applicable laws and Seminary standards, technology and security policies and procedures. It is the user’s responsibility to review this policy and student handbook to determine what restrictions apply.
- Each user is responsible to use the computer resources with sensitivity to the rights of others. It is the user’s responsibility to avoid creating an atmosphere of discomfort or harassment. Use of email should at all times be professional and courteous, and should contain only information that would be communicated face-to-face in the presence of others.
- Each user is responsible for the security of his or her own account. It is the user’s responsibility to protect each account with a secure password, which will protect it from unauthorized use. It is the user’s responsibility to change that password as frequently as necessary for adequate protection. If unauthorized use of an account is discovered, the user must report this to the Information Technology Department immediately and change the account password.

Consequences of Misuse

The Seminary will address misuse of Seminary computer resources with regard to each given circumstance. Such misuse may result in, but will not be limited to, verbal or written notices, revocation of use privileges, or suspension or expulsion as the Seminary deems appropriate. The Seminary may move to immediate expulsion or termination without taking any intermediate disciplinary measures.

Student Email

DMail is the Denver Seminary student email account through Gmail. All official correspondence from Denver Seminary is sent to students via this account.

To Login to your DMail account:

1. Go to: <https://dmail.densem.edu>
2. Enter your student ID followed by @my.densem.edu in the “USERNAME” text box. Enter your password in the “PASSWORD” text box
3. Click “Login”
4. For first-time student login, register with Google. Enter the characters seen in the picture on the screen. Click “I accept. Create my Account” to agree to the Google terms of service.
5. The first time you sign in with your credentials, you will be prompted to add an alternate email, a phone number or both. You may hit cancel to skip this step at this time, but you will continue to be prompted for this information until you add either a phone number or alternate email address that is not associated with the seminary. Follow the prompts to provide and confirm the alternate contact information that is used to recover access to your account if you forget your password.
6. Google Gmail will load. Your email address is located at the top right of the screen.

Moodle

Moodle is Denver Seminary’s online learning environment and primarily serves as the online classroom for all of Denver Seminary’s online classes. Additionally, most face-to-face and blended courses use Moodle as a portal for posting syllabi, submission of papers, and distribution of class announcements. Each semester, all students complete and submit course evaluations via Moodle. Moodle can be accessed at <https://moodle.densem.edu/>.

While Moodle is mobile-friendly, students will find it most practical to work with Moodle on desktop and laptop computers. Because online courses require recording audio and video, students should have devices with a camera and microphone.

To Login to Moodle:

For instructions on how to login to Moodle, students can access the Moodle Student Tutorials at the top-left sidebar of Moodle or click [here](#) to view the short tutorial on how to login. Moodle credentials are the same as those for Dmail and MyDenSem accounts.

Note: only students who have registered for classes and have a course using a Moodle site will have an active account. Course sites are opened one week before the beginning of the semester. New students may need to wait until that time before they can successfully login to Moodle. Syllabi can be accessed at dsdocs.densem.edu/syllabi.

For support with Moodle, email: helpdesk@denverseminary.edu; Phone: 303-762-6959, or ext. 1411

MyDenSem

MyDenSem is students' online resource to access class schedules, syllabi, bills, academic information, grades, and much more.

To Login to MyDenSem:

1. Go to: <https://my.densem.edu>
2. Click "Student Portal Homepage"
3. Enter your Denver Seminary student ID number
4. Enter your password
5. Click "Login"
6. Students having trouble logging in should contact the Help Desk at 303-762-6983

Once logged in with the initial password, please change the password by expanding the quick links section in the left-hand navigation bar and then click on "Manage Account Password". This will lead to a page where you can click a link to either go to a page to reset or change the current password. This new password will work for MyDenSem, DMail, Moodle and the computer lab.

Wireless Internet Access

The Denver Seminary wireless system, DSNet, is available for on-campus use. Internet access is granted after agreeing to the Acceptable Use Policy. This can be done by opening a web browser and attempting to browse to a public site such as: www.Google.com. Read through the acceptable use agreement and click the yellow "accept" button at the bottom of the page. If the Acceptable Use Policy document does not come up when connecting, please visit a website that you have not previously gone to before.

Library Services

The Carey S. Thomas Library and its staff serve the Denver Seminary community by providing and facilitating access to information supporting the Seminary's curriculum, research, and training.

General Information

Contact Information

Live Chat and **Submit a Question** buttons are available on the [library](#) and [research](#) webpages. Live Chat is available when the library is open with the Submit a Question button available 24/7.

Library direct phone303-762-6962
Library emaillibrary@denverseminary.edu
Circulation Desk emaillibrary.staff@denverseminary.edu Reference email
.....libref@denverseminary.edu
Interlibrary Loan emaillibill@denverseminary.edu
Interlibrary Loan phone303-357-5819

Littleton Library Hours of Operation

Monday - Thursday 9:00 am – 8:30 pm
Friday - Saturday 9:00 am – 5:00 pm
Sunday Closed

Closed major holidays. Closings and schedule changes are posted on the [library webpage](#).

Library Collections

The library is committed to building a high-quality collection of electronic and physical resources to meet the research needs of our students. Formats include books, journals, reference works, and media that are accessible from the [online catalog](#) or through [electronic databases](#).

Reserve materials include items such as books and periodicals that are withdrawn from regular circulation at the request of professors. Students may check out up to two reserve items from the circulation desk for a period of two hours. A student may, within two hours of closing time, check out up to two Reserve items for overnight usage. These items are due back the next business day within two hours after the library opens. All items used in the library should be placed on a reshelving cart or returned to the circulation desk.

Library Account / I.D. Cards

Denver Seminary students do not need to have a Denver Seminary Photo ID card to check out library materials. Providing your name or Denver Seminary ID number is sufficient. Using another student's ID card for any purpose, including checking out library material, is prohibited. ID cards can be obtained free-of-charge.

For student photo IDs, residential students can come to the front desk in the library, have their photo taken, and receive their ID. Global students can send their name, student ID number, mailing address, and a JPG headshot photo to library@denverseminary.edu. IDs will be printed and mailed.

All Denver Seminary students automatically have a library account which provides access to the library's print and electronic resources. To access electronic resources, log in with your student ID#@my.densem.edu and your MyDenSem password. To check out physical items, come to the library.

Reference Services

Checking Out Books

Books may be checked out during library hours. Periodicals are not available for check out, and no more than 26 books may be checked out at any one time. Students may renew their checked-out books by accessing their library account through the Sign-in button in the [online catalog](#) or by contacting the library. However, if another student has placed a hold on the same book, renewal will not be possible. If a book is needed for Reserve, the library may recall the book immediately. Students in possession of books needed for Reserve must return the book by the date requested.

Online Catalog

The library's online catalog may be accessed through the [library webpage](#). Through this site, students can perform library-related functions such as searching library materials, place holds on checked out books, renew books and find out if they have any fines.

Reference Assistance

Appointments for reference assistance may be made by contacting the Reference Office through one of the contact options listed above. The Reference staff can provide assistance in the use of the online catalog, databases, and research tools. [Library Research Guides](#) provide recommended bibliographies, tutorials, and helpful links.

Interlibrary Loan Services

Interlibrary loan (ILL) is the process of requesting books, theses, dissertations, and periodical articles (subject to copyright laws) from another library. Since requested material may take two to three weeks to arrive, students are encouraged to first check and see if the material is available at Iliff School of Theology or Cardinal Stafford Theological Library at St. John Vianney Seminary.

Interlibrary loan requests can be submitted online [here](#). Patrons will be notified by phone or email when requested items are received. Interlibrary loan books not picked up within one week of arrival will result in a \$5.00 fine. Questions should be directed to the Interlibrary Loan Department at 303-357-5819 or by email: libill@denverseminary.edu.

Borrowing from Other Libraries

ATLA Reciprocal Borrowing Program

Denver Seminary Library participates in the ATLA Reciprocal Borrowing Program. Participating libraries agree to grant check-out privileges to each other's patrons. To find a participating library, search the [program map](#). Proof of current enrollment as required by the participating library. Lending periods are determined by each participating library.

Denver Area Libraries

Current students may present their valid Denver Seminary ID at the Ira J. Taylor Library of the Iliff School of Theology and at the Cardinal Stafford Library of the St. John Vianney Theological Seminary and check out materials. More information on other local libraries can be found [online](#).

Library Services

Carrels with Lockers

Lockers are available for use (by semester) upon submission and approval of an [application form](#) and payment of a \$20 deposit. If available, lockers may be used on a daily or weekly basis upon payment of a \$5 or \$10 deposit. Library books found in carrel lockers that have not been checked out will result in immediate termination of the lease and loss of locker deposit.

Computers and Wireless Printing

The Library houses a small computer area available for use by students. Wireless printing is also available in the Library at ten cents per copy to students who have balances on their student printing/copy account.

Conference Rooms

Individuals and groups of students can make reservations at the circulation desk to use library conference rooms for up to two hours. The reservation will be cancelled if the reserving party has not picked up the room key at the circulation desk within fifteen minutes of the appointment.

Copy and Scan Machines

Students may use copy and scan machines in the library at a cost of ten cents per page or may scan and email material at no charge. Students should contact library staff for assistance with problems or questions with using these devices.

Library Policies

Fines

Late fees for overdue general collection books are 25 cents per book per day and \$1.00 per hour per Reserve item. Fines will also be charged on items not properly checked out. In most cases, a lost or damaged item results in a fine of up to \$80.00. Refusal to pay fines or habitual violation of library policies may result in suspension of library privileges as well as a “hold” being placed upon the student’s diploma and/or transcripts.

Study Environment

In order to maintain an atmosphere conducive to learning, conversations should be brief and kept as quiet as possible. Students who wish to study together are encouraged to reserve one of the library conference rooms for group study.

Copyright

Denver Seminary expects all students, staff and faculty to stay informed of current copyright statutes and abide by them.

Food and Drink Policy

For the preservation of books and computers, food should not be brought into the library; however, beverages in covered containers are allowed.

Loss or Damage

Students are requested to report any loss or damage of library materials to library staff promptly so the matter can be resolved in a timely manner.

DC Campus Library Information

Students studying in Washington D.C. have access to both the library collection at Denver Seminary's local site at the First Baptist Church of Glenarden and electronic resources of the main campus in Littleton, Colorado. Students will be asked to present their student ID cards to the church receptionist, who will provide access to the Library.

Church Hours (Subject to Change):

Monday – Friday9:00am – 9:00pm
Saturday7:00am – 3:00pm

Checking Out Books

The D.C. library utilizes the honor system. Log sheets are posted in the library for recording books checked out. Books may be checked out anytime during church hours or at other times by arrangement. When returning books, students should replace them on the cart and notify Debora Barr by phone call or text (202-650-7816).

Library / I.D. Cards

All Denver Seminary students must have a current Denver Seminary Photo I.D. card in order to check out library materials.

New students are issued a student photo ID card at the beginning of their first semester. Cards will be processed at the main Denver Seminary library after receipt of ID photos and sent to the student's home address. Cards are renewed each school year.

Fines

Late fees for overdue general collection books are 25 cents per book per day. Fines may also be charged on items not properly checked out. In most cases, a lost or damaged item results in a fine of up to \$80.00. Refusal to pay fines or habitual violation of library policies may result in suspension of library privileges as well as a hold placed upon the student's diploma. Higher late fees may be charged for limited checkout materials such as Reserve items.

Financial Aid

Financial Aid Office

The goal of the Financial Aid Office is to remove financial barriers to help students pursue their calling. Additional information, including tuition and fees, can be found on the [financial aid](#) section of the Denver Seminary website.

Contact Information:

Phone: 303-762-6972, or 800-922-3040 ext. 1232

Email: financialaid@denverseminary.edu

Eligibility

Most students must meet the following criteria to become eligible for financial aid:

- Students must be accepted into a degree program pursuing their first degree at Denver Seminary. Certificate students have limited eligibility for Scholarships. Only Graduate Certificate students are eligible for federal loans (Certificate of Completion students are not eligible). Students need to complete the FAFSA (www.fafsa.gov) each academic year. International students are not eligible to complete a FAFSA and are exempt from this step.
- Students need to be enrolled at least half-time each semester. Most, but not all, scholarships require 9 credit hours for Residential students and 6 credit hours for Global students. Students will be required to return at least a portion of their award(s) if any courses required for financial aid eligibility are dropped or not completed with passing grades.

Loan Enrollment Status Definitions

Program	Full-time	Three-quarter time	Half-time
MA and MDiv	6 credits	5 credits	3 credits
ThM and Global	6 credits	5 credits	3 credits
DMin	3 credits	n/a	2 credits

- Students are required to maintain Satisfactory Academic Progress (SAP), a minimum 2.0 cumulative GPA (2.75 for certain programs) and successful completion of two-thirds of all attempted courses. Students who do not maintain eligibility may be required to return federal loan funds that were disbursed and may lose eligibility for all institutional aid. Students who fail to maintain SAP will have one semester of probation for federal loans while they attempt to regain SAP, during which they will maintain full eligibility for loans. If SAP is not regained after the probationary period, all aid eligibility will be lost until SAP is regained.
- Eligibility for need-based awards is calculated using the Student Aid Index (SAI) from the FAFSA and the estimated budget set by the Financial Aid Office.

All financial aid awards are subject to their terms and conditions. Every award recipient is required to read and accept each term and condition and is expected to understand the impact each one has on his or her

situation. All Terms and Conditions are published on the Financial Aid Terms and Conditions document each student signs when accepting aid.

Types of Financial Aid

Institutional Aid

Descriptions and application steps for all available grants and scholarships are published online and can be accessed [here](#). They are also published in the [Academic Catalog](#).

Federal Student Loans

The Financial Aid Office is committed to helping students understand the various implications of student debt both in school and long-term. The [Loan Management](#) page is designed to help students consider all aspects of responsible borrowing.

The [Direct Unsubsidized Loan](#) is the primary federal student loan program available to graduate students. Students who need additional assistance beyond the Direct Unsubsidized Loan are encouraged to consider the [Direct Graduate PLUS Loan](#) program prior to pursuing alternative loan programs from private lenders.

Federal Work Study

Students with high financial need are encouraged to apply for a variety of [Federal Work Study](#) positions available at Denver Seminary. Application steps include completing a [FAFSA](#) and applying for the position. All work study position are listed on the [Employment](#) page of Denver Seminary's website.

Veteran's Educational Benefits

Denver Seminary works with the [Department of Veterans Affairs](#) to ensure that eligible recipients of veterans' educational benefits obtain available assistance, including the following programs: [Post-9/11 GI Bill](#)[®], [Montgomery GI Bill](#)^{®1}, [Vocational Rehabilitation](#), [Survivors and Dependents Education Assistance](#), and [Tuition Assistance](#). Additional details on these programs are published through the VA [here](#).

External Scholarships

External scholarship resources, including scholarship search engines, are posted on the [Grants and Scholarships](#) page of the website.

Application

Applying for financial aid begins with completing a [Free Application for Federal Student Aid \(FAFSA\)](#) and a [Scholarship Application](#). The FAFSA determines eligibility for federal loans, federal work study, seminary grants and need-based scholarships. Both forms must be completed on an annual basis in order to maintain eligibility for all financial aid, with the exception of renewable scholarships.

Awarding and Disbursing Aid

Scholarship Committee

Beginning in March for fall awards and November for spring awards, the Scholarship Committee meets on a monthly basis leading up to the applicable semester to award grants and scholarships to applicants who

¹ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about educational benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>

completed their scholarship application by the applicable deadline. All applicants who receive a scholarship are notified of results via email by the end of the applicable month. If the student did not receive a scholarship a notification email will not be sent.

Award Letters

All financial aid offers will be posted via an online Award Letter on the MyDenSem student portal. Award recipients are required to login to the student portal to view and accept all aid offers. Additionally, students are responsible for any follow-up steps and documents listed under the My Documents section of the portal. Aid will not be disbursed until all requirements have been met.

Payment Deadline

All students must make payment arrangements for all tuition and fees by the Payment Arrangement Deadline each semester (10 calendar days prior to the start of the semester at 12:00pm). Payment may include a combination of direct payment, [payment plan](#), and/or financial aid.

Students who need assistance with calculating a combination of financial aid, payment plan and/or direct payment(s) may find the [Net Price Calculator](#) to be a helpful tool. More advanced budgeting tools are also available upon request.

Disbursements

Loans will be disbursed to student accounts no earlier than 10 calendar days prior to the start of the semester (per federal regulations). Refund checks for excess financial aid funds should not be expected prior to the start of any semester. Institutional aid (scholarships, grants, discounts) will be disbursed to student accounts no earlier than the add/drop date (10 business days after the start of the semester). Refund checks for loan credit will be available to students on the Friday of the add/drop deadline for the term.

Cancellation

Students have the right to cancel any accepted awards at any time. The process to do so will depend on the timing of the request. Contact the [Financial Aid Office](#) for details.

Business Office & Student Accounts

Financial Policies and Services

Business Office

Phone: 303-762-6891 or 800-922-3040 ext. 1212

Email: student.accounts@denverseminary.edu

Student Account Information

Students can find their current account balance and information at any time on the “My Finances” section of the student portal (Login required) or by visiting the Student Accounts Desk located on the first floor of the Graber Administrative Building. Student account information is considered private and confidential. Students wishing to authorize another party to access their account information must provide consent or authorization to individuals through the MyDenSem Student Portal. This is done by selecting Consent in the dropdown menu under My FERPA.

Tuition and Fees for 2024-2025

Information about tuition, fees, and other expenses can be found on the [Tuition and Fees webpage](#) and in the [2024-2025 Academic Catalog](#). Tuition and fees are subject to change without notice and are due by the [published payment deadline](#).

Payment Policies

Students must pay all outstanding charges before they will be cleared to attend classes for the upcoming semester. Miscellaneous fees and charges are due and payable when they are assessed.

Payments of Student Accounts

One or more of the following payment options must be met to complete registration each semester:

1. Pay in full online by electronic check or credit card. Credit and debit card payments are assessed a 1%-3.2% convenience fee as determined by the card that is used.
 2. Submit full payment by cash, check, or money order to the Student Accounts Office. Checks or money orders may be sent by mail to: Denver Seminary Student Accounts, 6399 S. Santa Fe Dr., Littleton, CO 80120, but must arrive no later than the posted payment due date.
 3. Enroll in a Denver Seminary tuition payment plan – details available online or contact the [Student Accounts Office](#) at 303-762-6891.
 4. Obtain financial aid sufficient to cover the account balance (guaranteed student loan, grant, scholarship or other financial aid from the financial aid office).
- * Important: Students receiving financial aid that **does not** fully cover their charges due must either pay the remaining balance in full or enroll in a tuition payment plan by the posted payment due date.

Payment Plan

For students who prefer to make monthly payments instead of paying in full, we offer various payment plan options for the fall, spring and summer terms. Payments are due the 15th of each month.

Plan Details

Fall

- 5 Month Plan: Jul, Aug, Sept, Oct, Nov (20% due each month)
- 4 Month Plan: Aug, Sept, Oct, Nov (25% due each month)
- 3 Month Plan: Sep, Oct, Nov (50% in Sep, 25% in Oct and Nov)

Spring

- 5 Month Plan: Dec, Jan, Feb, Mar, Apr (20% due each month)
- 4 Month Plan: Jan, Feb, Mar, Apr (25% due each month)
- 3 Month Plan: Feb, Mar, Apr (50% in Feb, 25% in Mar and Apr)

Summer

- 3 Month Plan: May, June, July (a third each month)

Enrollment Fees

- Fall and spring semester: \$45
- Summer session: \$30

Payment Plan Enrollment

Plan enrollment is established through the payment portal. To sign up for a plan, visit the student portal under “My Finances” and choose “Payment Portal”. Instructional resources for setting up a payment plan are located in the same area. You will be directed to our outside service provider where you can choose the payment plan option.

Nonpayment of Financial Obligation

Students who do not pay their tuition and fees by the payment deadline may be dropped from their classes and assessed applicable fees to re-register. Students with unpaid account balances will be denied access to grades, transcripts, and graduation status, and will be subject to their account being sent to a collection agency.

Academic Policies and Services

Contacts for Academic Policies and Services

Academic policies and services are stewarded by the Office of the Academic Dean and the Registrar's Office.

Academic Dean's Office:	AcademicDean@denverseminary.edu	303-762-6900
Registrar's Office:	Registrar@denverseminary.edu	303-357-5845

Student Learning Outcomes

Compelled by the biblical vision for love of God and others, and compelled by Christ's commission to make disciples of all nations, Denver Seminary graduates will be able to do the following:

Biblically and Theologically Grounded

Demonstrate integrated biblical and theological competence.

Contextually Sensitive

Serve all people effectively and faithfully, with cultural discernment and without prejudice or favoritism.

Spiritually Mature and Growing

Exhibit a mature and growing Christlikeness in their character.

Vocationally Fit

Discern and pursue personal vocation in a theologically integrated manner.

FERPA

Denver Seminary complies with the *Family Educational Rights and Privacy Act* (FERPA) of 1974. This act was designated to i) protect the privacy of students' educational records, ii) establish the right of students to inspect and review their records, and iii) provide guidelines for the correction of inaccurate or misleading data. Students also have the right to file complaints with the Family Policy Compliance Office concerning alleged failures by the Seminary to comply with the Act. More complete information about FERPA can be found [online](#).

Definition of "Directory Information"

FERPA permits public disclosure of directory information without the student's consent. According to policy, Denver Seminary designates the following student information as directory information: name, address, telephone number, email address, video and photo images of students, dates of attendance, classification, degree sought, major, full- or part-time status, awards, honors, and degrees conferred (including dates).

Right to Withhold Disclosures

Currently enrolled students may withhold disclosure of any directory information. To withhold disclosure, written notification must be received by the [Registrar's Office](#). Alumni may request withholding permanently. Forms requesting the withholding of directory information are available in the Registrar's Office and on [MyDenSem](#) (My Academics à Academic Forms). Failure to request the withholding of directory information constitutes approval for discretionary disclosure.

Definition of "School Official"

Under certain circumstances, information about students' educational records may also be released to "school officials" who have a "legitimate educational interest." Individuals whose responsibilities place them within this category include: faculty and staff of the Seminary, faculty advisers, admissions counselors; academic advisers; deans, department chairpersons, directors, and other administrative officials responsible for some part of the academic enterprise or supporting activity; security personnel; development officers; staff in Alumni Relations; administrative and faculty sponsors of officially recognized clubs, organizations, etc.; members of official Seminary committees, including students and alumni; staff personnel employed to assist Seminary officials in discharging professional responsibilities; and persons or entities under contract with the Seminary to provide a specific task or service related to the Seminary's educational mission.

Definition of "Legitimate Educational Interest"

Legitimate educational interest is necessary for employees to carry out their responsibilities in support of Denver Seminary's educational mission. One can also think of legitimate educational interest as a "need to know" that is essential to carrying out one's job responsibilities.

Academic Integrity

God is truth and has revealed truth through his Word; God's Son, Jesus, is the Truth; the Holy Spirit guides us into truth. Through Scripture we know that as God's children we are to be truthful and are to avoid all dishonesty, deception and lying.

Denver Seminary is committed to building each other up to be faithful followers of Jesus Christ. As a community of believers, we are called to truthfulness in all areas of life. Academic integrity is built on the assumption that both faculty and students will be truthful and honest – faculty in maintaining academic honesty in their own research, writing and teaching; students in carrying out their assignments with honesty and integrity; all with truthfulness and honesty in their relations with each other.

The following kinds of behaviors violate academic integrity:

Dishonesty: Dishonesty is considered using notes or other materials not expressly permitted for an exam, quiz, or other assignment; copying from the examination of another or allowing one's own examination paper to be copied; reading, without the instructor's permission, a copy of the examination prior to the date it is given; giving or receiving unpermitted aid on an examination; submitting the same work in more than one course without the permission of the instructor(s); or other acts normally considered cheating.

Plagiarism: Plagiarism is presenting another's work—including text generated through large language model (LLM) artificial intelligence platforms—or a student's own previous work, as though it is one's own original academic achievement and/or the use of another person's words or ideas without proper acknowledgment. Plagiarism may be unintentional or intentional. The intellectual contributions of others may be utilized, but always with full credit given to the authors whose ideas are presented.

Requirements for acknowledging sources of academic work should follow the writing manuals for the discipline (APA, Turabian, etc.). Students should pay special attention to their course syllabus and instructor's direction. Further instructions on writing styles can be found at the [Writing Center website](#).

For example:

- Direct quotations must be placed in quotation marks (“ ”) or formatted as a block quote. The source of all quotations must be acknowledged through a footnote or parenthetical citation, according to the writing style required by the professor for the course.
- Paraphrases or summaries of ideas must be acknowledged in text through footnotes or parenthetical citations according to the writing style requested by your professor. It should also represent an idea in one's own words more pointedly than the source does.
- When Turabian style is used, Denver Seminary follows the “notes-bibliography” style for source citations.
- Use caution when relying on automatically generated citations from library systems like WMS, EBSCO, or ProQuest as they may contain incomplete or inaccurate information. While these generated citations can serve as helpful starting points, students are responsible for ensuring the accuracy of their citations.
- Bibliographies or reference pages should include all sources cited within a paper or report.
- Citing one's own previously submitted or published work should only be done if necessary to build on prior work and must follow the above citation requirements. Permission or consent from the professor is required.
- A student's research and writing may only utilize large language model artificial intelligence tools to proofread original work, not to generate original work as one's own.
- The use of software that predicts and provides quiz and exam answers is prohibited.

Process for Academic Integrity Violations

For any instance of an academic integrity violation, the faculty member must clearly note in the student's submitted document where the instance occurred. The instructor will then meet with the student to investigate the student's awareness and understanding of proper citing and use practices. In addition, any offense in a course will be reported through [The Bridge](#) software which will automatically report the violation to the Academic Dean and Dean of Students. In this communication, the faculty member will describe both the offense and the student's response and provide recommendations for further action. Reporting allows for communication across offices and only necessitates punitive action if called for.

One Inadvertent Offense

An *offense* shall be defined as an inadvertent act of plagiarism. If it is determined, based on the available evidence and student's report, that the plagiaristic act was inadvertent, the faculty member will label it as an offense and recommendations may include the following: requiring an assignment to be redone, requiring tutoring from the Writing Center, deducting points or one letter grade with or without rewrite, or assessing a failing grade for the assignment. The student may have only one offense before the following actions will be taken.

First Violation

A *violation* shall be defined as a non-accidental act of plagiarism. A first violation occurs if it is determined, based on the available evidence and the student's report, that the plagiaristic act was intentional or if the student has already been reported for one inadvertent offense.

The faculty member must meet with the student and then report to [The Bridge](#) as described above. Depending on the nature and seriousness of the offense, the faculty member may require an assignment to be redone, may give an automatic failure for the assignment or may give an automatic failure for the course. The office of the Academic Dean will inform the student that a first violation has been reported and work with the Dean of Students to provide oversight to a first violation. It will be recommended that the student procure writing center editing for their research papers or major writing assignments in their next enrolled semester.

Second Violation

The faculty member must meet with the student and report to [The Bridge](#) as outlined above. A second violation normally will result in automatic dismissal from the seminary. The office of the Academic Dean will oversee the response to a second violation.

Petitions and Appeals Processes for Academic Matters

Petition of an Academic Policy

Students desiring any exception to the academic policies stated in this handbook or to the policies outlined in the Academic Catalog (see the Academic Procedures section of the [Academic Catalog](#)) must submit their petition to the [Registrar's Office](#) stating the reasons for the exception desired. The petition will be evaluated by a committee composed of representatives from the Registrar's Office, the Educational Policies Committee or their designee, and Student Life. The committee's decision will be communicated to the student in writing from the Registrar's Office. The decision will also be communicated to the EPC for record.

Appeals of the committee's decision should be addressed to the [Academic Dean](#). The appeal must articulate the reason(s) why the student believes the decision should be readdressed based upon the following criteria: 1) substantive errors in due process; 2) presentation of new evidence/information that was not available in the original submission. The Academic Dean will review the appeal and make a final decision.

Appeal of Academic Dismissal

Students have the right to appeal an academic dismissal. All appeals for such a matter should be submitted to the [Registrar's Office](#) within five (5) business days of the dismissal notice date in order for it to be considered.

The Registrar's Office will refer the appeal to the Educational Policies Committee (EPC). The EPC will respond within 3 business days of its next scheduled meeting, if that meeting is scheduled for less than 2 weeks from the reception of the appeal. If a meeting is not scheduled within this timeframe, a response will be provided within 3 business days after the EPC is able to gather a quorum. A written communication of the outcome will be sent to the student by the chair of the EPC.

If the student wishes to appeal the decision of the EPC, the student may do so by submitting a petition to the [Academic Dean's Office](#) within three (3) business days of receipt of the outcome rendered by the EPC, requesting a review by the Executive Leadership Council (ELC) of the Seminary. In the appeal the student should articulate the reason(s) why he/she believes the decision should be readdressed based upon the following criteria: 1) Substantive errors in due process; 2) Presentation of new evidence/information that was not in the original submission. The Executive Leadership Council (ELC) of the Seminary will review the appeal and make a final decision.

Appeal of a Grade

Students who wish to contest a grade must do so within one (1) year of receipt of that grade in accordance with the Grading System policy outlined in the Academic Catalog. If a student believes that their final semester grade in a course is not equitable, the following process is available: (A) The student should discuss the grade with the professor of the course. (B) If not satisfied with the professor's decision, the student may submit an appeal to the office of the [Academic Dean](#). The Academic Dean will assign a committee composed of a Faculty Mediator and a representative from Student Life, who will work towards mediation with the student and professor. (C) If the matter remains unresolved, the student may submit an appeal directly to the [Academic Dean](#). In the appeal to the Academic Dean, the student should articulate the reason(s) why he/she believes the decision should be appealed based on the following criteria: 1)

substantive errors in due process; 2) presentation of new evidence/information that was not available in the original mediation. The Academic Dean will make a final determination and communicate this decision to the parties.

Course Taping Policy

Students must always request the instructor's permission to make audio or video recording of a course. Such recordings are to be used solely and exclusively for the purposes of that student's study for the course and are not to be distributed in any form without the knowledge and permission of the instructor. "Taking the course" by listening to recordings made in class is not permitted except in formalized individualized study situations.

Extensions for Course Work

Information about extensions for course work can be found within the [Academic Procedures](#) of the 2023-2024 Academic Catalog. Please contact the [Student Care Specialist](#), for further details.

Writing Center

The Denver Seminary Writing Center offers guidance and support to students writing papers in APA Style and Turabian. The Center provides free tutoring, webinars, and downloadable writing resources, as well as discounted editing. International students receive 10 complimentary editing hours each semester. Tutoring is available both in person in the Student Center conference room as well as online via Zoom. To see current hours and schedule an appointment, visit the [Tutoring page](#). For complete information on submitting papers for editing, assistance to international students, and to download writing resources, visit the Writing Center's home [page](#).

The DC Campus students have a Writing Coach, Brenda Whitelaw, available for tutoring and editing. Please contact her at: Brenda.Whitelaw@denverseminary.edu

Gender-Inclusive Language

Denver Seminary students are required to use gender-inclusive language in their writing except when referring to God or when using a direct quote from another source. Students needing more information about the use of gender inclusive language may consult the [Writing Center website](#).

Military Service

Students Called into Active Duty

Students who report for active duty, either involuntarily or voluntarily, should notify the [Registrar's Office](#) as soon as possible.

Students who cannot complete their coursework will be withdrawn from the course(s) enrolled for that semester, and all tuition for the incomplete work will be refunded. In cases where it is appropriate and feasible for students to finish their course work, faculty will make a reasonable effort to work with students to this end.

Students called into active duty will retain their student status for up to five years. Notification of intention to re-enroll in the next semester following deactivation must be given to the Seminary by the student within 90 days following an honorable deactivation/discharge. Students returning from active duty will not need to reapply to the Seminary but will be required to re-sign the Statement of Faith. Students who have taken coursework at other institutions may be required to submit transcripts.

Current Active-Duty Students

Students who are taking courses while on active duty and experience military obligations (field assignment, etc.) that interfere with their ability to meet course requirements (attending class or taking an exam on a specific date) should discuss the matter with their professor and also notify the [Registrar's Office](#). If special accommodations are requested or required, active-duty students will need to provide Denver Seminary with professional documentation from their commanding officer to verify the dates/times they were away. With such documentation, students will be allowed to make up class work, quizzes, or a test that was missed during the documented time period. Other assignments that have deadlines listed in the course syllabus, such as research papers, will be reviewed on a case-by-case basis by the professor to determine if additional time is warranted.

Disability Services

Denver Seminary is committed to making content on the website and online educational materials accessible to individuals of all abilities. We are focused on continually reviewing the user experience and implementing relevant accessibility standards. For further details, please see the [Denver Seminary website accessibility statement](#).

For students, if there is an accessibility need not being addressed, please contact the Student Care Specialist at studentcare@denverseminary.edu.

Overview of Section 504 at Denver Seminary

Section 504 of the Rehabilitation Act states that “no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance” (34 C.F.R. Part 104.4).

Denver Seminary strives to provide qualified students who have disabilities with opportunities to succeed in accordance with applicable law and the Seminary’s resources, mission, and principles.

Denver Seminary does not discriminate on the basis of handicap in violation of applicable portions of the Rehabilitation Act and its implementing regulations, including 34 C.F.R. Sec. 104.1 et seq. The Seminary has designated the [Student Care Specialist](#), under the supervision of the [Dean of Students](#), as the coordinator of its efforts under Section 504, and under its guidelines for addressing student requests for special arrangements.

Because of its status as a religious institution, Denver Seminary is not subject to Title III of the Americans with Disabilities Act, and the Rehabilitation Act may not apply to all of its decisions or activities. Nonetheless, the Seminary recognizes the gifts and calling to ministry of students with disabilities and strives to honor and address their needs and concerns through these guidelines. Persons having questions about these guidelines should contact the [Student Care Specialist](#) (303-357-5833). Please note: these guidelines are not intended to create contractual or other legally enforceable rights, or to waive Denver Seminary’s rights or status under law.

Student Requests for Reasonable Accommodations

Students who have an ADA recognized disability and desire reasonable accommodations in order to participate in Seminary classes and programs, utilize Seminary equipment and learning resources, or have access to Seminary facilities, must contact the [Student Care Specialist](#). Additional information can also be found on the [Student Life Website](#). Students should be prepared to provide the following information in order for reasonable accommodations to be considered:

- Medical diagnosis of disability and medical documentation from a qualified specialist that establishes the nature and extent of the disability, including the basis for the diagnosis along with dates of testing (when applicable).
- A description of how the disability affects the student's educational performance and/or capacity to perform in the classroom and meet academic requirements.
- A description of the accommodation(s) the student and/or physician believes will assist the student in overcoming the need, problem, or barrier caused by the disability along with any other information the student feels will assist the Student Care Specialist in evaluating the request.

In order for the Student Care Specialist to appropriately evaluate the need, problem or barrier, the student's circumstances, and the requested arrangements, students should submit such requests as early as possible. A student's failure to submit a request in a timely manner may lead to denial or delay in reviewing the request.

Additionally, in some situations the Student Care Specialist or designee may need to communicate directly with the student's medical provider in order to review the student's needs and to determine whether specific accommodations are reasonable and appropriate. Students are encouraged to cooperate with the Student Care Specialist's requests for information to help facilitate the evaluative process.

Student Requests for Reasonable Accommodations

Any student who has a complaint concerning the Seminary's compliance with ADA/Section 504 may either choose to seek an informal resolution by meeting with the [Dean of Students](#) or by submitting a [formal complaint](#) as outlined in the [Title IX-Harassment-Free Workplace and Campus policy](#).

Procedures for filing a formal complaint are as follows:

1. The complaint must be filed after the decision or action that gave rise to the complaint. There is no time limit on providing notice/complaints to the Title IX Coordinator. Please note that if a respondent is no longer subject to Denver Seminary's jurisdiction and/or significant time has passed, the ability to investigate, respond and provide remedies may be more limited or impossible.
2. The Title IX Coordinator will pass on the complaint to the Dean of Students or designee who will review the complaint and supporting material as soon as is reasonably possible. The Dean of Students or designee may have to conduct an investigation utilizing the process established in the [Title IX-Harassment-Free Workplace and Campus policy](#) that addresses discrimination based on physical or mental disability. The investigation may include requesting more information from the student or others, including relevant Seminary personnel and/or the student's medical provider(s).
3. A written response to the student will be provided in a reasonably timely manner as outlined in the policy.
4. Students who wish to appeal the decision may do by submitting a petition to the [Title IX Coordinator](#) within three (3) business days from the time the original decision was presented to the student. Please see the policy for details on the grounds for appeal.

5. The Title IX Coordinator will review the appeal and the student will be notified as to whether or not the petition warrants an appeal meeting. If so, an appeal decision-maker will be designated by the Title IX Coordinator. The decision on this appeal is final, and the student will be notified accordingly. Please see the policy for further details on the appeal process.

Transcript Request

Transcripts can be requested by following the instructions posted on the [Transcript Request webpage](#).

Student Inactivity

Denver Seminary acknowledges the correlation between engagement in class and student success. Denver Seminary will administratively withdraw any student who is inactive in a course during the first 2 weeks of a full semester course (or first day of an intensive course). If a student becomes inactive at any other time in the semester, the student will be informed of the add/drop process. When a student is administratively withdrawn or drops a course, financial aid may be impacted and the refund schedule will still apply. Attendance policies specific to a course may be found in course syllabi.

Inactivity is defined as:

- **Residential/DC and Denver Live/Zoom Live:** Missing two consecutive weeks of class and not submitting any coursework during those two weeks. Calls/emails with the professor do not constitute activity.
- **Asynchronous:** Not engaging in any of the required activities per the course design and the syllabus for two consecutive weeks. Calls/emails with the professor do not constitute activity, nor does logging into the Moodle system. A student must complete a required activity, such as an ILA, threaded discussion, or submit an assignment.
- **Intensive:** Not attending the first day of class.

Exceptions will be made for those with relevant military or medical accommodations.

Leave of Absence from Seminary

Students who need to temporarily step away from their studies should complete a Leave of Absence Form and submit it to Enrollment Management by emailing connect@denverseminary.edu. This form can be found on the [Advising Resources page](#). A leave of absence is available for up to one calendar year after which students who do not take at least one course within this timeframe will be withdrawn from the Seminary. Please see the [Academic Catalog](#) for the full policy.

Withdrawing from Seminary

Students who desire to withdraw from the Seminary should complete the Withdrawal Form and submit it to [Enrollment Management](#). This form can be found on the [Advising Resources page](#)

NOTE: Former students who wish to move their status from “withdrawn” to “enrolled” must re-apply for admission and are subject to current catalog requirements.

Non-Academic Policies and Services

Confidentiality and Institutional Responsibility

Denver Seminary upholds all federal, state and local laws and desires to employ sound practices regarding managing student behavior and communicating students' rights.

Students should be aware that Faculty and Staff have an institutional responsibility and at times a legal obligation to report issues of concerning behavior to Seminary officials and/or the authorities. Therefore, students should not assume and can never be assured of confidentiality, even when they discuss personal matters with faculty or staff.

Christian Civility, Human Dignity, and Mutual Respect

Denver Seminary believes treating one another with mutual respect and care lies at the heart of Christian community and is committed to providing and maintaining a learning and working environment for all students, staff and faculty members characterized by the Biblical concept of *koinonia*. *Koinonia* refers to the quality or character of one's association, communion, or fellowship with others in which truth and wisdom are valued. Equally important is a sense of Christian civility.

The Seminary outlines behaviors and dispositions believed to produce *koinonia* in the [Community Values and Behavioral Commitments](#) and the [Fitness for Ministry and Professional Disposition](#) portions of this Handbook.

Examples of behaviors that may constitute a violation of the Seminary's conduct expectations, or that would raise concerns, include, but are not limited to: abusive comments or behavior, bullying, coercive and controlling behavior, demeaning or degrading comments, humiliation, intimidation, verbal, physical, or sexual harassment, stalking, and threats, or any other behaviors that are deemed contrary to the *Community Values and Behavioral Commitments*.

Concerns about student behavior, or questions that students have about the Seminary's behavioral expectations, may be directed to the [Dean of Students](#). When concerns arise, the Seminary will determine which of the following processes will be utilized to resolve the matter.

Student Grievance Procedures

At any given time, any member of the Denver Seminary community, as well as external constituents such as family members, pastors, supervisors, etc., may submit a report of concern or grievance to the [Dean of Students](#), who may then be assisted by other administrators to determine the appropriate response on behalf of the Seminary. Some situations may compel the Dean of Students to convene an ad hoc Student Conduct Committee (SCC), which will be assembled in such a way as to maintain impartiality toward the student in question throughout the process. Other situations may be sufficiently addressed through the Remediation and Formation Process. The sections below outline these formal processes.

When appropriate, Denver Seminary community members are encouraged to utilize the [Biblical Premise for Dispute Resolution and Legal Claims](#) policy. Depending on the severity of the accusations, students have the option of seeking an informal resolution to concerns that arise. An informal resolution consists of communicating with the other party about the concern in question and attempting to resolve the matter without formal intervention on behalf of the Seminary. Students are not obligated to attempt an informal resolution before filing a formal grievance and should only proceed with an informal resolution if they feel safe doing so. Students engaging grievances through an informal process are encouraged to keep

documented records, including a detailed summary of the situation and dates and times of communications and outcomes.

Students who wish to file a formal grievance regarding the behavior of a faculty or staff member or fellow student should use the following procedures. These procedures are not intended to create a contract, but to establish a process. The Seminary reserves the right to alter or change these processes as it deems appropriate while preserving due process and the integrity of the case. Grievances should be put in writing with all relevant materials attached so as to be addressed in a reasonably timely manner.

Please note that all matters related to discrimination based on protected classes as outlined by the policy and specifically issues of sexual discrimination or sexual misconduct will automatically be forwarded to the Seminary's Title IX Team. For more information on the policy and process, please see the [Title IX—Harassment Free Workplace and Campus](#) policy.

Any student who falsely reports or falsely accuses an individual, or who maliciously provides false or misleading information in connection with an investigation, may face disciplinary action. If the Dean of Students or other staff involved with the grievance process believes false reports, accusations or statements may have been made maliciously, these may be raised for consideration within the process. In addition, students may also share concerns about possible false reports, accusations or statements with the staff administering the related proceedings. The provision does not prohibit reports or accusations made in good faith.

Biblical Premises for Dispute Resolution and Legal Claims

Denver Seminary seeks to conduct all aspects of ministry and operations in a Christ-honoring way. As an institution committed to the restoration of biblical justice, the Seminary has an even greater responsibility to model such justice with employees, students, volunteers, donors, and vendors. Before the Seminary can export with spiritual authority our practice for restoring biblical justice in our institution, it must be authentically home-grown. These guidelines are founded on biblical premises. All Denver Seminary community members will:

- I. Strive to be Biblical peacemakers by avoiding civil litigation, seeking to settle disputes quickly and making it the paramount goal in any conflict the restoration of righteous relationships rather than the winning of a “legal victory.”
 - Matthew 5:9—“Blessed are the peacemakers for they will be called sons of God.”
 - Proverbs 17:14—“Starting a quarrel is like breaching a dam; so drop a matter before a dispute breaks out.”
 - Proverbs 20:3—“It is to a man’s honor to avoid strife, but every fool is quick to quarrel.”
 - A. Avoid civil litigation
 - I Corinthians 6:1, 4—
“If any of you has a dispute with another, dare he take it before the ungodly for judgment instead of before the saints . . . Therefore, if you have disputes about such matters, appoint as judges even men of little account in the church.”
 - B. Seek to settle disputes quickly
 - Matthew 5:25
“Settle matters quickly with your adversary who is taking you to court. Do it while you are still with him on the way . . .”
 - Luke 12:57, 58—
“Why don’t you judge for yourselves what is right? As you are

going with your adversary to the magistrate, try hard to be reconciled to him on the way . . .”

C. Make the paramount goal in any conflict the restoration of righteous relationships rather than the winning of a “legal victory.”

- Matthew 18:15

“If your brother sins against you, go and show him his fault just between the two of you. If he listens to you, you have won your brother.”

II. Commit to Positive Dispute Resolution

While harmony, consensus and tranquil relationships are desirable goals, peace at any price is not a desirable goal. Conflicts or problems are inevitable. Where there are people, there will be conflicts or problems. Since we are a called-out group of imperfect people in the process of becoming perfected while seeking to do the perfect work of Christ, there will be conflicts or problems. The question is not whether we have conflicts or problems, but when they come, how will we handle them?

The Seminary desires to embrace conflicts or problems as an opportunity for growth and drawing closer together, rather than as a negative demonstration of inherent incompatibility leading to animosity and alienation. The offended party (which is usually both parties to the conflict) should view the offense first as an opportunity to remove the “logs” of bad attitudes, resentments, pride, and sins of the flesh and grow in the graces of patience, longsuffering, understanding, gentleness, etc. If all parties’ purpose ahead of time to walk with a teachable and humble spirit, conflicts will produce growth, positive character development and more secure relationships, rather than tension and dissension. To experience this growth, however, the Seminary must embrace the pain of any conflict rather than take the path of least resistance which is pulling back and avoiding the conflict or problem.

III. Commit to Reconciliation

It is the goal of the Seminary to produce reconciled relationships through our ministry, employees, and students. The Seminary cannot effectively minister what we are not practicing. Recognizing that litigation and an adversarial legal system tends to produce adversaries rather than reconciled relationships, it is the policy of the Seminary to favor and promote a biblical approach to dispute resolution such as an informal Matthew 18 process or if necessary, Christian Conciliation in lieu of litigation.

IV. Commit to Resolve Disputes Quickly

All employees and students are encouraged to resolve disputes quickly. This should be done first on a personal basis between the offended parties. If this is unsuccessful, or if for whatever reason it would be inappropriate, the matter should be brought immediately to the employee’s supervisor, the Director of Human Resources, the Dean of Students, or to a member of the administration.

V. Commit to Agreements

As much as possible and under biblical standards, this commitment to restoring relationships over winning legal disputes will be implemented in all of the Seminary’s agreements.

VI. Commitment by all Employees and Students

For this policy to work effectively, it is important that all employees and students do their part in resolving their personal disputes on this basis and in bringing to the attention of the administration any unresolved disputes or any latent conflicts and especially any threats or hints of legal action. The purpose and motivation of this policy goes far beyond simply avoiding the expense, diversion of Human Resources or the Dean of Students, and adverse publicity of lawsuits. It rather goes to the heart of implementing the biblical mandate of reconciliation and living at peace with others.

VII. Administer through Denver Seminary

Any conflict which is unresolved for more than a month should be brought to the attention of the Seminary's Director of Human Resources or Dean of Students who will immediately seek to coordinate resolution of the conflict among the affected parties and at his/her discretion will notify any legal counsel.

VIII. Commit to Formal Alternative Dispute Resolution

If in spite of the above actions, a conflict or dispute is not resolved on this basis and either a lawsuit is filed or public charges or claims are made involving the ministry in general or one of our offices, directors, employees, or students, Denver Seminary shall work with our legal counsel to resolve the dispute on a more formal alternative dispute resolution basis.

Complaints of workplace and campus harassment, violence on campus, or sexual/gender based harassment are addressed specifically in the Harassment-Free Workplace and Campus, Violence on Campus and Denver Seminary Sexual Misconduct policies. The encouragement to Christian dispute resolution cited here is in no way intended to supersede or alter practices or rites attributed in these other policies.

Grievance Resolution Involving a Faculty Member:

1. Students who wish to file a grievance pertaining to a faculty member must submit a complaint and provide appropriate supporting material to the [Academic Dean's Office](#).
2. The Academic Dean will review the submitted material as quickly as is reasonably possible and may choose to address the matter personally or submit it to the Faculty Concerns Committee. After being reviewed and no other information is deemed necessary for a decision, an outcome will be rendered, and the student will be notified. If additional information is required, the Academic Dean or Faculty Concerns Committee will seek consultation with the appropriate parties. (Note: the Faculty Concerns Committee does not meet during the summer or intersession.)
3. If the student wishes to appeal the decision of the Academic Dean or Faculty Concerns Committee, he/she may do so by submitting a petition to the [Academic Dean's Office](#) within three (3) business days of receiving the rendered outcome, thus requesting a review by the Executive Leadership Council (ELC) of the Seminary. In the appeal the student must articulate the reason(s) why he/she believes the decision should be readdressed based upon the following criteria:
 - i. Substantive errors in due process
 - ii. Presentation of new evidence/information that was not in the original submission
4. The Executive Leadership Council will review the appeal at their next meeting and render a final decision on the matter. The student will be notified accordingly within the next 1-3 business days.

Grievance Resolution Involving a Staff or Other Student:

1. Students who wish to file a grievance pertaining to a staff member or fellow student must submit a complaint and provide appropriate supporting material to the [Dean of Students](#).

2. The Dean of Students will review the submitted material as quickly as is reasonably possible and may choose to address the matter personally, convene a hearing panel, or initiate the Remediation and Formation process.
3. Depending on the severity and seriousness of the grievance, the Dean of Students will notify the responding party that a grievance has been filed against them. Before proceeding with this step, however, significant consideration is given to the safety, security, and comfort level of the reporting party. If it is determined that safety or security could be compromised, or if the reporting party has reservations, alternative steps will be explored to inform the responding party of the grievance.
4. If it is determined that additional information is needed, an investigation will be launched wherein all appropriate parties will be interviewed and testimonials considered.
5. After concluding the investigation and considering all available information, an outcome will be rendered, and the student(s) will be notified.
6. Students who wish to appeal the decision rendered by the Dean of Students may do so by submitting a petition to the [Vice President of Student Life and Enrollment Management](#) within three (3) business days of receiving the rendered outcome. In the appeal the student must articulate the reason(s) why he/she believes the matter should be readdressed based upon the following criteria:
 - i. Substantive errors in due process
 - ii. Presentation of new evidence/information that was not in the original submission
7. The Vice President of Student Life and Enrollment Management or an appointed committee will review the appeal as quickly as is reasonably possible and make a final ruling on the matter, and the student will be notified accordingly within the next 1-3 business days.

Student Remediation and Formation

In all matters of student development and correction, Denver Seminary seeks to be redemptive and restorative. As such, if concerns arise related to a student's Fitness for Ministry or Professional Disposition, the Seminary may require the student to enter the Remediation and Formation Process. Remediation is designed to be formational and educational, as the student is guided through action steps whereby areas of concern are addressed strategically and purposefully.

Members of the faculty and staff, as well as mentors, board members, and other individuals within the Seminary community with evaluative responsibilities who are concerned about or have reason to question a student's fitness for ministry or professional disposition, may at any time submit their concern to the [Dean of Students](#). The Dean of Students will then make a determination regarding further action, including deciding whether the matter is more appropriate for the Academic Dean. If remediation is the most suitable action, the Dean of Students will forward the matter to the Remediation and Formation Committee (RFC).

The Dean of Students may also determine that no action is required, that further dialogue with the student or referring party is necessary, or that the matter should be escalated directly to a Student Conduct Committee (SCC) for disciplinary review.

Please note that all matters related to discrimination based on protected classes such as race, gender, disability and specifically issues of sexual discrimination or sexual misconduct will automatically be forwarded to the Seminary's Title IX Team. For more information on the process, please see the [Title IX—Harassment Free Workplace and Campus](#) policy.

- * Information about how the seminary defines Fitness for Ministry and Professional Disposition can be found in the [Foundational Commitments](#) section of this Handbook.

Remediation and Formation Committee (RFC)

Comprised of members from the faculty and staff, the Remediation and Formation Committee (RFC) meets on an as-needed basis. After receiving a remediation referral, this committee will designate one of its members to function as the “Review Chair” to be the primary liaison between the RFC and the student for the duration of their remediation process. In certain situations, the committee may recommend that a hold be placed on the student’s account, preventing them from registering, graduating, or otherwise proceeding in their program until after the remediation process has been completed.

Remediation and Formation Process for Non-Academic Matters

- 1) When referrals are forwarded to the RFC, the Dean of Students will notify the student in question and will work with the RFC to ensure the process is initiated according to the steps outlined in this Handbook.
- 2) After reviewing the referral, the Dean of Students will determine if the circumstance in question merits escalation to the RFC. If so, the RFC will identify the specific area(s) of concern that need to be addressed and draft a remediation plan for the student to complete within a timeframe determined by the committee. The committee may decide that more information is necessary and can elect to interview or consult the student, the referring party, the Dean of Students, or other relevant party before drafting a plan.
- 3) Once the plan is complete, the designated Review Chair will correspond with the student to ensure there is clarity on what is expected. The student will maintain contact with their Review Chair as needed.
- 4) After the remediation plan completion date, the committee will assess whether or not the plan has been completed:

If Completed

The Dean of Students will receive a copy of the remediation worksheet to be filed in the student’s record. The worksheet documents the details of the process, the content of all conversations between the remediation committee and the student, all remedial actions taken, and any follow-up procedures that were implemented.

If Not Completed

The committee may grant an extension, require continued remediation, or escalate the matter to a Student Conduct Committee for disciplinary review.

Any student who has been referred to remediation but disagrees with that decision or believes it is being handled improperly may file a grievance with the [Dean of Students](#) or [Vice President of Student Life and Enrollment Management](#).

Remediation and Formation for Academic Matters

For certain academic matters, remediation referrals will be submitted to the [Academic Dean](#). Depending on the nature and seriousness of the concern, the Academic Dean may decide to forward the matter directly to the RFC and the process outlined above will ensue. When forwarded to the RFC, the Academic Dean or designee will notify the student in question that the matter has been referred.

Alternatively, the Academic Dean may decide to forward the matter to the respective Division Chair for resolution or decide that further dialogue with the student, with the faculty member in whose class or area the concern initiated, or with the referring party is needed. The Academic Dean may also escalate the matter directly to the Faculty Concerns Committee (FCC) for adjudication or determine that no action is required.

If forwarded to the Division Chair, they may require the student to work with the respective faculty member to redo the assignment, issue the student an automatic failure for the assignment or the course, or forward the matter directly to the RFC for remediation wherein the three-step process outlined above for non-academic matters will be initiated.

MA - Counseling and PhD – CES Student Expectations

The 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards call on counseling program faculty to conduct ongoing assessment of student development and readiness for the counseling field. This evaluative process has been defined as “the ethical responsibility of counselor educators and supervisors to monitor and evaluate an individual’s knowledge, skills, and professional dispositions required by competent professional counselors and to remediate or prevent those that are lacking in professional competence from becoming counselors” (CACREP, 2016, p.45). Thus, the Denver Seminary Counseling Division and Counseling Student Assessment Team (CSAT) systematically evaluates the academic performance, clinical skill development, professional disposition and behavior, as well as the overall personal growth of MA - Counseling and PhD – CES students. For more information on this process, please refer to the MA-Counseling Program Handbook and the PhD in Counselor Education & Supervision Program Manual.

Should this evaluation process raise concerns related to the student’s progress in any of these areas, or display a lack of readiness to practice in the field of counseling, the counseling division will follow Counseling Division, Counseling Student Assessment Team (CSAT), and Denver Seminary policies and procedures to guide the student toward remediation in areas of concern or toward withdrawal from the MA - Counseling or PhD - CES program.

Formal Disciplinary Proceedings

When a determination has been made that a grievance should be adjudicated by a hearing panel, a Student Conduct Committee (SCC) will be formed and the following procedure will be followed:

1. Any student involved in the formal disciplinary process will be called upon to meet with the Dean of Students, designee, and/or Conduct Committee. A date, time, and location for the meeting will be determined, and the responding party will be provided a summary of the alleged concern(s) as well as offered an opportunity to respond.
2. The student may invite one confidential advisor of their choosing as a silent supporter, but the supporter may not be someone outside the Denver Seminary community and may not be an attorney. If desired, and in advance of the hearing, the student may request permission to record the meeting.
3. The Dean of Students, designee, and/or the Conduct Committee will arrive at a decision of “Responsible,” “Not Responsible” or “Inconclusive” for each alleged infraction based upon a preponderance of the information gathered. A decision regarding the student’s continuance at the Seminary will also be rendered, and the student will be notified of these outcomes as soon as is reasonably possible. For information about decisions on matters related to sexual misconduct or Title IX, please refer to the [Title IX--Harassment-Free Workplace and Campus Policy](#).
4. Students who wish to appeal the decision rendered by the Dean of Students, designee, or Conduct Committee may do so by submitting their petition to the [Vice President of Student Life and Enrollment Management](#) within three (3) business days from the time he/she was notified of the original decision. The appeal must be typed and submitted via email, and the student must articulate

the reason(s) why he/she believes the matter should be readdressed based upon the following criteria:

- i. Substantive errors in due process
 - ii. Presentation of new evidence/information that was not in the original submission
5. The Vice President of Student Life and Enrollment Management will review the appeal as quickly as is reasonably possible and may address the appeal personally or assemble a committee to adjudicate. The student will be notified as to whether or not the appeal warrants a meeting. The decision of the Vice President of Student Life and Enrollment Management is final, and the student will be notified accordingly within 1-3 business days after an outcome has been rendered.

Disciplinary Sanctions

Students found responsible for violations are subject to enrollment sanctions, including but not limited to: disciplinary warning, disciplinary probation, suspension, or dismissal. Students may also be assigned action-based sanctions designed to assist their growth, such as counseling or training. Action-based sanctions will be reviewed to determine if they have been completed or if additional action is warranted.

Withdrawing During a Grievance or Disciplinary Procedure

Withdrawing from the Seminary will not in and of itself resolve a disciplinary matter or grievance, nor will it interrupt the disciplinary processes outlined above. Adjudication proceedings will continue even if a student withdraws from the Seminary.

Provisional Disciplinary Measures

In cases where the safety or wellbeing of Denver Seminary faculty, staff, students, or their family is determined to be potentially at-risk due to the actions/behaviors of a student, the seminary may institute provisional measures until a final outcome has been determined.

Temporary Suspension

A student who is temporarily suspended cannot enroll in classes, including online classes, or engage the curriculum. Students who are in research or project phases of their program may privately continue working on their thesis or project but may not utilize seminary resources while on suspension unless otherwise authorized to do so.

Campus Exclusion

Campus exclusions are prohibitions that limit or remove the recipient's access to seminary property. Exclusions often require the recipient to leave the grounds of Denver Seminary within the mandated time period and require the student to remain away from campus grounds except for attending scheduled disciplinary meetings. A student who has been issued an exclusion may only come onto Seminary property with advanced permission given by the Dean of Students or designee and if accompanied by designated Seminary personnel. If a campus exclusion is violated, the Seminary may request assistance from local law enforcement.

No Contact Order

The Seminary is authorized to issue an institutional "no contact order" to students in situations where there are reasonable concerns about physical or psychological harm to others on campus. In these cases, the recipient will be issued a notification that outlines the parameters of the no contact order, which typically prohibits any named parties from contacting each other, including in-person, telephone, email, texts, social media, other forms of electronic communications, and third-party communications. No contact orders may also include other specific protective measures. While a Seminary-issued no contact order has not been endorsed by a court, violating such an order is subject to disciplinary measures by the Seminary that may include suspension or dismissal. Law enforcement may also be

called upon to enforce a Seminary-issued no contact order. Additionally, a student always has the option of seeking a legal order of protection from the court if he or she deems such protection necessary.

Drug and Alcohol Policy

See [Community Values and Behavioral Commitments](#)

Dress Code

With the diversity of backgrounds represented in the Denver Seminary community, the question of appropriate dress is occasionally raised. Generally, the seminary’s expectations and standards are that of “good taste” and “appropriate dress for the appropriate occasion.” Nevertheless, students are expected to maintain neat and proper dress that does not attract undue attention to themselves and does not inappropriately expose midriffs, backs, or undergarments. Bathing suits are not appropriate attire for any of the classroom or administrative buildings on campus, and shoes must be worn at all times. Apparel that contains vulgarity or vulgar graphics is considered inappropriate.

Weapons and Explosives Policy

Colorado State Law strictly prohibits the possession, storage, or use of all weapons, or explosives on campus property including, but not limited to, firearms, ammunition, pellet guns, air guns, paintball guns, stun guns/Tasers, smoke producing devices, bows/arrows, large knives, swords, spears, bludgeons, explosives, or fireworks.

It is a violation of the Seminary’s policy to possess or store any of the above items on Denver Seminary property or in any campus buildings, including vehicles parked on campus property or at any Seminary sponsored activities, even if the bearer possesses a valid concealed weapons permit (or other lawful permission to carry a weapon) without express written permission of the Seminary.

Certified law enforcement personnel, however, may carry their department issued handgun on campus if required by their responsibilities as a law enforcement officer.

The possession of non-lethal self-defense instruments (for example, OC gas or pepper spray) is permitted; however, the reckless use of such devices may be considered a violation of this policy. Additionally, any plausible written or verbal statement, threat, or evidence that a community member possesses a weapon, explosive or other prohibited item may be responded to as an actual threat, whether a weapon or explosive exists.

Missing Student Notification

In compliance with federal regulations, the following parties should be contacted to report a student who resides in Seminary-managed housing and has been missing for 24 hours:

- **Jerrme T. Stanton - Director of Physical Campus Operations**
Jerrme.stanton@denverseminary.edu
303-357-5818

Or, if unavailable

- **Kristy McGarvey– Dean of Students**
kristy.mcgarvey@denverseminary.edu
303-357-5842

If after Seminary business hours or during the weekend, call Seminary security at 303-961-1184 and/or the Littleton Police Department at 303-794-1551.

Students living in Seminary-managed housing can register a confidential contact person with the Seminary who will be notified if they are determined to be missing. Only authorized Seminary personnel and law enforcement officers with the missing person investigation can access this information. Contact the Director of Physical Campus Operations to register.

Title IX and Sexual Misconduct

Title IX at Denver Seminary

The Denver Seminary community has the right to be free from sexual violence and discrimination and is committed to providing a non-discriminatory and harassment-free educational, living and working environments for all members of its community, including students, faculty, administrators, staff, and visitors.

Denver Seminary does not discriminate on the basis of sex in admission to its educational programs, activities and regulations, as they apply to programs and decisions. All members of the Denver Seminary community are expected to conduct themselves in a manner that does not infringe upon the rights of others. All forms of sexual or gender-based harassment, discrimination and misconduct, including sexual violence, sexual assault, stalking and dating violence is prohibited. The Seminary will not tolerate sexual harassment, sexual violence, stalking or dating violence. Any student who is found to have violated this policy may face disciplinary sanctions up to and including expulsion.

The Seminary encourages prompt reporting of any incident of gender-based discrimination and/or sexual misconduct to Seminary officials and local law enforcement or civil rights enforcement agencies. Complaint procedures are provided by the Seminary for students and employees who feel they have been subjected to sexual harassment or other unlawful sex discrimination, and the Seminary will take prompt and effective action upon receipt of such a report. Any student who feels the Seminary has violated Title IX or its implementing regulations may optionally make a complaint to the Office for Civil Rights or the U.S. Department of Education. Inquiries regarding the application of Title IX can be referred to any member of the Title IX team listed below.

What is Title IX?

Title IX of the Education Amendments of 1972 (hereafter referred to as *Title IX*) is the federal law that protects individuals from discrimination on the basis of sex in education programs and activities. Specifically, Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, the Colorado Anti-Discrimination Act, and other applicable statutes.

Denver Seminary's Title IX Team

<p>Ms. Debra Kellar Title IX Coordinator Vice President of Finance and Campus Operations 303-762-6893 Debbie.Kellar@denverseminary.edu</p>	<p>Ms. Kristy McGarvey Title IX Deputy Coordinator (Students) Dean of Students 303-357-5842 Kristy.mcgarvey@denverseminary.edu</p>
<p>Ms. Lori Mack Title IX Deputy Coordinator (Faculty/Staff) Director of Human Resources 303-762-6887 lori.mack@denverseminary.edu</p>	

Title IX and Sexual Misconduct Policies and Procedures

The following information regarding Title IX is summative in nature for the purposes of this Handbook. Denver Seminary's policies and procedures regarding sexual misconduct can be found in their entirety in the Denver Seminary [Title IX—Harassment Free Workplace and Campus](#) policy. Individuals should consult this document for full reference.

Sexual misconduct encompasses a broad range of actions commonly represented by unwanted sexual activity, touching, or behavior. More specifically, sexual misconduct refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to incapacitation. Intimate partner violence refers to any act of violence or threatened act of violence, sexual or otherwise, against a person who is or has been involved in a sexual, dating, domestic or other intimate relationship with that person. Attempting any of the above described behaviors is also sexual misconduct. Detailed definitions and descriptions of sexual misconduct and sexual violence are provided in the Denver Seminary [Title IX—Harassment Free Workplace and Campus](#) policy.

Instructions for Victims of Sexual Violence

1. Go to a safe place and call someone. Call 911.
2. Do not shower, wash your hands or fingernails, change or remove clothing, or apply or take medication. Any of these actions could alter or destroy physical evidence.
3. Go to a hospital for medical attention.
4. Get help, like counseling or victim assistance.

On Campus: The Department of Student Life, specifically the [Dean of Students](#), or Campus Security can connect you with these services and can also help you report the incident if you choose to do so.

Off Campus: If you cannot get to or contact anyone on campus, or if it is after-hours, the following resources are available:

- [The Blue Bench](#) – Denver's rape crisis center; call their 24-hour hotline at 303-322-7273.
- Littleton Police Department Victim Services Unit – 303-660-7535, or visit their [website](#).
- Women's Crisis Center of Douglas County – 303-688-8484
- Denver Health Medical Center SANE – 303-602-3007

If you would like to speak to someone but not report the alleged violations, the [Department of Student Life](#) or the [Dean of Students](#) can provide you with counseling options.

Instructions for Victims of Sexual Misconduct

Denver Seminary encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual violence. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The Seminary encourages individuals to also make a report to appropriate Seminary officials. Reporting to law enforcement and to the Seminary are not mutually exclusive options, as both criminal and internal reports may be pursued simultaneously.

Reporting Title IX Violations

Making a report means telling someone in authority what happened – in person, by telephone, in writing or by email. At the time a report is made, a Complainant does not have to decide whether or not to request any particular course of action, nor does a Complainant need to know how to label what happened. Choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The Seminary provides support that can assist each individual in making these important decisions, and to the extent legally possible will respect an individual's autonomy in deciding how to proceed. In this process, the Seminary will balance the individual's interest with its obligation to provide a safe and non-discriminatory environment for all members of the Seminary community.

Detailed information on reporting of sexual misconduct and violations of the sexual misconduct policy can be found in the Denver Seminary [Title IX—Harassment Free Workplace and Campus](#) policy.

Emergency and External Reporting Options:

Littleton Police Department (LPD)

For emergencies: 911

For non-emergencies: LPD non-emergency dispatch at 303-794-1551

Campus Reporting Options:

Denver Seminary designated employees and full-time faculty have an ethical and institutional obligation to report anything they are aware of related to discrimination, harassment and sexual misconduct. If you have questions or are unsure, contact any of the individuals listed below:

Title IX Deputy Coordinator – Kristy McGarvey, Dean of Students
Kristy.mcgarvey@denverseminary.edu; 303-357-5842

Title IX Deputy Coordinator – Lori Mack, Director of HR
Lori.mack@denverseminary.edu; 303-762-6887

Title IX Coordinator – Debra Kellar, Vice President of Finance and Campus Operations
Debbie.Kellar@denverseminary.edu; 303-762-6893

Campus Security: 303-961-1184 or dial 1001 from any campus phone.

Anonymous Reporting:

Any individual may make an anonymous report concerning an act of sexual misconduct and/or sexual violence through [Denver Seminary’s anonymous reporting portal](#). An individual may report the incident without disclosing his/her name, identifying the Respondent or requesting any action. Depending on the extent of the information available about the incident or the individuals involved, however, the Seminary’s ability to respond to an anonymous report may be limited.

Addendum: Statement on Human Sexuality

Board Approved 6.09.2017

The purpose of this document is to articulate a concise biblically and theologically grounded view of human sexuality¹ that reflects our commitments to the authority of Scripture and to being a community of grace and redemption. Because we recognize that human sexuality is a complex and deeply personal reality, as well as a controversial and divisive issue in our society and in the Church, our intent is to approach it with sensitivity, gentleness, compassion, theological acuity, and biblical fidelity. Our desire is to affirm in this statement the intrinsic value of every human being, the tragedy of sin, and the power of redemption in every area of human life.

Biblical Teaching on Human Sexuality

As part of the original creation design, sexuality is both God-ordained and purposeful in his divine plan for humanity. Instruction regarding sexuality is found in a wide array of passages in both the Old and New Testaments. Because sexuality is part of God's design for humanity, its significance is both theological and practical.

Old Testament. The creation of humanity as male and female in God's image undergirds the biblical understanding of human sexuality (Genesis 1:26-28) and the assertion of a unique physical and spiritual relationship between the two sexes (Genesis 2:24). The creation mandate for humans to reproduce and "fill the earth" with image-bearers forms a central purpose for human sexuality. The gift of sexuality, the romance of union, and the joy for which God created humans as sexual beings, male and female, are celebrated throughout the Bible, and especially in the poetry of the Old Testament book, Song of Songs. The harmony of the man and woman in a committed sexual relationship realizes the ideal union described in Genesis 2:24. There are many examples of this glorious union in the biblical narrative including the beautiful love story of Ruth and Boaz found in the book of Ruth. In order to cherish and promote this ideal union of male and female in creation, the Old Testament contains specific pronouncements regarding personal and social responsibility in relationship to human sexuality.

The biblical narrative affirms that sin broke apart the harmonious ideal between man and woman (Genesis 3:16) so that all relationships after this are tainted. The Old Testament warns against and forbids sexual behavior that is a violation of God's design and intent of union between man and woman in the covenant of marriage. Prohibitions against adultery (Exodus 20:14; Leviticus 18:20; 20:10; Deuteronomy 5:18; 22:22), premarital sex (Deuteronomy 22:13-21; 23-24), rape (Deuteronomy 22:25-29), incest (Leviticus 18:6-18; 20:11-12, 14, 17-21), prostitution (Leviticus 19:29; 21:9; Deuteronomy 23:17-18), and bestiality (Leviticus 18:23; 20:15-16) can be found in the law. Although polygamy is not explicitly prohibited in the Old Testament, it clearly violates the spirit of Genesis 2:24 and contributes to dysfunctional families throughout the biblical narrative.

Homosexuality appears in the practices of the citizens of Sodom (Genesis 19) and of Gibeah (Judges 19), in the holiness laws of Leviticus (18:22 and 20:13), and possibly in the roles of certain cultic functionaries. The citizens of Sodom are condemned for their sexual immorality (Jude 7), though also for their pride and lack of concern for those in need (Ezekiel 16:49). The Leviticus passages address homosexual activity exclusively. Attempts to qualify these prohibitions by ignoring their clear and repeated emphasis are not exegetically convincing. Nor does the use of the masculine gender found in the Hebrew grammar of these prohibitions exclude female practice.² Further, understanding the deep friendships between Ruth and Naomi (Ruth 1—4) and between David and Jonathan (1 Samuel 18—20) as homosexual relationships imposes an interpretation on these narratives that the texts do not support. In light of the broad and

consistent teaching of the OT on human sexuality, it is clear that any sexual behaviors other than consensual heterosexual union between a husband and wife were contrary to God’s creation design and his covenant with Israel.³

The sharp delineation of maleness and femaleness in the creation narrative and the repeated representation of married heterosexual relations as the biblical norm, indicate that clear distinctions between men and women are important among the people of God. Dispositions toward homoerotic attraction, homosexual orientation, trans-sexuality and transgendered identity are not specifically addressed in the Old Testament. Deuteronomy 22:5 prohibits women from wearing an item specifically identified for use by men, and men from wearing women’s clothing.⁴ Although this prohibition’s lack of a clear context in that section of Deuteronomy makes it difficult to apply specifically to transgendered identity and trans-sexuality, it does illustrate that the distinction between male and female established in the creation narrative remains the norm in the biblical laws that speak to sexuality. In line with this consistent distinction between male and female, the Old Testament assumes that congruence between a person’s sex and gender identity is part of God’s original design for human sexuality.

The Old Testament affirms that human sexuality, though now thoroughly affected by sin, is not hopelessly lost to sin. God’s intended design and purpose for a complementarity between men and women, each holding a unique and valued identity, affirm the importance and beauty of human sexuality in creation.

New Testament. Essentially, the teaching of the New Testament on human sexuality is grounded in the theology and worldview developed in the Old Testament. Jesus insists that the creation narrative demonstrates that God intended marriage to unite a man and a woman in a life-long monogamous relationship—not to be terminated except when one of the parties is guilty of *porneia* (πορνεία), often translated as “immorality” (Matthew 5:32; 19:9). This breach of the marriage commitment shows God’s inviolable intention of permissible sexuality—a committed man-woman, life-long, consensual relationship bound in the covenant of marriage.⁵ For this reason all other expressions of sexual behavior are forbidden.

Not surprisingly, the Apostle Paul also bases his view of marriage on the creation narrative (Genesis 1-3). Specifically, he likens the union of husband and wife (the “one flesh” union cited in Genesis 2:24) to the union of Christ and the Church (Ephesians 5:31-32). In such a union, a man and a woman have the opportunity to portray in their relationship something of the nature of Christ’s relationship with his bride, the Church. Faithfulness, complementarity, service, and protection all flow out of this union—husband and wife mirroring Christ and the Church. Paul argues for the importance of purity in the lives of leaders in local churches using language that specifically refers to moral purity or chastity (1 Timothy 4:12; 5:9). Moral purity, specifically in the area of human sexuality is essential not only for church leadership but for human flourishing. For those who are married such purity demands marital fidelity and for those who are single, abstinence from sexual relations.

Paul argues that by bearing God’s image, humans were created to worship their Creator but foolishly chose to worship created things (Romans 1:21-23). In like manner humans violated the creation pattern of male-female complementarity and union in human sexuality choosing instead homosexual behavior (Romans 1:24-27). Just as idolatry is a departure from God’s design and intent for humanity spiritually, so homosexuality is seen as a departure from God’s design and intent for humanity sexually.⁶

God has made people, male and female, to engage sexually in a way that unites them physically, emotionally, and spiritually, in the covenantal union of heterosexual marriage to reflect his design in creation and his plan for human procreation and flourishing. Any sexual activity outside of this pattern distorts and departs from God’s plan for sexual expression. According to the New Testament, such forbidden behaviors include adultery, fornication, homosexual behavior, lust, rape and incest. While not

the worst or most-cited of sins, sexual sins occur in many New Testament lists of behaviors that violate God's intentions for humanity (Matthew 15:19; Mark 7:21-22; 10:19; Romans 1:26-27; 13:9; 1 Timothy 1:9-11; 2 Peter 2:14; etc). Undoubtedly, in the New Testament the incidence and condemnation of heterosexual sins far outstrip that of homosexual sins.⁷

The focus of the biblical texts in both the Old and New Testaments is on sexual behavior rather than sexual orientation. Whereas it is uncertain, whether the biblical authors were specifically addressing homoerotic attraction, the biblical prohibitions against and condemnation of homosexual behavior are strikingly clear and consistent throughout Scripture. God's design and intent in creation is male-female complementarity in human sexuality.

Sin and Redemption in Human Sexuality

Human persons are endowed with worth and dignity unique among all of God's creatures. This dignity derives from being created in God's image which, among other features, is relational existence. Gender distinctions provide the basis for that relational existence to be expressed in sexuality. Though sexual expression is not mandatory for the fulfillment of our relational humanity in God's image, it provides a sacred opportunity for that expression within the God-ordained structures of femaleness and maleness in the covenant of marriage commitment.

Sadly, human sinfulness, which emerges from both original and individual choices to sin, impacts every aspect of human existence including sexuality and all interpersonal relationships. As it relates to sexuality, sin results in various forms of alienation and brokenness. Some of these forms result directly from personal, sinful choices; some result more indirectly from the effects of sinful choices by other people; still other forms ripple out from the broad effects of sin on creation in general. The need for Christ's redemption and the possibility of that redemption are coextensive with the dimensions, the expressions, and the results of sin. This implies the radical need for both forgiveness related to sexual sin and for restoration of our capacities for wholeness.

In thinking about God's design for human personhood, the effects of sin on human relationships and sexuality, and the need for Christ's redemption in every aspect of human existence, particular attention must also be given to the domain of the tragic, i.e., those cascading effects of the Fall over which people have no control and which affect their humanity in some inexplicable fashion. The fact that these effects somehow result from sin's impact on the created order implies that all departures from God's original intent and design for sexuality are in need of God's restoring, redeeming grace. Such is the case even when no direct, personal choice is involved. Whatever their immediate provenance, sexual attractions and practices outside God's created structures, as well as experienced incongruence between one's sex and gender identity, are to be considered a result of the Fall.

The Fall's tragic effect on every dimension of human existence does not necessarily imply personal moral responsibility for sexual desires that depart from God's design for human sexuality or for experienced gender incongruence that departs from God's design for personhood. Rather, the Fall implies moral responsibility for our actions, how one stewards sexuality so that humans can flourish and experience God's design. Nor does the category of the tragic alleviate personal responsibility or eclipse the moral character of decisions made in those circumstances. It does not negate the need for redemption. The existence of this theological category should shape how we interpret and respond to sexual brokenness, distortions, or struggles. Responsibility to follow God's creation design and plan exists for how a person lives in one's life circumstance. Identity is located in God's defining call on our lives (*imago Dei*) and not in the conditions of our lives or experiences over which we have no control. Additionally, the redeemed community serves as a vital context and vehicle of God's grace for living faithfully in tragic circumstances that could overwhelm a person's individual resources.

Redemption involves not only forgiveness but also empowerment for godly choices, and the availability of God's grace to follow God's design for human sexuality. Christ's redemption provides grace to live faithfully "as unto the Lord," whether sexual brokenness is the result of personal choices, or the inexplicably tragic consequences of the Fall, or an inscrutable combination of the two. Experientially, this grace may lead to varying levels of healing and restoration or to the resources for living faithfully and joyfully in anticipation of full restoration. However, we recognize that an individual's ability to appropriate God's grace will vary in capacity and timing based on the nature and pervasiveness of their brokenness.

Human Sexuality and Personal / Spiritual Formation

Christian spiritual formation is predicated on specific assumptions about human identity, which encompass both who we are and who we are becoming. A biblical approach to spirituality addresses those two themes with reference to the image of God as the defining construct for who we are and the image of Christ as defining the trajectory and goal for who we are to become.

Our experience of who we are is determined by a complex interaction of genetic, physiological, relational, cultural, and spiritual realities with various aspects of our personhood (e.g., physical, cognitive, affective, moral, social, spiritual, sexual, gender, and personal identity) continuing to develop throughout the lifespan. Two core principles arise from this perspective: 1) everyone is always in process of becoming, and 2) simple statements regarding human functioning are almost always inadequate. These principles must inform our understanding and practice of spiritual formation so that it is not disconnected from the realities of human experience, including sexuality.

How individuals understand and experience their own sexuality is an important aspect of their growth in Christlikeness. It directly affects the trajectory and character of that growth. When considering sexuality in the context of personal and spiritual formation, there is a danger of making this aspect of humanity more than it is or less than it is. Sexuality is not all of who we are, but neither is it peripheral.

Genuine Christian spiritual formation impacts every aspect of our lives, including sexuality. While radical, about-face changes in behavior are much rarer than we would like, and changes in sexual orientation are not always possible, the work of the Holy Spirit in our lives and the healing context of Christian community bring hope for change. Throughout the process, living with integrity, grace, truth, and love is of paramount importance. Difficult as it is, Christian spiritual formation requires that one must live in relationship with others while abstaining from biblically prohibited sexual behavior. Such sacrifices are part of the process of developing in Christlikeness. They focus our attention on things beyond our own needs and desires for the sake of Christ and the world. We must not underestimate the difficulty of maintaining sexual abstinence or the spiritual benefit of the self-control and discipline that abstinence demands. In like manner, we do not underestimate the struggle to align ourselves with God's design for human personhood as it relates to gender identity. The role of the Christian community is of paramount importance in encouraging and empowering one another to pursue wholeness in these matters.

Human Sexuality and the Mission of the Church

The scope of the gospel of Jesus Christ and, therefore, the mission of the Church encompasses all people. The gospel that we embrace includes not only the hope of forgiveness but also the call to lead a life that is consistent with the character and purpose of God in all areas of life, including sexuality. In like manner, the gospel invites believers into a dynamic relationship with the indwelling Spirit of God through whom we come to recognize and resist deeply embedded temptations to sin. Furthermore, the gospel invites believers into a community of faith where relationships of genuine love for one another can meet deep

needs and longings for intimacy. The posture and message of the Church regarding sexuality must be based on the truth of Scripture and reflect the mercy and compassion of Christ. The behavior of the believing community must not in any way support the misperception that Christians hate others who have embraced sexual behaviors or gender identities that are not consistent with those affirmed in Scripture. Redemption and transformation are deeply rooted in the gospel message. So must they also permeate the Church's life and mission.

Notes

¹ Sexuality is not limited to just physical or biological reproductive elements and behaviors but also includes the ways individuals view their own identities, social roles, relationships, values, customs and norms. In this document we use the phrase “sexuality” to encompass the physical, psychological, social and emotional realities of sexual behavior, sexual orientation, and gender identity. Within psychological literature, “gender identity” describes an individual's internal psychological or cognitive and emotional identification or *disidentification* with their biological sex. It is generally defined as the extent to which an individual accepts, integrates, values, and identifies as being either male or female, masculine or feminine, or a combination thereof.

² If such were the case, then one could argue that the ban on coveting, for example (Exodus 20:17; Deuteronomy 5:21), applies only to men because it explicitly mentions only wives (and not husbands) as an object of coveting.

³ The Leviticus passages clearly prohibit homosexual activity. Attempts to qualify these prohibitions by ignoring their broad apodictic nature are not exegetically convincing. For example, to argue that this applies only to close relatives who live in Israel ignores the book's wilderness context (Leviticus was not given in the land of Israel). On the other hand, the suggestion that the idiom, “lie in the beds of,” refers to a non-sexual activity, on the basis of four of the five other occurrences of this expression (Psalm 149:5; Isaiah 57:2; Hosea 7:14; and Micah 2:1), is problematic. The fifth occurrence, Genesis 35:22, does refer to an illicit sexual act (Reuben lying with his father's concubine). Further, this interpretation misses the context of both Leviticus 18 and 20, which are primarily concerned with forbidden sexual activity. Only in these two locations is the full phrase used, “you shall not lie in the beds of a woman.” These attempts appear as special pleading to avoid the implications of the text.

The laws regarding homosexuality in Leviticus 18 and 20 should be considered in the ancient Near Eastern cultural context, in the Israelite social context, and in the literary context of Leviticus. Leviticus 18:2-3, 24-28 identify the prohibited practices here, including homosexuality, as forbidden because they were practiced by the Egyptians and by the peoples of Canaan. While mythic texts of Egypt and of Ugarit (a city on the modern Syrian coast whose myths regarding Baal and other deities provide a 13th century B.C. background for Canaanite beliefs) do indeed describe various sexual practices forbidden in Leviticus 18 (and 20), they do not specify homosexual activities. Across the ancient world (except for child rape which is banned), only the Middle Assyrian laws (14th- 11th centuries B.C.) prohibit homosexual activity, wherein as punishment the perpetrator was to be sodomized and castrated. Thus, as found at Sodom (and Hivite influence at Gibeah), homosexuality may well have been practiced in the land of Canaan.

Sociologically, early Israel was a patrilineal, kinship-based, agrarian society, generally surviving at a subsistence level and valuing large families for economic survival. This is demonstrated by the narratives of Judges, Ruth, and 1 Samuel. These place Israel in the hill country in small villages. There extended families live together around the oldest male and female. Married couples and young families tend to live with or near the husband's side of the family and the identity of both men and women tends to be defined by the patronym (X son/daughter of Y, where Y is the father) and the male line. This description also concurs with the archaeological excavations of Israelite villages with clusters of the so-called four-room (or pillared) houses, ideal for an extended family. This explains the particular prohibited incest relations, which fit in a patrilineal extended family. Generally, they identify relations a male would encounter in his household (e.g., a sister, mother, daughter, daughter-in-law, etc.).

The default masculine gender in Hebrew grammar is part of the patrilineal culture and found in other laws such as the Ten Commandments (e.g., don't covet your neighbor's wife). However, as the Ten Commandments apply to women as well as men, it can be assumed that the corresponding incest prohibitions would exist for the women of the household. The same is true of the homosexual prohibitions. They should be assumed to apply to both men and women. Further, the value placed on large families in this society would reinforce prohibition of sexual activity

outside of heterosexual marriage, especially the sort that would not provide for children. This would explain the inclusion of the prohibition of sacrificing children to Molech, as well. Besides committing murder and worshipping a false god, the practice destroyed the lives of potentially productive family members.

The literary context of the homosexual laws in Leviticus 18 and 20 considers three elements: the nature of the ban as “detestable,” its position in chapter 18 next to the law against child sacrifice, and its double appearance. While Leviticus 18:26 characterizes all the practices in this chapter as “detestable,” only homosexuality is specifically flagged as detestable in 18:22 and 20:13. This suggests a special warning against the practice. It may be related to other warnings against improper mixtures (cf. Deuteronomy 22:11) and the crossing of boundaries (e.g., Leviticus 11) that God has set. As for the law against sacrificing children to Molech in the previous verse (Leviticus 18:21), it is possible that homosexuality played a role in the religious cult (cf. the following paragraph on cultic functionaries). However, this connection does not appear in Leviticus 20:13 and thus it cannot be limited to homosexuality as practiced in the religious cult. Finally, the fact that the law, along with the other sexual prohibitions, appears twice suggests a rhetorical emphasis designed to stress its importance.

The question of cultic functionaries raises the matter of the identity of what the NIV refers to as “male shrine prostitutes.” These appear in Deuteronomy 23:17-18; 1 Kings 14:24; 15:12; 22:46; and 2 Kings 23:7 (Hebrew *qadesh*, plural *qedeshim*). Other than their association with the “detestable” practices of the Canaanite religions, there is little that can be stated with certainty. Nevertheless, they may be associated with cultic homosexual activity. A feminine form occurs in Genesis 38:15, 21-22; Deuteronomy 23:17-18; and Hosea 4:14.

The OT contexts for homosexual practice are sometimes associated with either gang rape (Genesis 19; Judges 19) or with Canaanite (and other) religious practices (as in the cultic functionaries). Thus condemnation of these figures may involve other considerations than consensual homosexual activity. However, this is not the case for Leviticus 18:22 and 20:13. Taking into consideration the grammar and the variety of contexts (cultural, social, religious, and literary), the conclusion is that homosexual practice was contrary to God’s covenant with Israel.

⁴ Although the opening clause of the verse is usually translated, “A woman must not wear men’s clothing,” the Hebrew word translated as “clothing,” *keli*, can refer to items used in a variety of settings, including the Tabernacle. Some scholars have noted that the term may also have military connotations.

⁵ Other NT uses of *porneia* ([πορνεία] e.g., Mark 7:21; Acts 15:20; 1 Corinthians 6:13, 18; 7:2-3; 2 Corinthians 12:21; Galatians 5:19; Colossians 3:5) point to violations of God’s intentions for how the sexual relationship honors God the creator and humans made in his image.

⁶ See particularly Romans 1:21-32. Whereas Paul identifies the idolatry of rejecting God for other gods as the core issue in all human sinfulness, he specifically denounces the shameful and degrading sexual sins that resulted from humanity’s rejection of male/female complementarity as the created design of human sexuality. When condemning homosexual behavior in 1 Corinthians 6:9-10 and 1 Timothy 1:9-10, among other sins that violate God’s intention for human sexuality, Paul uses *arsenokoitēs* (ἀρσενοκοίτης), translated as “men who have sex with men” (NIV) and “practicing homosexuals” (NET). The NRSV translates this word as “sodomites” in both these texts. Paul probably coined the Greek term, but it’s clear to see how he came to use it—from texts such as Leviticus 18:22 and 20:13 that include the command, “don’t lie with a male as one does with a female.”

⁷ For example, the sin of “adultery” (translations of forms or cognates of *moicheuō* [μοιχεύω]) occurs forty-eight times in the NIV translation. “Sexual immorality” or “fornication” (translations of forms or cognates of *porneia* [πορνεία]) is mentioned twenty-five times in the NT.

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Main Campus

6399 South Santa Fe Drive
Littleton, Colorado 80120

General Inquiries

P: 303.761.2482
F: 303.761.8060
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Since 1971 Denver Seminary has been an accredited member of the Association of Theological Schools, the only professional accrediting agency for seminaries in the United States and Canada.

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Institutional Approvals

Denver Seminary has been approved by the following government organizations:

- **Department of Education**
Since 1954 the Education Directory of the Office of Education has carried Denver Seminary's name as a government-recognized school of theology. This approval is basic to recognition in a number of other areas.
- **Department of Immigration and Customs Enforcement**
Denver Seminary is authorized under federal law to enroll nonresident alien students.
- **Departments of the Army, Navy, and Air Force**
Denver Seminary is approved by the United States Army, Navy, and Air Force for the training of chaplains in their respective branches.

A Message from the President

Dear Friends of Denver Seminary,

It is an exciting and crucial time to be a follower of Jesus Christ. In a world marked by growing fragmentation, isolation, and the erosion of trust, the Church is called to witness to God's reconciliation and renewal of all things in Christ. Denver Seminary is an authentic, loving, and supportive learning community devoted to preparing men and women to engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture. Our commitment to cultivate a credible, compassionate, and compelling witness drives every aspect of our work.

We believe in your potential to excel as a student, and are fully capable of growing intellectually, spiritually, and interpersonally. That's why we have dedicated ourselves to making our academic programs—Master of Divinity, Master of Arts, Counseling, Master of Theology, Doctor of Philosophy, Doctor of Ministry, and Graduate Certificates—more affordable, flexible, and accessible than ever before.

In her poem “The Summer Day” Mary Oliver asks: “Tell me, what is it you plan to do with your one wild and precious life?” We recognize that setting aside time and space to pursue your future at Denver Seminary is a courageous act of faith. I invite you to imagine how God might use this season of preparation to strengthen your confidence in Scripture, deepen your understanding of God's redemptive work in the world, and expand your capacity to guide, counsel, teach and lead others.

The opportunities ahead of us are as vast as the challenges we face, and the world needs faithful and courageous leaders such as yourself who are prepared to meet its pain and brokenness with wisdom, hope, spiritual depth, and joy.

It is an immense joy and privilege to walk with you as you seek to become all that God has created and called you to be.

Grace and peace,

A handwritten signature in dark ink, appearing to read "Mark Husbands", with a long, sweeping horizontal stroke extending to the right.

Mark Husbands,
President, Professor of Theology

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The Seminary

A HISTORY OF DENVER SEMINARY

Denver Seminary began in the minds of several Colorado Conservative Baptist pastors who presented the idea at the annual meeting of the Conservative Baptist Association of Colorado in May 1950. In response, the association formed an organizing committee of Conservative Baptist leaders. In the ensuing months, these men secured an adequate building for the new school and led in the selection of the first faculty and board of trustees. After promotion began, inquiries came from a number of prospective students. In September 1950, thirty-one students enrolled.

The next year marked the coming of Dr. Carey S. Thomas as president and Dr. Vernon C. Grounds as dean. In a relatively short time, the school obtained governmental approval for education under the G.I. Bill. This was followed by approval for the training of international students and later by governmental recognition for the education of chaplains. The first graduating class in 1952 consisted of six members, all of whom had transferred to Denver from other schools.

In 1955, a new administrative arrangement was initiated with Vernon C. Grounds as president, Douglas V. Birk as administrative vice president, and Earl S. Kalland as dean. In the late 1950s several professors joined the faculty and the first of a series of additional buildings was secured in the neighborhood of the original administration and classroom building. By the mid-1960s the faculty numbered ten full-time professors and twelve buildings stood on the campus.

In June 1962, Denver Seminary was granted associate membership in the American Association of Theological Schools (now the Association of Theological Schools). Shortly thereafter, a major study of the curriculum resulted in changes embodied in the academic catalog of 1965–67. Other standards of the accrediting association were met, but an adequate library building remained only in the planning stages. In 1968, the school relocated to the south side of Denver. Purchasing twelve acres of ground and four buildings previously owned by the Kent Girls' School, the Seminary was able to convert the gymnasium into a library equipped to house at least 80,000 volumes. The following year three apartment buildings were erected on the grounds which provided eighty student housing units.

In 1971, full accreditation by the Association of Theological Schools (ATS) was achieved, followed by full accreditation under the North Central Association of Colleges and Secondary Schools (now the Higher Learning Commission) in 1972.

In 1979, Dr. Haddon W. Robinson followed Dr. Grounds as the third president of the institution. Under his leadership, the Seminary continued to expand; faculty increased to twenty-two full-time and twenty-five adjunct professors. Five of the seven administrators received faculty status, and the staff increased to sixty. By 1992, the student body numbered over six hundred and came from forty states, fifty-three denominations, and fifteen countries.

Dr. Edward L. Hayes assumed leadership of Denver Seminary in 1993, becoming its fourth president, having previously served as academic dean and professor of Christian education. Under Dr. Hayes' leadership, Denver Seminary was positioned to meet the spiritual and technological challenges of the twenty-first century. Dr. Hayes retired in December 1996, having served Denver Seminary with distinction for a total of twenty-three years.

In 1996, Dr. Clyde McDowell was named Denver Seminary's fifth president. Of special interest to Dr. McDowell was the revitalization of inner-city churches of all ethnicities. Dr. McDowell led Denver Seminary to reinvent its approach to seminary education by incorporating an intensive, contextualized mentoring experience into its core curriculum.

In 1999, the board of trustees appointed Dr. Leith Anderson as interim president of Denver Seminary. The Board appointed Dr. G. Craig Williford as Denver Seminary's sixth president in August 2000. Dr. Williford's desire to integrate theory and practice helped the Seminary continue to develop and expand the training and mentoring program which has become an essential part of a Denver Seminary education. Under his leadership, the student body grew to around 900 students, and the institution realized a level of economic health not experienced in previous years.

In July 2005, Denver Seminary relocated to a new and debt-free campus situated next to the Platte River in Littleton. Built specifically for the Seminary, the campus features three buildings: an academic center; a learning resource center, which is home to the library with over 175,000 books and bound periodicals (28,000 of which are volumes from the library of Dr. Vernon Grounds), and the student center; and an administrative building with offices for faculty and staff, plus the Denver Counseling Center.

In 2008, the Board of Trustees appointed Pastor Gordon MacDonald as interim president of Denver Seminary.

In March 2009, Dr. Mark S. Young was appointed the seventh president by the board of trustees. Dr. Young brought extensive experience as an international educator and theologian, as well as an abiding commitment to mission and transformation.

In 2014, Denver Seminary partnered with First Baptist Church of Glenarden, Washington D.C. to begin a seminary extension campus. The Washington D.C. extension campus continues to serve the leadership training needs of the churches and ministries in the D.C. area.

To meet the needs of an ever-changing market, Denver Seminary launched its first fully online degree in the fall of 2017. The Master of Divinity degree was made available to students fully online, allowing individuals to stay connected in their current place of work, ministry, and community. Today, Denver Seminary is committed to providing access to all degree programs from anywhere, at any time, to any qualified students. In addition, the Seminary offers programming for lay ministry through its Hispanic Programs and Black Church Programs, as well as its Korean Global Program, with master's and doctoral programs offered in the Korean language.

In January 2025, Dr. Mark Husbands became Denver Seminary's eighth president. Dr. Husbands brings a distinguished academic and leadership background to his role as president, with extensive experience in theology, ethics, and strategic institutional advancement. His proven ability to align mission and vision while fostering growth and innovation positions him to lead Denver Seminary into its next chapter with excellence and purpose.

MISSION

Denver Seminary prepares men and women to engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture. Through our educational programs and mentoring process, the Seminary challenges students to grow spiritually, intellectually, and professionally in order to lead God's people in the accomplishment of His mission in the world.

CORE COMMITMENTS

Biblical authority. We are people of the Book, believing the Bible to be our final authority for faith and practice. Since its founding, the Seminary has been committed to the inspiration, inerrancy, and authority of the Bible. That commitment remains strong and unyielding; it defines us and shapes us. The Bible forms the basis of our doctrinal statement and is the centerpiece of our curriculum. We study the Bible and look to it as our authoritative reference, assessing theories and arguments for congruence with what it affirms. We marvel at its intricacies and revel in its simplicity. We meditate on it and contemplate how profoundly it describes the human condition and God’s saving solution for us. We preach and teach the Bible. We sing it, recite it, and constantly find ourselves looking to it for truth that endures while the world around us changes.

Vigorous scholarship. We are people of the truth, committed to seeking truth in all disciplines. We have the courage to ask tough questions and allow the text of Scripture to take us to answers that we may not want to face. Vigorous scholarship is robust and relentless, the kind of scholarship that does not blink when the skeptic questions our faith. Vigorous scholarship does not shrink back and retreat to the comfortable confines of tried-and-true axioms that the already convinced repeat to one another in order to avoid facing their own doubts. Neither does vigorous scholarship descend into the catacombs of academic irrelevance, “the knowing of more and more about less and less.” At Denver Seminary, scholarship means knowing more and more about what matters—the real questions of real people in the real world. Vigorous scholarship is what Dr. Grounds described in 1965 when he wrote of the Seminary, “Here is no unanchored liberalism—freedom to think without commitment. Here is no encrusted dogmatism—commitment without the freedom to think. Here is vibrant evangelicalism—freedom to think within the bounds laid down in Scripture.”

Charitable orthodoxy. We are people of the faith, committed to the great core confessions that have defined Christianity for centuries. We cling to these great core truths of the faith for they frame our understanding of God, the world in which we live, and his work in it. Furthermore, we confess these great truths as a way forward for those trapped in the mire of indifference and relativism. Around that common confession and our agreement with the doctrinal statement of the Seminary, we engage in gracious and serious conversations about many different areas of faith and life. At times we may disagree about the interpretation of particular passages, about theological issues of secondary importance, about the expression of Christian ethics in public life, and about the application of Scripture to ministry. At all times, however, we will be known as a community that relates to one another charitably, with a penchant to listen before speaking and a desire to learn that trumps the instinct to defend and to tell. The freedom and courage to think is only half the equation for a vibrant learning community; freedom and courage to listen completes it. Our conversation with those with whom we disagree, particularly outside the community of faith, must be marked by charity and respect. The apostle Paul described the manner we desire to relate to all people with the words, “speaking the truth in love” (Eph. 4:15).

Redemptive relationships. We are people of the gospel, a community of humbled and broken people who have found life anew in its redemptive power. We come together knowing that Christ has rescued us from the bondage and penalty of our sin simply through the death of his Son on the cross because he loves us. And we live like those for whom redemption, grace, and reconciliation are more than theological concepts—they are the breath of life that sustains us each and every moment of each and every day. We believe that redemption comes only through honesty with ourselves and through the truth of the gospel. So, we nurture interpersonal mentoring relationships throughout the Seminary experience that drag us out of our hiding places so that we can move into the light of Christ’s searing gaze of love. We are committed to an integrated learning process that redemptively addresses the needs of the whole person. We also believe that our redemptive relationships must go beyond the community of faith and reach into the lives of those who have yet to confess faith in Christ. We help one another develop and model a grieving compassion for the lost and, like our Savior, we seek their salvation (Luke 19:10).

Global concern. We are people of the kingdom, committed from our founding in 1950 to global mission because of God's concern for the redemption of all peoples. Our commitment to mission provides rationale and urgency to our task. We will make the uncomfortable realities of a blinded and broken world an abiding issue in our educational process, and we will challenge ourselves to courageously face the indifference and self-indulgent tendencies that keep us from whole-hearted commitment to the mission of God in the world. Furthermore, we value and embrace the marvelous diversity of God's people and we will nurture meaningful partnerships with other like-minded schools and agencies in the work of the kingdom around the globe.

VISION

We commit ourselves and our resources to being a seminary that:

- is more widely recognized as a leading institution in evangelicalism;
- is impacting a broader spectrum of God's people with theological training;
- is committed to valuing and nurturing diversity in our community;
- is growing each year in all key institutional indicators;
- is intentionally and regularly pursuing improvement and innovation in every area of operations;
- is attracting and retaining exceptional students and employees.

DOCTRINAL STATEMENT

Denver Seminary is committed to the great truths and abiding fundamentals of the Christian faith as evidenced by its confessional platform.

The Word of God

We believe the Scriptures of the Old and New Testaments are the inspired Word of God, inerrant in the original writings, complete as the revelation of God's will for salvation, and the supreme and final authority in all matters to which they speak.

The Trinity

We believe in one God, Creator and Sustainer of all things, eternally existing in three persons, Father, Son and Holy Spirit; that they are equal in every divine perfection, and that they execute distinct and harmonious offices in the work of creation, providence, and redemption.

God the Father

We believe in God the Father, an infinite, personal Spirit, perfect in holiness, wisdom, power, and love. He concerns himself mercifully in the affairs of men and women, hears and answers prayer, and saves from sin and death all who come to him through Jesus Christ.

Jesus Christ

We believe that Jesus Christ is God's eternal Son and has precisely the same nature, attributes, and perfections as God the Father and God the Holy Spirit. He is not only true God, but true Man, conceived by the Holy Spirit and born of the Virgin Mary. We believe in His sinless life, His substitutionary atonement, His bodily resurrection from the dead, His ascension into heaven, His priestly intercession on behalf of His people, and His personal, visible return from heaven.

Holy Spirit

We believe in the Holy Spirit, His personality and His work in regeneration, sanctification, and preservation. His ministry is to glorify the Lord Jesus Christ and implement Christ's work of redeeming the lost and empowering the believer for godly living and service.

Humanity

We believe God created humanity, male and female, in the image of God and free from sin. We further believe all persons are sinners by nature and choice and are, therefore, spiritually dead. We also believe that the Holy Spirit regenerates those who repent of sin and trust Jesus Christ as Savior.

Salvation

We believe in salvation by grace through faith in Jesus Christ. This salvation is based upon the sovereign grace of God, and was purchased by Christ on the cross, and is received through faith apart from any human merit, works or ritual. We believe salvation results in righteous living, good works, and proper social concern.

The Church

We believe that the church is the spiritual body of which Christ is the head and is composed of all persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit. This body expresses itself in local assemblies whose members have been baptized and have associated themselves for worship, instruction, evangelism, and service. The ordinances of the local church are baptism and the Lord's Supper. We also believe in the interdependence of local churches and the mutual submission of Christians to each other in love.

Separation of Church and State

We believe that each local church must be free from interference by any political authority. We also believe all men and women are directly responsible to God in matters of faith and life, and that they should be free to worship God according to the dictates of their consciences.

Christian Conduct

We believe that the supreme task of every believer is to glorify God in life and conduct and be blameless before the world. Each Christian should be a faithful steward of all possessions and seek to realize in every area of life the full stature of maturity in Christ.

Last Things

We believe in the bodily resurrection of the saved and lost, the eternal existence of all people in either heaven or hell, in divine judgments, rewards, and punishments.

Each year trustees, administration, and faculty are required to affirm and sign Denver Seminary's doctrinal statement without mental reservation. Students and staff affirm and sign the [National Association of Evangelicals' Statement of Faith](#).

DENVER SEMINARY EDUCATIONAL VALUES

Compelled by the biblical vision for love of God and others, and compelled by Christ's commission to make disciples of all nations, Denver Seminary graduates will be characterized by the following, as expressed within their degree programs.

Biblically and Theologically Grounded

Demonstrate integrated biblical and theological competence.

Contextually Sensitive

Serve all people effectively and faithfully, with cultural discernment, and without prejudice or favoritism.

Spiritually Mature and Growing

Exhibit a mature and growing Christlikeness in character.

Vocationally Fit

Discern and pursue personal vocation in a theologically integrated manner.

FITNESS FOR MINISTRY AND PROFESSIONAL DISPOSITION

Two overarching rubrics are utilized to gauge students' development and formation during their program as well as their readiness to receive a degree from Denver Seminary: 1) Fitness for Ministry, and 2) Professional Disposition. Although distinct categories, Fitness for Ministry and Professional Disposition work in tandem and share many qualities, as ministry work necessitates an appropriate level of professional acumen, and many professions are conduits through which students will fulfill their call to participate in kingdom work.

Defining Fitness for Ministry and Professional Disposition

The Community Values and Behavioral Commitments and policy on Academic Integrity (both of which are provided in the Student Handbook) constitute minimal behavioral expectations in light of the Seminary's commitment to graduate individuals who are "fit for ministry."

Professional Disposition can be defined as "the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors"¹ that influence a student's interactions with others to achieve the objectives of their chosen field of study, including but not limited to many of the expectations outlined in the Community Values and Behavioral Commitments.

Through Denver Seminary's educational programs and mentoring process students are challenged to grow spiritually, intellectually, and professionally in order to lead God's people in the accomplishment of His mission in the world. Denver Seminary is a community that is committed to the processes involved in equipping students with the skills and sensitivities to be competent in their chosen vocation both as professionals and ministers of the gospel. As such, Fitness for Ministry and Professional Disposition provide a framework for the qualities, character traits, skills, and core competencies the Seminary expects its students and graduates to exhibit. Faculty, staff, mentors, and others with evaluative responsibilities will have these two rubrics in mind when assessing student behavior and performance.

For more information about Fitness for Ministry, Professional Disposition, and the process the Seminary will use to address concerns related to these areas of students' development and formation, see the Foundational Commitments and Non-Academic Policies and Services sections of the Student Handbook.

¹ <https://www.cacrep.org/glossary/professional-dispositions/> (Council for Accreditation of Counseling and Related Educational Programs)

LOCATIONS

THE LITTLETON CAMPUS

Denver Seminary's Littleton campus is in a prime location in the Denver Metro area. It sits just above the historic South Platte River in Littleton, Colorado and has spectacular views of the Rocky Mountains.

THE WASHINGTON DC CAMPUS

Denver Seminary's Washington DC campus brings seminary education to working adults in the Washington DC area. Classes are offered both online and at the Ministry Center of First Baptist Church of Glenarden in Landover, Maryland just off the Beltway, which makes seminary education accessible to millions of people up and down the North/South corridor.

THE GLOBAL CAMPUS

Denver Seminary's Global campus serves a growing population of students enrolled in fully online degree programs. Our Global campus provides students with online courses, technical support, digital library resources, and student services. Additionally, our Global campus makes distance courses and support systems available to the Littleton and DC Denver Seminary community to increase the accessibility of all our degree programs.

Partner Schools

Presbyterian University and Theological Seminary

In 2008, Denver Seminary began a partnership with Presbyterian University and Theological Seminary in Seoul, Korea to share academic resources and faculty in mutually beneficial ways.

Seminario Teológico Centroamericano

Seminario Teológico Centroamericano (SETECA) is the largest seminary in Latin America, with over a thousand students in its various programs, many of whom come from a number of different countries.

Denver Seminary and SETECA partner in several areas.

1. Denver Seminary hosts a SETECA extension site on the Littleton campus,
2. offering a two-year associates degree.
3. Denver Seminary is assisting SETECA in the development of a counseling program and library.
4. The director of Hispanic Initiatives at Denver Seminary serves as an adjunct faculty member at SETECA.
5. SETECA contributes to the curriculum of Denver Seminary's IDEAL program.

LIBRARY AND WRITING CENTER

Named after the first president of the Seminary, the Carey S. Thomas library is located in the Paul and Marjorie Lewan Learning Resource Center in Littleton, Colorado. The DC Campus Library is hosted at First Baptist Church of Glenarden Ministry Center in Glenarden, Maryland.

Professional Assistance

The Library and Writing Center team is comprised of professional staff and student employees who are eager to assist patrons with locating resources and providing writing services including editing and tutoring.

Library Collections

The library is comprised of volumes carefully selected to provide the best in theological and scholarly literature as an undergirding for the school's curriculum. Between the two campus libraries, over 185,000 print volumes are available including subscriptions for twenty-five journals with back issues of over 700 titles housed at the Littleton campus library.

The library offers online bibliographic searching through a variety of academic databases, made available to students through licensing fees paid by the Seminary. Most of the library's online resources are accessible through the Digital Theological Library (DTL) whose mission is to provide co-owning institutions with the highest quality digital resources in religious and theological studies at the lowest possible costs. Over 600,000 eBooks, 40,000+ journal titles, 5,000+ streaming Counseling videos, and 2,000,000+ theses and dissertations are available through the DTL.

To honor Dr. Vernon C. Grounds for his years of service as president and chancellor, and in appreciation of the 25,000 volume personal library that he donated to Denver Seminary, the Vernon Grounds Reading Room is located at the west end of the main library, housing his collection.

Resource Locating

The library has an online public catalog which may be searched via the Seminary's website. Additionally, the online catalog allows patrons to access their library accounts, request and check on holds, and renew books. An interlibrary loan (ILL) service at the main library (also accessible from the website) is available for obtaining library materials from other libraries. Campus students can submit print and electronic ILL requests while distance students can request chapter and article ILL scans.

Students on the Littleton campus also have access to the facilities of the Ira J. Taylor Library at the Iliff School of Theology on the University of Denver campus and the Cardinal Stafford Library at St. John Vianney Theological Seminary. In addition, Denver Seminary is a member of the Atla Reciprocal Borrowing Program where members of participating libraries can show proof of current enrollment at another participating library to borrow materials based on its local lending policies.

Writing Center

The Writing Center provides academic resources and assistance to develop and strengthen students' skills during their academic career. Students are encouraged to take advantage of Writing Center editing services, tutoring sessions, and writing guides available from both campuses.

Admission Information

VISITING THE DENVER SEMINARY CAMPUSES

Prospective students are welcomed and encouraged to visit any of the Denver Seminary campuses. With some advance notice, arrangements can be made with the Admissions Office for visits with faculty members and/or class attendance. We encourage you to arrange a visit to campus either by planning a personal visit or by attending one of our Preview Days, which are held throughout the year at our various campuses. Contact the Admissions Office for more information on these events or to schedule a campus visit (1-800- 922-3040 or 303-762-6937).

Littleton, CO Campus

Address: 6399 S. Santa Fe Dr., Littleton, CO 80120

Phone: 303-762-6937 or 800-922-3040

Fax: 303-761-8060

Web: www.denverseminary.edu

Email: admissions@denverseminary.edu

Washington, D.C. Extension Campus

First Baptist Church of Glenarden Ministry Center

Address: 3600 Brightseat Road, Landover, MD 20785

Phone: 202-650-7816 (Site Director, Debora Barr)

Email: admissions@denverseminary.edu

FOUNDATIONAL LIFESTYLE AND THEOLOGICAL COMMITMENTS

Denver Seminary recognizes that students entering seminary represent a wide range of experiences and backgrounds and students are welcome from all Christian communities.

Denver Seminary reserves the right to assess the evangelical Christian profession of faith of all applicants. This determination will be made on the basis of the statements of Christian faith provided in the application. Such statements are a significant factor in the admission decision. The applicant must demonstrate compatibility with the National Association of Evangelicals (NAE) *Statement of Faith*, Denver Seminary's *Community Values and Behavioral Commitments* and the policies that govern campus lifestyle as outlined in the Denver Seminary *Student Handbook*. If the Admissions Committee has questions regarding any of these matters during the application process, further information may be requested.

Because of the nature of our shared faith community and the importance of maintaining consistency in our beliefs and standards, students will be required to reaffirm the statements in these documents each time they register for a new semester. The Seminary reserves the right to evaluate a student's continued standing if their belief has or is believed to have shifted away from our shared faith community, and the student may no longer be compatible with Denver Seminary.

The Denver Seminary Student Handbook, which includes the National Association of Evangelicals (NAE) Statement of Faith, Denver Seminary's Community Values and Behavioral Commitments and the policies that govern campus lifestyle, is available online at: <https://denverseminary.edu/current-students/student-handbook/>

CATEGORIES OF STUDENTS

There are four types of students at Denver Seminary:

1. **Degree-seeking students**
Enrolled in a Master of Arts, Master of Divinity, Master of Theology, Doctor of Ministry, or Doctor of Philosophy program.
2. **Graduate Certificate students**
Students working toward completion of any of the graduate certificate programs.
3. **Non-degree students**
Students taking classes for personal enrichment, continuing education, or visiting students who are pursuing a degree from another graduate school. A maximum of fifteen semester hours may be taken as a non-degree student at the Master's level.
4. **Audit students**
Students taking classes for no credit. Courses that are audited may *not* be converted to credit at a later date or applied to a degree or graduate certificate program.

APPLICATION DEADLINES

Master's-Level and Graduate Certificate Applicants must start applications by the following dates:

Fall Semester: August 1
Spring Semester: December 15
Summer Semester: April 1

The admissions committee may decide to accept students after the admissions deadline on a case-by-case basis at the discretion of the Director of Enrollment Management. Non-degree seeking students may submit applications through the start of the semester.

Doctor of Philosophy Applicants:

Fall Semester: December 15 (Of the year prior to the intended start)
Late Admissions Deadline: January 15

Doctor of Ministry Applicants:

Winter Semester: September 15
Summer Semester: March 15 (Korean program only)

The admissions committee may decide to accept students after the admissions deadline. Non-degree seeking and auditors may submit applications through the start of the semester.

International Applicants:

International applicants are encouraged to submit all application documents no later than three months before the start of their study in order to give a sufficient amount of time for preparing visa paperwork and for planning to relocate to the country. International Applicants are encouraged to start applications by the following dates:

Fall Semester: March 15 **Spring Semester:** August 15

All I-20 documents should be submitted no later than the following deadlines:

Fall Admission: July 15 **Spring Admission:** November 15

ADMISSIONS PROCEDURES

Applicants for all programs, including non-degree and audit applicants, must make formal application through the Admissions Office. It is the responsibility of the applicant to ensure that the degree being pursued – and the format in which it is delivered – meets all requirements for any future vocation or education being pursued. Denver Seminary maintains non-matriculated applicant documents for one year. Application documents over one year are expired and must be resubmitted.

To apply online, visit our website at www.denverseminary.edu.

APPLICATION PROCESS AND ADMISSIONS REQUIREMENTS

All Degree-Seeking and Graduate Certificate Applicants

The following application materials must be submitted:

Student application for admission

This is available online at www.denverseminary.edu. Applicants will need to create an account before beginning an application. Applications will be submitted through the application portal. Carefully read the *NAE Statement of Faith, Community Values and Behavioral Commitments*, and the *Student Handbook* policies that govern student life at the applicable campus of Denver Seminary. Sign the form only if you can do so without mental reservation. By signing this form, you agree to abide by these standards and policies while attending school or face possible dismissal from the school.

Essays

All applicants must prepare the following essays using the prompts provided. All essays must be typed and demonstrate graduate-level writing skills:

1. Biographical and spiritual journey essay,
2. Program and vocational goals essay,
3. Personal and formational readiness essay,
4. Program-specific essay (if required)
 - a. Master of Arts in Counseling (Clinical Mental Health or School Counseling) and Doctor of Philosophy in Counselor Education and Supervision applicants must submit a diversity essay.
 - b. Doctor of Philosophy applicants must submit an academic writing sample, a professional resume, and a statement of theoretical orientation and integration.
 - c. Master of Theology applicants must submit a sample academic research essay.
 - d. Doctor of Ministry applicants must submit a resume of educational and professional experience.

Supplemental Information

1. Three references.

At least one reference must be from a pastor or someone in a position of Christian leadership in your life. All references must have known you for at least a year and may not be related to you. Your references should reflect a variety of perspectives on your life and should not all be from the same primary organization. Master of Theology applicants must submit one pastoral reference and two academic references. Doctor of Philosophy applicants must submit one pastoral, one academic, one clinical, and one general reference.
2. Official transcripts
 - a. Transcripts are required from any institution where a bachelor's degree or higher has been earned. An official transcript is required from the institution where a baccalaureate degree has been completed. Master's or doctoral transcripts may be unofficial. Official transcripts must be sent directly from the school in sealed envelopes to Denver Seminary or issued electronically directly by the institution or an approved issuing body.

- b. Master of Theology and Doctor of Ministry applicants only: An official transcript is required from the graduate institution where a Master of Divinity or its equivalent has been completed. Undergraduate transcripts are not required for Master of Theology or Doctor of Ministry applicants.
 - c. Doctor of Philosophy in Counselor Education and Supervision applicants must submit a final official transcript showing the conferral of a counseling master's degree from a CACREP or CORE accredited program, or its equivalent.
 - d. Any student who has a degree conferred from an institution outside the United States will need to provide an official copy of their evaluated credentials, and English translation if necessary, through World Education Services (wes.org). Denver Seminary reserves the right to ask any applicant for supplemental information and materials if needed for admission.
3. Background Check
- a. Denver Seminary requires a Criminal Background Check for any applicant seeking admission into the Master of Arts in Counseling (Clinical Mental Health or School Counseling or Dual) program, Graduate Certificate in School Counseling, Doctor of Philosophy in Counselor Education and Supervision. Denver Seminary will select the outside company to conduct the background check and fees may apply and are the responsibility of the student. A criminal background is not an automatic bar to admission to Denver Seminary.
4. Non-refundable Application Fee of \$45.
5. International applicants are required to demonstrate English proficiency as part of their application.

Degree and GPA Requirements

Applicants for master's-level programs must:

1. **Hold a baccalaureate degree from an accredited college or university**
Students who lack a baccalaureate degree may qualify to apply for admission through the Undergraduate Degree Exemption (UDE) program.
2. **Have at least a 2.5 (2.0 = C) undergraduate grade point average**
Applicants to the Master of Arts in Counseling (Clinical Mental Health or School Counseling) or the Master of Arts program in the following major: New Testament, Old Testament or Theology must have a 3.0 (3.0 = B) undergraduate grade point average. For applicants who cannot meet this undergraduate standard, it may be possible to enter a degree or graduate certificate program under one of the exceptions listed below. Applicants hoping to pursue an exception will be asked to submit a statement explaining why they do not meet the minimum GPA requirement and may be asked to enter under one of the following exceptions:
 - a. Enter as a non-degree student and complete predetermined courses with a minimum GPA requirement. Specific courses and GPA requirements are determined by the department chair of the program to which the student is interested in applying.
 - b. Submit a Graduate Record Exam (GRE) with a minimum score of 146 verbal and 4 analytical.
 - c. Complete at least fifteen hours of graduate work at an accredited institution with a minimum GPA of 3.0.

Additional requirements for the Master of Theology program:

1. Hold a Master of Divinity degree or its equivalent or its MA equivalent from a regionally accredited institution.
2. Have at least a 3.0 (3.0 = B) graduate grade point average.
3. Biblical Language requirements:
 - a. ThM (New Testament): three semesters of Greek and two semesters of Hebrew.

- b. ThM (Old Testament): three semesters of Hebrew and two semesters of Greek.
- c. ThM (Theology): no biblical languages requirement.

Additional requirements for the Doctor of Ministry program:

1. Hold a master's degree from an accredited institution.
2. Have at least a 3.0 (3.0 = B) grade point average.
3. If the master's degree is not a Master of Divinity degree, pass an additional integrative essay assessing knowledge of the Bible, theology, and the practice of ministry.
4. Have at least three years of ministry leadership experience.
5. Currently be in a ministry context that allows for application of the concepts learned and doctoral research.

Additional requirements for the Doctor of Philosophy in Counselor Education and Supervision:

1. Hold a 60-credit hour or more counseling master's degree from a CACREP or CORE institution, or its equivalent. All CACREP entry-level core and specialty area requirements must be met for full admission into the PhD CES program.
2. Have a master's GPA of 3.0 (on a 4.0 scale) on all graduate work as verified by official transcripts.
3. Hold, or be eligible for, a professional counseling license in their state of residence.
4. Participation in an admissions interview.
5. One year of clinical experience, which may have been completed before or during the master's program.

Non-degree Applicants

Non-degree students are limited to fifteen semester hours of credit at the master's-level in their lifetime. Students who hold a Master of Theology degree may take up to nine semester hours of credit at the Master of Theology level as a non-degree student. Students who hold a master's degree may take up to six semester hours of credit at the Doctor of Ministry level as a non-degree student. After that, they must be admitted into a degree program to continue taking classes. Students who hold a Master of Divinity degree may take, for credit or audit, up to six semester hours of Master of Theology classes or up to two Doctor of Ministry classes as a non-degree student with appropriate authorizations.

Individuals wishing to enroll in courses as a non-degree student must submit the following:

1. Student application for admission

This is available online at www.denverseminary.edu (click on the "Apply" link). Carefully read the NAE *Statement of Faith, Community Values and Behavioral Commitments*, and the *Student Handbook* policies that govern student life at your location. Sign the application only if you can do so without mental reservation. By signing this form, you agree to abide by these standards and policies while attending school or face possible dismissal from school.

2. A nonrefundable \$15 application processing fee

3. Official transcript(s)

Transcripts are required from any institution where a bachelor's degree or higher has been earned. An official transcript is required from any undergraduate institution where a baccalaureate degree has been completed. Official Transcripts must be sent directly from the school in sealed envelopes to Denver Seminary or issued electronically directly by the institution or approved issuing body. Master's and doctoral transcripts may be unofficial. Master of Theology and Doctor of Ministry applicants only (including those who wish to take Master of Theology and Doctor of Ministry courses as a non-degree student): an official transcript is required from the graduate institution where a Master of Divinity or its equivalent has been completed.

Students currently or previously enrolled as non-degree students who would like to pursue a graduate certificate or degree from Denver Seminary are subject to the same admission requirements and credentials as all other degree-seeking applicants. Applicable courses taken for credit may be applied to a degree or graduate certificate, provided that they fit that particular degree or graduate certificate and have been completed within the program completion time limits.

Doctor of Philosophy Temporary Admission of a Non-Degree Seeking Student

As a general policy, enrollment in doctoral level courses in the PhD CES program is restricted to students who have been admitted to the program and are currently enrolled as a member of a PhD CES cohort.

Special exceptions will be considered in the following cases:

- A letter written to the PhD CES Program Chair stating the necessity of the course in the student's academic program, including documentation that all prerequisites for enrollment in the identified course have been met (e.g., master's level preparation).
- A letter written to the PhD CES Program Chair stating the need for CO 1204 (Supervision in Counseling) toward state credentialing as a clinical supervisor, with documentation of a current clinical license (e.g., LPC).

With approval from the PhD CES Program Chair, non-degree seeking students may be permitted to take up to three doctoral courses (9 credits) without being admitted into the PhD CES program. Non-degree seeking students must provide proof of a master's degree, or sufficient master's level coursework, from a regionally accredited institution of higher education. Residencies, Practicum, and Internship courses are not available to non-degree seeking students.

Audit Applicants

Individuals wishing to enroll in courses and receive no credit should apply for admission as an audit student. A record of the noncredit course work will be recorded on the student's transcript. A course that is audited may not be converted to credit at a later date or applied to a degree or graduate certificate program. Registration is dependent on space availability in the class and some classes may have prerequisite restrictions. Note that only individuals with a Doctor of Ministry degree, from Denver Seminary or from another accredited institution, may audit Doctor of Ministry courses. To apply for admission as an audit student, an applicant must submit:

1. Student application for admission

This is available online at www.denverseminary.edu (click on the "Apply" link). Carefully read the NAE *Statement of Faith, Community Values and Behavioral Commitments*, and the *Student Handbook* policies that govern student life at your location. Sign the application only if you can do so without mental reservation. By signing this form, you agree to abide by these standards and policies while attending school or face possible dismissal from school.

2. A nonrefundable \$15 application processing fee

3. Official transcript(s)

Transcripts are required from any institution where a bachelor's degree or higher has been earned. An official transcript is required from any undergraduate institution where a baccalaureate degree has been completed. Master's and doctoral transcripts may be unofficial. Transcripts must be sent directly from the school in sealed envelopes to Denver Seminary. Electronically issued transcripts are acceptable if issued directly by the institution or an approved issuing body.

Undergraduate Degree Exemption (UDE)

The undergraduate degree exemption process is designed for students who do not have a bachelor's degree but who meet the following qualifications and are interested in Master's level classes and/or degree programs. All individuals interested in being admitted through the undergraduate degree exemption process should contact the Admissions Office for a consultation before beginning the admissions process.

UDE applicants must meet the following qualifications:

1. Be able to show relevant and extensive life, ministry, and/or business experience.
2. Have a high school diploma or equivalent.
3. Completion of college-level English composition or writing course with a minimum grade of B. CLEP Exams are not sufficient to meet this admissions requirement. If not completed at the time of application, the applicant may be asked to take a preapproved research and writing course (which could include the research and writing course offered in Denver Seminary's Certificate in Lay Ministry program) and submit the grade prior to final committee review.
4. If previous undergraduate work has been earned, the applicant must have achieved a minimum grade point average of 2.5.

UDE applicants may be considered for all Denver Seminary graduate degree programs and graduate certificate programs, with the exception of the Master of Arts in Counseling (Clinical Mental Health or School Counseling), the Master of Arts program in the following majors: New Testament, Old Testament, and Theology, the Doctor of Ministry degree, and the Doctor of Philosophy in Counselor Education and Supervision degree.

In addition to degree-seeking application requirements and materials, UDE applicants must also submit the following:

1. **Ministry and work résumé**

The résumé contains detailed information on ministry and work experience. Include copies of earned certifications, licenses, awards, or commendations, along with any accompanying documentation.

2. **Current issue research paper**

Research and write a two- to four-page essay describing a current debate taking place in society about an ethical or political issue. This paper must be typed using Turabian formatting and a minimum of two primary sources must be cited.

The admissions committee may at any point in the process require the applicant to complete the Graduate Record Examination (GRE). Minimum required scores are 146 verbal and 4 analytical writing.

The admissions committee will review all submitted materials and the candidate may be asked to come in for an interview.

Reentry Students

Denver Seminary students who are admitted and subsequently enroll but have not enrolled for up to two consecutive fall/spring terms or have graduated from Denver Seminary must reapply for admission. Reentry students must meet the degree requirements current at the time of admission. These students must submit the following:

1. **Student application for admission**

This is available online at www.denverseminary.edu (then click the "Apply" button). Carefully read the *NAE Statement of Faith, Community Values and Behavioral Commitments*, and the *Student Handbook* policies that govern student life at the applicable campus of Denver Seminary. Sign the

form only if you can do so without mental reservation. By signing this form, you agree to abide by these standards and policies while attending school or face possible dismissal from the school.

2. **Essays**

Reentry students may update the seminary on what has occurred since the first application. Reentry students must still submit a biographical and spiritual journey essay, program and vocational goal essay, and personal and formational readiness essay.

3. **Supplemental Information**

a. Two references. **At least one reference must be from a pastor or someone in a position of Christian leadership in your life.** All references must have known you for at least a year and may not be related to you. Both references may be Denver Seminary professors. Master of Theology applicants must submit one pastoral reference and one academic reference.

b. Official transcripts

An official transcript is required from any institution where a degree has been completed since attending Denver Seminary. Master of Theology and Doctor of Ministry applicants only: An official transcript is required from the graduate institution where a Master of Divinity or its equivalent has been completed.

Transcripts must be sent directly from the school in sealed envelopes to Denver Seminary. Electronically issued transcripts are acceptable if issued directly by the institution or an approved issuing body.

If a student has been academically dismissed from Denver Seminary, the student must wait one calendar year from the first date of the last semester attended to re-apply, regardless of program. New application materials are required, in addition to a supplemental statement explaining what has happened in the life of the student since their last date of attendance. Denver Seminary reserves the right to request additional and/or supplemental application materials from any person seeking admission. Any exception to this policy is subject to the discretion of the Enrollment Management Committee on a case-by-case basis.

Visiting Students from Other Graduate Schools

Students from other accredited graduate schools are welcome to study at Denver Seminary on a limited basis. Visiting students who wish to change their status to degree-seeking must apply for admission as a regular degree-seeking student.

Application procedures for visiting students are as follows:

1. **Student application for admission**

This is available online at www.denverseminary.edu (then click the “Apply Now” button). Carefully read the NAE *Statement of Faith, Community Values and Behavioral Commitments*, and the *Student Handbook* policies that govern student life at the applicable campus of Denver Seminary. Sign the form only if you can do so without mental reservation. By signing this form you agree to abide by these standards and policies while attending school or face possible dismissal from the school.

2. **A nonrefundable \$15 application processing fee**

3. **A letter from the registrar of the applicant’s current school**

This should indicate that the applicant is a student in good standing and provide authorization for the course(s) in which the applicant plans to enroll.

4. **Transcript from current school** (this may be unofficial)

Denver Seminary Alumni

An alumnus of Denver Seminary has the opportunity to audit a class without transcript record. An alumnus who wishes to audit a master’s-level class without a transcript record should contact the Registrar’s Office for the appropriate Audit Without Record Application. An alumnus who wishes to

audit a doctoral-level class without a transcript record should contact the Registrar's Office for the appropriate Audit Without Record Application and note that their application will need to be approved by the Doctor of Ministry Department. See the Audit Without Record heading in the Academic Procedures section for further details, eligibility, and audit application fees.

Transfer Students

Transfer students must make formal application through the Admissions Office and follow the same admissions process as applicants for degree-seeking or graduate certificate programs. Transfer students must also submit a letter from the registrar of the applicant's current school indicating that the applicant is a student in good standing.

INTERNATIONAL STUDENTS

(APPLICANTS WHO ARE NOT UNITED STATES CITIZENS OR PERMANENT RESIDENTS)

For Doctor of Ministry (DMin) students, F-1 visa documentation is only available for entrance into the country for intensive courses and not offered as an entirely residential program. For Doctor of Philosophy (PhD) students, F-1 documentation is only issued for the duration of residential courses and if a student is in an internship within the United States. Denver Seminary welcomes international students and the richness and diversity they bring to the school. International students must be full-time (per Seminary policy) degree-seeking students.

Denver Seminary welcomes international students and the richness and diversity they bring to the school. Internationally born students who are permanent residents or who are in the country on a non-student visa may still be subject to the English proficiency requirements. Becoming an international student at Denver Seminary takes place in two major steps:

Step 1: The Admissions Process

International applicants must complete the Application for Degree-Seeking Students outlined on our website as well as the additional steps listed below.

1. International applicants must demonstrate English proficiency through one of the following methods:
 - a. Submit official scores from the Test of English as a Foreign Language (TOEFL) or equivalent IELTS scores to the Admissions office. The test must have been taken within the last five years. Denver Seminary reserves the right to require a TOEFL or IELTS exam even from students whose country of origin has English as its primary language. Denver Seminary's institutional code is 4080. The minimum score requirements are as follows:
 - Internet-based Test (iBT) Section Requirements
 - Reading – 22 (TOEFL)/6.5 (IELTS)
 - Listening – 22 (TOEFL)/6.5 (IELTS)
 - Speaking – 22 (TOEFL)/6.5 (IELTS)
 - Writing – 24 (TOEFL)/6.5 (IELTS)
 - Required minimum combined score – 90 (TOEFL)/7 (IELTS)
 - b. If an applicant's secondary education took place in a country in which English is the primary language of communication, the applicant may be exempt from the English language proficiency requirement. Denver Seminary reserves the right to waive the language requirement and/or ask for additional documentation to meet the language requirement for admission.
2. In addition to submitting your official transcripts under Step three of the online Application for Degree-Seeking Students, international students may be asked to submit a credential evaluation,

as well as English translations if necessary. World Education Services is recommended for credential evaluations. You can apply for one at www.wes.org.

Step 2: The I-20 Process

Although finishing the I-20 process is not necessary for an international student to be accepted to Denver Seminary, an I-20 is required documentation for the issuance of a student visa. Denver Seminary requires that students be issued an I-20 by August 1 (for fall admission) and December 1 (for spring admission). For detailed information refer to www.denverseminary.edu/admissions/international-students.

1. Send copies of the personal information and photo sections of your passport as well as for your dependents.
2. Complete the Budget and Funding Sources worksheets.
3. Complete the Information Required for Issuance of I-20 form.
4. All international students must provide evidence that they have the financial ability to attend school in the United States.

If you are applying from inside the United States and are an F-1 status, you will need to complete the steps outlined under the I-20 process as well as the Application for Degree-Seeking Students. In addition, please submit the Transfer Eligibility Form, which is required for transferring your student record to Denver Seminary.

F-1 Exemption Policy

Denver Seminary provides access to educational programs to undocumented adults that were brought into the U.S. as minors and are unable to study due to their immigration status. If a potential student has not studied in the U.S. as a minor, they will need to follow the normal application process outlined for international students above and obtain the appropriate student visa from the U.S. government. Students who have been granted an F-1 exemption will not be required to take the TOEFL. (Note that the F-1 exemption is not considered a pathway to U.S. citizenship.) To request an F-1 exemption, the undocumented individual will need to provide the following in addition to the Application for Degree-Seeking Students:

1. Proof that the individual has resided continuously in the United States from 9th grade onward and completed grades 9-12 in an American secondary school.
2. Proof that the individual has graduated from an accredited college/university in the U.S.

F-1 students who wish to immediately pursue a Master of Theology or Doctor of Ministry degree after the completion of a Master of Divinity must start the Master of Theology or Doctor of Ministry application process with the admissions office no later than the graduation application deadline in the semester they intend to finish their Master of Divinity degree.

ADMISSIONS DECISIONS

The Admissions Committee shall have the sole discretion to determine whether an applicant meets the standards and criteria for admission based on the applicant's GPA, references, essay, overall fitness for ministry, and other submitted documents within the applicant's file.

Denver Seminary does not discriminate on the basis of race, color, gender, national origin, ethnicity, age or disability in admissions or in the administration of its educational policies, loan programs, and other Seminary-administered programs.

If an applicant is denied admission to Denver Seminary, the applicant must wait one calendar year from the date of the denial before re-applying to the institution, regardless of program of application. A new application and materials will be required.

Denver Seminary reserves the right to request additional and/or supplemental application materials from any person seeking admission.

Any exception to this policy is subject to the discretion of the Enrollment Management Committee on a case-by-case basis.

Types of Acceptance

Applicants may be admitted with the following types of acceptance:

1. **Full acceptance**

Applicants who have been admitted with no conditions.

2. **Provisional acceptance**

Applicants who are admitted and still need to submit final official transcripts with graduation date posted or those who may still need to complete supplemental documents and/or requirements.

3. **Conditional acceptance**

Applicants who have been admitted and have special conditions placed on their acceptance. Conditional Acceptance includes, but is not limited to, applicants who do not meet the minimum grade point average (GPA), are admitted as UDE students, or have been identified as needing extra support for success. Students admitted on conditional acceptance will be admitted at the discretion of the division chair and/or admissions committee. If a student does not meet the conditions outlined in their acceptance, the student may be subject to denial of continued class registration or Academic Probation status.

Admissions Denial

If an applicant is denied admission to Denver Seminary, the applicant must wait one calendar year from the date of the denial before reapplying to the institution, regardless of program of application. A new application and materials will be required. Denver Seminary reserves the right to request additional and/or supplemental application materials from any person seeking admission. Any exception to this policy is subject to the discretion of the Enrollment Management Committee on a case-by-case basis.

DEFERRED ENROLLMENT

Applicants admitted into all degree programs may defer enrollment for up to one calendar year.

Individuals who have not matriculated within this period need to reapply for admission. Denver Seminary offers deferred enrollment for applicants of the Master of Arts in Counseling program; however, it is based on space availability. Applicants who defer enrollment in the Doctor of Philosophy program are not guaranteed a spot in a future cohort and may be added to the program waitlist. Doctor of Philosophy deferrals must start the following fall.

TRANSFER CREDIT

Credits considered for transfer credit must be earned at other accredited seminaries and graduate level institutions. Courses are eligible for transfer to the extent that the courses are comparable to Denver Seminary's stated requirements. Courses considered for transfer credit to the Doctor of Philosophy in Counselor Education and Supervision program must be obtained from a CACREP accredited program. In the event that the CACREP standards listed in Denver Seminary's course requirements are not met, additional assignments to fulfill individual CACREP standards may be required.

Minimum Grade Required:

- Doctor of Ministry: B
- Doctor of Philosophy: B
- Master of Arts in Counseling: B
- All other Master's-level and Certificate Programs: C

Time Limits for Transfer Credits:

- Doctor of Ministry: Courses must have been taken within the last 7 years
- Doctor of Philosophy: Courses must have been taken within the last 7 years
- Master of Arts in Counseling: Only courses taken 2016 or later will be considered
- Language Courses: Courses must have been taken within the last 10 years
- All other Master's-level and Certificate programs: No time limit

Course Exclusions and Requirements:

All master's-level students (except Master of Arts in Counseling and Master of Arts in Pastoral Care) must take GS 500 and one New Testament, Old Testament, or Theology course from Denver Seminary.

All Master of Arts in Counseling and Master of Arts in Pastoral Care students must take CO 501, and one New Testament or Old Testament course from Denver Seminary.

An exception to this policy is the Jerusalem University College course cross listed as either GEO 5/311 "Physical Settings of the Bible" or BIBST 5/393 "Historical and Geographical Settings of the Bible" as this course will be allowed to serve as fulfilling both the OT and NT course requirements.

Master of Arts in Counseling students may not transfer in the following courses; CO 501 Theological Foundations for Counseling, 505 Groups in Counseling, CO 507 Programs in School Counseling, CO 510 Counseling Foundations, CO 511 Counseling Practicum, CO 512 School Counseling Practicum, CO 785 School Counseling Internship I, CO 786 School Counseling Internship Continuation, CO 797 School Counseling Internship II, CO 795 Clinical Counseling Internship I, CO 796 School Counseling Internship Continuation, or CO 797 Clinical Counseling Internship II.

When a degree has been conferred at another institution, no more than one-half of the hours applied to that earned degree may be transferred to a Denver Seminary master's degree program. Students may only receive transfer credit for up to one-half of the number of credits required for their degree at Denver Seminary with the exception of the following programs:

- A maximum of eighteen hours may be transferred into the Doctor of Ministry degree.
- A maximum of fifteen hours may be transferred into the Doctor of Philosophy degree.
- A maximum of six hours may be transferred into the Master of Theology degree.
- A maximum of fifteen hours may be transferred into the Master of Arts in Counseling degree.
- A maximum of one-third of the required hours may be transferred into any Certificate.

An official transcript from the institution attended showing satisfactory course completion is required. A course-by-course evaluation is required (as well as English translations if necessary) in order to facilitate the transfer evaluation process for any international institutions attended. World Education Services is

recommended for credential evaluations (www.wes.org). Transfer hours are not accepted for non-degree students. Questions regarding the transfer of credits should be directed to the Registrar's Office (registrar@denverseminary.edu).

Transfer credit disclaimer: Transfer of credit from Denver Seminary to another institution is at the discretion of the receiving institution.

ADVANCED STANDING

Denver Seminary permits the total number of credits allowed by the Association of Theological Seminaries to be awarded through advanced standing credit toward a Master of Arts or Master of Divinity, regardless of the way it is earned (no advanced standing is available for non-degree students). Certificate seeking students may receive advanced standing but may not exceed a total of 1/3 of their total credits from advanced standing (or a combination of advanced standing and transfer credits). Advanced standing credit, which reduces the number of hours needed to complete a degree, may be earned by either or both of the methods detailed below. Students may earn advanced standing credit (through exam or transcript evaluation) within the first two semesters of enrollment with Denver Seminary. Advanced standing exams are offered at the beginning of each semester. See the Academic Calendar for exact dates.

1. **Pass a proficiency exam in a particular subject matter.** Students are not eligible to attempt a proficiency exam for any course(s) they have previously completed as an audit or received a non-passing grade with Denver Seminary. All advanced standing exams are allotted two hours. The passing grade for each advanced standing exam is 80%. Retakes are not allowed for advanced standing exams. **Exams are offered in the following courses:**

- CH 500 History of the Christian Movement (3 hours)
- NT 501, NT 502 New Testament Greek I and II (6 hours)
- NT 509 New Testament Survey for Counseling (2 hours)
- NT 511 Gospels and Acts (3 hours)
- NT 512 Epistles and Revelation (3 hours)
- OT 501 Learning Hebrew and Its Tools (Hebrew I) (3 hours)
- OT 502 Learning Hebrew and Its Grammar (Hebrew II) (3 hours)
- OT 509 Old Testament Survey for Counseling (2 hours)
- OT 511 Israel's Early History and Poetry (3 hours)
- OT 512 Kingdom of Israel and Prophets (3 hours)
- TH 501 Survey of Christian Doctrine I (3 hours)
- TH 502 Survey of Christian Doctrine II (3 hours)

2. **By evaluation of the undergraduate transcript (usually with a major in Bible, theology, Christian ministries or related field).** Courses which are determined to be comparable to certain required courses at Denver Seminary may be applied to a qualifying Denver Seminary program—with credit. A syllabus is required for each course that is reviewed; an oral interview and/or course papers may be required in addition to a syllabus. ***The following courses are available for consideration:***

- CA 500 Apologetics and Ethics (3 hours)
- CH 500 History of the Christian Movement (3 hours)
- EM 604 Teaching for Life Change (2 hours)
- IM 610 Mission and Culture (2 hours)
- LD 501 Theoretical and Theological Foundations for Leadership (2 hours)
- NT 509 New Testament Survey for Counseling (2 hours)
- NT 511 Gospels and Acts (3 hours)
- NT 512 Epistles and Revelation (3 hours)

NT 611 Using Greek in New Testament Exegesis (3 hours)
OT 501 Learning Hebrew and Its Tools (Hebrew I) (3 hours)
OT 502 Learning Hebrew and Its Grammar (Hebrew II) (3 hours)
OT 509 New Testament Survey for Counseling (2 hours)
OT 511 Israel's Early History and Poetry (3 hours)
OT 512 Kingdom of Israel and Prophets (3 hours)
OT 701 Hebrew Exegesis of Old Testament Texts (3 hours)
PME 601 Pastoral Leadership and the Practice of Ministry (2 hours)
PME 603 Evangelism and the Mission of God (2 hours)
PME 604 Worship Theory and Practice (2 hours)
SF 602 Spirituality for Leaders in Ministry (2 hours)
TH 501 Survey of Christian Doctrine I (3 hours)
TH 502 Survey of Christian Doctrine II (3 hours)
TJA 501 Redemption and Justice in the Old and New Testament (3 hours)

To qualify for an advanced standing transcript review, the following criteria must be met:

- a. A minimum cumulative undergraduate GPA of 3.00 with a minimum grade of B in each eligible course must be earned.

The following time limits exist for courses earned through the evaluation of an undergraduate transcript.

- a. Language Courses: Courses must have been taken within the last 2 years
- b. All other Master's-level and Certificate programs: No time limit

Questions regarding advanced standing should be directed to the Registrar's Office (registrar@denverseminary.edu).

DENVER SEMINARY COURSE TYPES

Denver Seminary offers three distinct types of courses: *Online*, *On Campus*, and *Hybrid*. Ensuring that Seminary's renowned education is accessible to learners around the world, students are able to choose the course method that work best for them. All courses offer a vibrant student experience, with faculty and students building relationships to last a lifetime. Denver Seminary courses provide an education built on the foundation of biblical authority so that men and women leave prepared to participate in the mission of God and engage the needs of the world.

Online:

While offering incredible flexibility, Denver Seminary online courses are not entirely at-your-own-pace. They require weekly engagement within the online classroom, along with attention to all assignment deadlines. Students in Denver Seminary online courses will need to have regular and reliable access to a computer, internet connection, and necessary software in order to participate in course learning.

- **Asynchronous Online Courses:** Asynchronous online courses are designed to accommodate a student's busy life, providing the highest degree of online flexibility. These semester long courses run with a weekly rhythm of about 50% media and 50% interactive learning activities students. Students view instructional material any time they choose during the week. With no required real-time interactions with an instructor, students learn and participate in learning activities in an asynchronous format.
- **Live Courses (Synchronous Online Courses):** Allowing students to learn from their own location, these courses are offered via video conferencing, with a required weekly day and time schedule. Live courses provide online students with real-time live interaction with their professors and peers.
- **Blended:** Blended courses are online courses that incorporate both asynchronous learning with some required synchronous elements. Most of these are language courses where students learn the basics through online videos, then meet at a scheduled day and times for a lab/active learning experience.

On Campus:

At our Littleton campus, courses are offered for students to learn in person with their professor on scheduled days and times. These courses offer students the traditional method of teaching while utilizing contemporary innovative teaching methods.

Hybrid:

Offering students more flexibility while retaining the in person learning experience, these courses include both online and on campus learning. With a reduced required time on campus, these courses combine asynchronous learning with traditional in-person learning. Hybrid courses are the primary course type in our doctoral programs and are offered at our DC campus.

Internship/Practicum:

These courses provide context-based activities outside a classroom and can include appointments with a professor, supervisor, group, mentor, counselor, and clients. Global students may hold meetings with a professor, supervisor, group or counselor via digital conferencing. Residential students attend these course components in-person, depending on the course. Mentoring is flexible with the student's schedule and is completed in-person. Internship/practicum courses are experienced in Training and Mentoring and in the professional Master of Arts degrees, including the Master of Arts in Counseling (Clinical Mental Health and School Counseling concentrations) and the PhD in Counselor Education and Supervision.

Technology and Equipment Requirements

1. **Hardware:** Windows or Mac desktop or laptop (preferably less than 5 years old). Do not rely on a mobile device or tablet for coursework.
 - a. Operating System:
 - i. For PC users, Windows 10 or higher
 - ii. For Mac users, OS 11 Big Sur or higher
 - b. Hard Drive: You will need at least 100 GB hard drive or larger. You will want to not only save your files on your hard drive, you will also want to back up those files elsewhere. You can use flash drives for that purpose, but an external hard drive is preferred since flash drives can be lost or break. You can also save your files to a cloud-based solution. There are pros and cons to each of these back-up solutions. However, you will want to save your files somewhere in addition to your hard drive.
 - c. RAM: 6 GB RAM or higher
 - d. Processor: 2.4 GHz Intel or AMD processor or higher
 - e. Video conferencing: Webcam (if not built into your computer) and Microphone (if not built into your webcam or computer), and speakers.
2. **Internet:** Access to reliable high-speed internet
3. **Web-Browser:** We support Firefox and Google Chrome. Browsers should be updated to the most current version. Use of Microsoft Edge, Safari or Internet Explorer is not recommended.
4. **Access to Moodle and Canvas**, our learning management system (LMS) that serves as Denver Seminary's online classroom. If you are in a restricted country, are behind an external firewall, or use a VPN, you might have trouble accessing the LMS.
5. **Software:**
 - a. The seminary will provide each student with an Office 365 account, which gives you access to the web version of MS Word, PowerPoint, and other needed applications.
 - b. Microsoft Word, Apple Pages, or other word processor that can save to .docx or .pdf format. Microsoft PowerPoint, Apple Keynote or other presentation software that can save in .pptx or .pdf format. Those using Apple Pages must export and upload assignments in either .docx or .pdf format. Those using Keynote should export and upload assignments as either .pptx or .pdf formats.
 - c. The seminary will provide each student with a limited Zoom account, which can be used for recording media, participating in online sessions, and creating meetings.
 - d. Adobe Reader or Apple Preview for reading PDF files.
6. Tutorials will be provided within the LMS for accessing and using these online resources. The Educational Technology Department (edtech@denverseminary.edu) will be available for ongoing support and training as well.

If you have questions or concerns about required technology, or if you need support in using these technologies, please contact edtech@denverseminary.edu.

Financial Information

TUITION AND FEES FOR 2025–2026

The tuition and fee schedule that follows is effective beginning with the fall 2025 semester. Tuition, fees, and other expenses are subject to change without notice and are due by the dates that are published each semester. Students may pay their tuition balance in full, obtain a guaranteed student loan, or set up a payment plan (if available). Because of contributions to Denver Seminary, students pay only a portion of the real cost of their education.

Tuition

Master’s degree programs, all terms

per semester hour, credit.....	\$720
per semester hour, audit.....	\$235

Doctor of Ministry program, Winter and Summer

per semester hour.....	\$720
per semester hour, audit.....	\$240

Doctor of Philosophy in Counselor Education and Supervision

per semester hour.....	\$895
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Fees (Master’s-level and Doctoral-level students)

Academic Resources and Technology fee, fall and spring*	\$225
Academic Resources and Technology fee, intersession and summer*	\$65
Activity fee, fall and spring (charged to students enrolled in two or more credit hours)	\$30

**The Academic Resources and Tech fee (ART) supports students by providing a breadth of services through the Library, Educational Technology, Commencement, and Degree Advising*

Deposit

Enrollment deposit for early access to registration*

New and reentering master’s-level and Doctor of Philosophy, degree-seeking students	\$250
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**Note that the enrollment deposit is applied to the first semester’s tuition*

Books and Supplies Estimate

Annual cost, master’s-level, averaged across programs, nine hours per semester.....	\$900
Annual cost, doctoral-level, averaged across tracks, three hours per semester.....	\$400

Miscellaneous Fees and Other Expenses*

General Fees

Application processing fee, master’s-level (nonrefundable)

Degree-seeking applicants	\$45
Non-degree/visiting student applicants.....	\$15
Auditor applicants.....	\$15

Commencement Regalia fee.....*

**Varies by year, contact Registrar’s Office for details.*

Advanced standing application fee, per exam or course awarded

	\$75
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Late registration fee*	\$100
*The late registration fee begins six weeks prior to term/semester start for continuing students	
TM Administrative Support fee *applied when a student registers for TM 500	\$250
Late payment fee	\$35
Schedule change fee*	\$25
*The late payment and schedule change fees begin after the Payment Deadline for continuing students	
Official transcript request (per transcript)	\$8
Rush transcript request (per order)	\$18
Comprehensive Exam drop fee	\$150
Master of Divinity (MDiv) Summative Experience drop fee	\$150

Course Fees

MA thesis/project continuation fee, per semester	\$150
ThM thesis continuation fee, per semester	\$280
DMin thesis continuation fee, per semester	\$675
PhD Counselor Education fee, per semester	\$500
CHP 650, CHP 775 Community-Based Clinical Pastoral Education fee per semester	\$300
CO 510 Counseling Foundations fee	\$385
CO 511 Counseling Practicum fee	\$265
CO 512 School Counseling Practicum fee	\$265
CO 525 Career Development and Assessment fee	\$40
CO 527 Career and College Preparation fee	\$30
CO 602 Assessment and Measurement fee	\$60
CO 785 School Counseling Internship I fee	\$150
CO 786 School Counseling Internship Continuation fee (Fall, Spring, and Summer)	\$500
CO 786 School Counseling Internship Continuation fee (Intersession)	\$150
CO 787 School Counseling Internship II fee	\$150
CO 795 Clinical Mental Health Counseling Internship I fee	\$150
CO 796 Clinical Mental Health Counseling Internship Continuation fee (Fall, Spring, and Summer)	\$500
CO 796 Clinical Mental Health Counseling Internship Continuation fee (Intersession)	\$150
CO 797 Clinical Mental Health Counseling Internship II fee	\$150
CO 798 Thesis Continuation fee	\$150
PC 530 Communication in Pastoral Care	\$20
PC 680 Counseling Responses in Crises and Disasters fee	\$150
PC 775 Community-Based Ministry Internship fee	\$200

**Note that fees are nonrefundable and a fee that is not included above may be added to a course at the discretion of the professor.*

AUDIT FEES

Those eligible to audit a course in which a transcript record is kept pay \$235 per credit hour (\$240 for Doctor of Ministry courses). Those eligible to audit without a transcript record pay a \$75 fee (\$95 for Doctor of Ministry courses) per course. See the Audit heading in the Admissions section and the Audit/Audit without Record headings in the Academic Procedures section for further information.

REFUND POLICY

Refunds are given on a prorated basis and are based on the date and time the course is officially dropped. Students are able to officially drop a course within the add/drop period of each term using online registration via the Student Portal. Following the add/drop period students are required to complete and submit an Add/Drop Request Form to the Registrar's Office in order to officially drop a course. All required signatures and information must be completed in order for the form to be accepted and processed; failure to submit a completed request form on or before the deadlines stated below will impact the timing of an official course drop and refund eligibility. Note that a lack of class attendance and/or failure to make a payment does not affect this policy. It is the student's responsibility to ensure that a class is dropped. The student is still responsible for payment unless tuition charges are refunded based on this policy. Some financial aid may be affected by course drops, so please communicate with the Financial Aid office to confirm any impact dropping a course may have on your financial aid.

REFUND POLICY

This refund schedule applies only to tuition (fees are nonrefundable) and is as follows:

Full Term Courses (16 Weeks; Offered in Fall and Spring)

<i>Course Drop Deadline</i>	<i>Tuition Refund</i>
Friday, 12:00 noon (MT) of Week 1	100%
Friday, 12:00 noon (MT) of Week 3	75%
Friday, 12:00 noon (MT) of Week 5	50%

Summer Full Term Courses (14 Weeks)

<i>Course Drop Deadline</i>	<i>Tuition Refund</i>
Friday, 12:00 noon (MT) of Week 1	100%
Friday, 12:00 noon (MT) of Week 2	75%
Friday, 12:00 noon (MT) of Week 3	50%

Intensive Courses (1-7 Weeks; Offered Summer Term I, Summer Term II, and Intersession)

<i>Course Drop Deadline</i>	<i>Tuition Refund</i>
Prior to the first day of the term	100%
Friday, 12:00 noon (MT) of Day 2 of the term	75%
Friday, 12:00 noon (MT) of Day 4 of the term	50%

Students who did not pay their registration bill in full may have a balance owed even after dropping. Contact the Student Accounts Office at student.accounts@denverseminary.edu to clarify any charges you will be responsible for or for other questions related to fees and charges. Additionally, students who drop and would like to receive a check refund for a credit left on the account need to email Student Accounts. If a request is not received, the credit will remain on the student account for future use.

Students may submit a petition for consideration related to tuition and fee charges and the refund schedule in instances of verifiable extenuating circumstances, beyond the student's control that prevented the student from taking appropriate action on or before the stated deadlines. All petitions must be submitted through the [Tuition and Fees Appeal](#) Form and include specific details and supporting documentation needed to evaluate the matter. The Tuition and Fees Petition committee will consider the petition and decisions will be communicated to the student in writing. Should the student feel that the Tuition and Fees Petition committee did not follow the published process, was discriminatory in their decision, or did not allow for due process in the consideration of the petition, they may submit a written appeal including appropriate documentation to the Academic Dean at academicdean@denverseminary.edu.

Financial Aid

The goal of the Financial Aid Office is to remove financial barriers to help students pursue their calling. Information below will provide guidance on what is available to each type of student. The information in this section is supplemented by the financial aid sections in the *Student Handbook* and www.denverseminary.edu/financialaid. Unless otherwise noted, the following information applies to students at all Denver Seminary campuses.

TYPES OF FINANCIAL AID

As stated in the terms and conditions, most institutional aid (grants, scholarships, discounts) require that applicants (1) demonstrate financial need (according to the FAFSA), (2) enroll full-time unless otherwise stated, and (3) be accepted into a degree program. Federal loans require that recipients enroll half-time. More details can be found in the eligibility section at the end of this section.

Grants

Denver Seminary Grant

A grant available to students who demonstrate significant unmet financial need.

Denver Seminary International Student Grant

A grant available to international students who demonstrate significant unmet financial need.

Scholarships

Denver Seminary offers a wide variety of scholarship opportunities. Scholarships fall into several different categories: Academic Program, Ministry and Leadership, Merit, Diversity, and Financial Need. Application steps are outlined in the Application section below.

All scholarships require enrollment either half-time or full-time. Enrollment status definitions for institutional scholarships are defined differently than for other forms of financial aid. Be sure to check the Enrollment Status section to determine what the definitions are for other purposes.

	Full Time	½ Time
Master's-Level Programs (Denver Campus)	9+ Credits	5+ Credits
Master's-Level Programs (Global and DC Campuses)	6+ Credits	3+ Credits
Master of Theology	6+ Credits	3+ Credits
Doctor of Ministry	3+ Credits	2 Credits
Doctor of Philosophy	6+ Credits	3+ Credits

For a full list of available scholarships, along with additional information on eligibility, check the Scholarship Guide at the link below (not all scholarships are available at all campuses):

<http://www.denverseminary.edu/admissions/financial-aid/financial-aid-resources-and-forms/>

Tuition Discounts

Unlike grants and scholarships, tuition discounts are not competitive. The discount will be awarded if the applicant qualifies. Like grants and scholarships, discounts are subject to the terms and conditions listed in the *Student Handbook*.

Cru Discount

A tuition discount for students who are full-time or part-time employees of Cru.

Navigators Discount

A tuition discount for students who are full-time employees of Navigators who wish to pursue an advanced graduate certificate, diploma, or degree.

Church Partnership Discount

A tuition discount available to students who have church sponsorship of 40% or more of the student's tuition. If a student's church sends full payment for a term, the student will not receive a discount. The discount only applies if a church pays over 40% and less than 100%. If the student has other scholarship aid that covers their remaining balance in full after an outside church payment, the student will also not receive an additional church discount.

Number of Credits	Residential Programs	ThM, PhD, or Fully Online	DMin	%Discount
	9 or more credits	6 or more credits	3 or more credits	10%
	6-8 credits	—	—	7%
	5 credits	4-5 credits	1-2 credits	5%
	4 or less credits	3 or less credits	—	3%

Spouse Half-Tuition Discount

A 50% tuition discount available to spouses of full-time students. Both the student and spouse must be attending Denver Seminary concurrently and be enrolled in master's-level courses, with the discount applied to the spouse taking fewer credits. It is not necessary for the spouse receiving the discount to be enrolled in a degree program.

Youth for Christ Discount

A tuition discount for students who are full-time employees of Youth for Christ who wish to pursue an advanced graduate certificate or degree.

External Scholarships

External scholarship resources, including scholarship search engines, can be found on the grants and scholarships page at <http://www.denverseminary.edu/admissions/financial-aid/>.

Federal Loans

All student loan borrowers are encouraged to educate themselves on proper loan management prior to applying for loans. Students should consider all aspects of debt management prior to borrowing including, but not limited to: (1) average anticipated salaries, (2) recommended debt-to-income ratios, (3) estimated monthly payments, (4) various repayment plan options.

Though our office will advocate for the use of student loans in order to help meet any unmet financial need, we encourage all students to borrow cautiously. Borrowers are encouraged to regularly check their federal student loan balances at https://nslds.ed.gov/nslds/nslds_SA/ to ensure up-to-date awareness and accuracy of their loan details.

Direct Unsubsidized Loans

Direct Unsubsidized Loans are the primary federal loan type currently available for graduate-level students. The interest rate is a variable-fixed rate; the rate is tied to national financial markets and is recalculated each summer based on current rates. The current rate at the time a loan is taken out will be locked in for the life of that loan. For up-to-date interest rate information, visit <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#interest-rates>. The \$20,500 annual limit for Direct Unsubsidized Loans remains unchanged. Additional details including interest rates, payment options, and other applicable details can be found here: <https://studentaid.ed.gov/sa/types/loans>

Direct Graduate PLUS Loans

Students who need additional assistance beyond the Direct Unsubsidized Loan are encouraged to consider the Direct Graduate PLUS Loan program prior to pursuing alternative loan programs from private lenders. As with Unsubsidized Loans, the interest rate on PLUS loan annual limits varies each year based on market interest rates. For up-to-date interest rate information, visit <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized#interest-rates>. The amount each student is eligible for depends on the student's Cost of Attendance budget and previously utilized financial aid (including grants and scholarships). Additional details including interest rates, payment options, and other applicable details can be found here: <https://studentaid.ed.gov/sa/types/loans>. Application steps include completing a loan increase form (downloadable under Financial Aid Forms on MyDenSem) and completing a PLUS Loan Request at <https://studentloans.gov>. Eligibility is subject to a credit check performed by the Department of Education.

Federal Work Study

Federal Work study is a need-based form of federal financial aid. Students must file a FAFSA for eligibility to be determined. Students must also complete a Work Study Eligibility Form through the financial aid office by visiting our [Forms Library](#). Once completed the student will bring the eligibility form to interviews on campus. Departments will advertise their available work study positions. All these steps are outlined at: <https://denverseminary.edu/admissions/financial-aid/work-study/>.

Available off-campus non work study positions are advertised on the Seminary's job board at <http://www.denverseminary.edu/resources/job-board/>.

Veterans Benefit/Military Benefits

Denver Seminary works with the Department of Veterans Affairs and the Department of Defense to ensure that eligible recipients of veterans educational benefits obtain the assistance available, including, but not limited to, the following programs: Post-9/11 GI Bill, Montgomery GI Bill, Vocational Rehabilitation, Tuition Assistance.

GI Bill²

Students must have completed all necessary paperwork through the VA prior to requesting that Denver Seminary certify their GI Bill benefits. [Please see the Department of Veteran Affairs website at: https://studentaid.ed.gov/sa/types/loans.](#)

Students must submit two additional documents to the financial aid office prior to any enrollment certification: a copy of their Certificate of Eligibility (showing the program the student is eligible for as well as the percentage of and remaining eligibility) and a completed Post-911 GI Bill payment contract. The payment contract form can be obtained from your campus' school certifying official. Copies of everything that is submitted by a student or sent to the VA Office will be kept in the student file.

Certification

Students may only receive benefits for classes which are taken at an approved site. Students may also take classes as a guest student at other schools, but it is the responsibility of each site to get their own approval from the applicable state's State Approving Agency. Guest students must also coordinate with the certifying officials at both schools to ensure the classes they are taking are eligible for certification through their educational benefits.

Certification of veterans' enrollments will be done each semester unless the student specifically requests that he or she not be certified. VA certifications are done online using VA Once, which is the online equivalent of VA Form 22-1999. The staff person submitting certifications or signing any forms for the Seminary must be authorized by the VA as a school certifying official. To make a change to a certifying official, the Seminary must submit a form 22-8794.

Only classes that apply directly to completion of a student's degree program are eligible for coverage through the GI Bill. Each semester, certifications for each student's enrollment will be submitted through VA Once no later than three weeks prior to the start of the term. For Post 9/11 GI Bill (Chapter 33) recipients, the initial certification will be submitted with term dates and the number of credits only. Tuition and fee amounts will not be submitted until the semester add/drop deadline to help minimize the occurrence of overpayments due to class drops. For all other GI Bill chapters, tuition and fees will be submitted at the time of the initial certification. All changes to a student's schedule mid-semester will be submitted to the VA within thirty days of the change.

The specific policies and procedures for handling each student's certification, including determination of eligibility; handling of withdrawals, failed classes, repeated classes and dropped classes; change of program; course applicability; enrollment status; rate of pursuit; exceptions to the above policies and all other case specific instances are outlined in the School Certifying Official Handbook (available online).

Payment deadline

Veterans who are fully funded (100%) through the Post 9/11 GI Bill will be cleared for the initial payment deadline on the understanding that the VA does not send in their tuition payments until well after the semester has started. Veterans who are not fully funded (less than 100%) will be expected to pay the portion the VA does not cover by the standard payment deadline. Exceptions will be made on a case-by-case basis. For each semester of enrollment, students receiving Veteran benefits, who have provided their Certificate of Eligibility to the school, will receive a period of protection and will not receive penalty while the school is awaiting payment from the VA. Students will be allowed to participate in classes and have access to the classrooms, library and student center. The student will also receive no late fee penalty on account. This period of protection ends when the VA makes payment or 90 days after the school certified tuition and fees for the term, whichever comes first.

Scholarship eligibility

All veterans are eligible to apply for other forms of financial aid. Federal loans are available to most students. Scholarships are also available. Because the GI Bill is the "last-payer" for veterans, all scholarships, grants, and other tuition discounts will be subtracted from the amount submitted to the VA prior to submission of the certification. This will result in the VA only contributing towards tuition and fee amounts not covered by other *forms* of institutional aid.

Vocational Rehabilitation

Students must first obtain approval to receive Vocational Rehabilitation benefits from their Vocational Rehabilitation Counselor. Upon verified approval, Denver Seminary will certify all tuition, fee and book costs with Vocational Rehabilitation directly. Students should provide a list of required textbooks to the financial aid office each semester. Denver Seminary will then purchase all required texts on behalf of the student and invoice the Vocational Rehabilitation counselor.

Tuition Assistance

Students eligible for TA benefits must work directly with their branch of the military to initiate approval to receive benefits. Upon verified approval, Denver Seminary will work with the corresponding military entity to ensure payment of benefits.

Evaluation of postsecondary education

The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

ELIGIBILITY

To be eligible for most types of financial aid, a student must (1) be currently enrolled at least half time in a degree seeking program; (2) complete the Free Application for Federal Student Aid (FAFSA) each year; (3) maintain satisfactory academic progress. Students who do not maintain eligibility may be required to return funds that were disbursed and start repayment of any previously acquired federal loans.

Maintaining eligibility is also contingent upon course completion. The student will be required to return at least a portion of the award(s) back to Denver Seminary if any courses required for financial aid eligibility are dropped after the semester starts or are not completed with passing grades. Adjusted amounts will be based on final enrollment status. The tuition refund policy and financial aid return policies contain further details and should be read prior to dropping any classes after the start date of a semester or session.

Eligibility for need-based awards is calculated using the expected family contribution (EFC) from the FAFSA and the cost of attendance budget set by the Financial Aid Office. Once the total amount of financial aid received (including external scholarships) reaches the cost of attendance maximum, the student is no longer eligible for any further financial aid for that academic year.

Enrollment Status

Most types of aid require a minimum enrollment status. Loan recipients must be enrolled at least half-time while scholarship, grant and discount recipients must typically enroll either half-time or full-time, depending on the requirements of each award. The half-time and full-time status definitions vary depending on the type of aid. The federal student aid status definitions also apply to enrollment reporting and other federal reporting purposes.

Federal Student Aid (student loans and work study)

	Full Time	¾ Time	½ Time	Less Than ½ Time
Master's-Level Programs	6+ Credits*	5 Credits	3 Credits	2 Credits
Master of Theology	6+ Credits	5 Credits	3 Credits	2 Credits
Doctor of Ministry	3+ Credits	—	2 Credits	—
Doctor of Philosophy	6+ Credits	5 Credits	3 Credits	2 Credits

*Full time for Intersession is 3+ Credit Hours

Institutional Scholarships

	Full Time	½ Time
Master's-Level Programs (Denver Campus)	9+ Credits	5+ Credits
Master's-Level Programs (Global and DC Campuses)	6+ Credits	3+ Credits
Master of Theology	6+ Credits	3+ Credits
Doctor of Ministry	3+ Credits	2 Credits
Doctor of Philosophy	6+ Credits	3+ Credits

Satisfactory Academic Progress

Students are required to maintain satisfactory progress toward their degree in order to continue eligibility for institutional and federal financial aid. Satisfactory progress requires a minimum 2.0, 2.75, or 3.0 cumulative GPA depending on the student's degree program (please reference the Academic Probation section of the catalog for more details), as well as successful completion of at least two-thirds of all attempted classes. Requirements for specific scholarships are listed in all scholarship application packets and are also available on the Denver Seminary website.

The Small Print

Terms and conditions are listed in the *Student Handbook* and are initiated and signed by every aid recipient each year. The *Financial Aid Policy Manual* can be downloaded from the financial aid page of the website.

APPLICATION

Applying for financial aid begins with completing a Free Application for Federal Student Aid (FAFSA) and/or a scholarship application.

Free Application for Federal Student Aid (FAFSA)

The FAFSA determines eligibility for federal loans, federal work study, seminary grants and/or need-based scholarships, and must be completed on an annual basis. With the exception of international students and recipients of veterans educational benefits, any student who wishes to receive Direct Loans or Work study should complete a FAFSA each academic year at <https://studentaid.ed.gov/sa/fafsa>. Denver Seminary's federal code is 001352. Students should allow at least one week for a copy of the FAFSA to be received by the Financial Aid Office. Starting in December of each year, online award letters will be made available to students within two weeks of when the FAFSA is submitted. The FAFSA must be renewed each academic year.

Scholarship Application

The general scholarship application is found online at: <https://denverseminary.edu/admissions/financial-aid/scholarships-grants-and-discounts/>. There are three general deadlines and students are encouraged to apply early each year to be eligible for the maximum amount of scholarships. The early deadline is March 1st, the general deadline is May 1st and the late deadline is July 1st. Any awards given would take effect for the following Fall. Only completed applications will be reviewed. To have your application complete, you must have been admitted to Denver Seminary and have fully completed the Scholarship Application. Some scholarships automatically renew each year (subject to continued donor giving). If the scholarship renews, no new application is needed. However, all students are encouraged to apply each year to receive the maximum scholarship benefit to them. The scholarship guide is the most up to date listing of all scholarships currently available and is found here: <https://denverseminary.edu/admissions/financial-aid/financial-aid-resources-and-forms/>.

Additional Steps

Students who accept a student loan offer for the first time at Denver Seminary must also complete entrance counseling and a master promissory note (MPN) at www.studentloans.gov. Both documents are valid for up to ten years, and thus generally do not need to be completed again. These documents need to be completed no later than ten days prior to the start of the semester if a loan is needed to cover tuition and fees, as the student needs to have all requirements completed by the payment deadline (typically ten business days before the start of the semester).

Scholarship recipients must also submit a thank you letter and picture to the Financial Aid Office each academic year that a scholarship, grant and/or tuition discount is received. Content requirements and deadlines will be linked on the student portal.

AWARDING AND DISBURSING AID

Scholarship Committee

Beginning each year in April, the scholarship committee (made up of staff and faculty from across the Seminary) meet to review eligible applications and award scholarships. All students who complete a scholarship application and are eligible will receive an email each time the committee meets to let them

know about the upcoming meeting. Only applicants who complete their application by the deadline will be considered. Applications are reviewed per scholarship and awarded based on how well they meet the scholarship requirements and how they compare to all other applications for a specific scholarship. If awarded a scholarship, the student will receive an email notification to their Denver Seminary student email, and it will be added to their Award letter by the end of the week that the committee meeting occurs.

Award Letters

Award notifications will be posted to an online award letter on the Student Portal (my.densem.edu). To accept any award, students must log in and complete the required steps on the award letter. Additional required application steps are also listed on the award letter (such as entrance counseling and a master promissory note for first-time loan recipients, or the thank you letter for scholarship recipients; see the application section for additional details).

Payment Arrangement Deadline

Tuition and fees for each fall and spring semester have a payment deadline of noon, ten calendar days prior to the start of the semester, with the exception of the intersession and summer terms, when payment is required by the Friday before the first class starts. Payment can be made by having 100% of the tuition/fees balance covered by a combination of direct payment, payment plan, and/or financial aid. Awards accepted through the award letter will appear on the student's registration bill under My Finances on the *MyDenSem* Student Portal. Financial aid items need to be in place and accepted by the payment deadline. If payment arrangements are not in place by the due date, the seminary reserves the right to drop you for your course(s) any time prior to the 100% refund deadline.

Students who need assistance with calculating a combination of financial aid, payment plan and/or direct payment(s) may find the net price calculator on the school's website to be a helpful tool. Online Calculators are found here: <https://denverseminary.edu/admissions/financial-aid/financial-aid-calculator/>.

Disbursements

Direct Loans are disbursed (paid) to all eligible accounts beginning on the first day of the semester. Institutional Aid (scholarships, grants, discounts) are disbursed to student accounts starting during the second week of each semester. Refund checks are for students who have a credit balance after their tuition and fees are paid. These checks will begin to be mailed during the end of the second week of classes. If a student wishes to not receive any excess loan funds, they have fourteen days from the day the loan pays to their student account to tell the Financial Aid office. Any requests received after these fourteen days will not be considered and the student will need to contact their Loan servicer to return the excess loan. Loan Servicer information can be found here: <https://www.studentloans.gov/myDirectLoan/index.action>.

Right to Cancel

Students have the right to cancel any accepted awards at any time. The process will depend on the timing of the request. Contact the Financial Aid Office for details.

CONTACT

Additional information is on the financial aid website at <http://www.denverseminary.edu/admissions/financial-aid/>. New information is communicated to students through the weekly *Campus News* emails and direct email communication.

For direct assistance please contact the Financial Aid Office at 303-762-6909, 800-922-3040 ext. 1232, or financialaid@denverseminary.edu.

Academic Procedures

REGISTRATION

Students cannot attend classes without proper registration, which opens on specified dates before the start of each academic year. Students are assigned a day and time to register online and they may register any time at or after this time. Continuing students are encouraged to register for classes during early registration to secure a seat in courses and avoid late registration fees. Students are able to register for a course through the end of the add/drop period. Students are unable to register for a course after the add/drop period.

Refer to the academic calendar on the last page for specific registration dates. The Enrollment Management office will communicate via email to notify students of assigned days and times for early registration and registration materials will be made available in the MyDenSem student portal (<http://my.densem.edu>).

Early registration is available each spring for the upcoming academic year. The open registration period resumes immediately following early registration and is available without late registration fees until six weeks prior to each term start. Six weeks prior to each term start, students making an initial registration for the term will be assessed a late registration fee. Students will be assessed a schedule change fee for any changes in registration following the payment deadline. Students who register late risk classes being closed or cancelled.

Students who register for Thesis Continuation must register for Thesis Continuation each subsequent semester until they register for Thesis Completion.

ADDING/DROPPING COURSES

During the registration and add/drop period students who need to add or drop a course may do so via online registration available in the MyDenSem student portal (<http://my.densem.edu>). A late registration fee may be applied for students adding a course after six weeks before the term start. A schedule change fee may be applied for students adding or dropping courses after the payment deadline. After the add/drop period, courses may only be dropped by completing the Add/Drop Request form available online and in the Registrar's Office. No courses may be added after the Add/Drop period.

The Add/Drop period ends Friday, 5:00 PM (MT) of Week 1 (prior to the first day of the term for Intensive courses). Refer to the course drop deadlines in the chart below.

Courses may not be converted from audit to credit after the add/drop period. Courses may not be converted from credit to audit after the last day to drop with a grade of "W" (refer to the course drop deadlines below). Refer to the grade system section for more information regarding how withdraw grades impact grade point average (GPA).

Courses that are dropped within the add/drop period do not appear on a student's transcript, and an instructor signature is not required to drop a course during this time. Students wishing to drop classes after the add/drop period ends but before the last scheduled meeting day of a course must complete an Add/Drop Request form and obtain the instructor signature(s) prior to submitting the request form to the Registrar's Office. The deadline to drop a synchronous course is prior to 5:00 PM (MT) on the last scheduled meeting day of the course (synchronous courses are any courses with scheduled residential or online meeting days). The deadline to drop an asynchronous course is prior to 5:00 PM (MT) on the last day of the semester (asynchronous courses are fully online X.GLB courses).

ADDING/DROPPING COURSES

A course drop is considered effective as of the day and time the student completed the drop via online registration or the completed Add/Drop Request form was received by the Registrar's Office. All required signatures and information must be completed in order for the Add/Drop Request form to be accepted and processed; failure to submit a completed request form on or before the deadlines stated below will impact the timing of an official course drop, grade received on one's transcript, and refund eligibility.

Full Term Courses (16 Weeks; Offered in Fall and Spring)

<i>Course Drop Deadline</i>	<i>Grade Received for Drop</i>	<i>Appears on Transcript?</i>
Friday, 5:00 PM (MT) of Week 1	No Grade	No
Friday, 5:00 PM (MT) of Week 8	"W"	Yes
Friday, 5:00 PM (MT) of Week 12	"WP" or "WF"	Yes
Prior to the last scheduled meeting day of the course*	"WF"	Yes

Summer Full Term Courses (14 Weeks)

<i>Course Drop Deadline</i>	<i>Grade Received for Drop</i>	<i>Appears on Transcript?</i>
Friday, 5:00 PM (MT) of Week 1	No Grade	No
Friday, 5:00 PM (MT) of Week 4	"W"	Yes
Friday, 5:00 PM (MT) of Week 6	"WP" or "WF"	Yes
Prior to the last scheduled meeting day of the course*	"WF"	Yes

Intensive Courses (1-7 Weeks; Offered Summer Term I, Summer Term II, and Intersession)

<i>Course Drop Deadline</i>	<i>Grade Received for Drop</i>	<i>Appears on Transcript?</i>
Prior to the first day of the term	No Grade	No
5:00 PM (MT) of Day 2 of the term	"W"	Yes
5:00 PM (MT) of Day 4 of the term	"WP" or "WF"	Yes
Prior to the last scheduled meeting day of the course*	"WF"	Yes

**The last scheduled meeting day of an asynchronous online course is the last day of the term*

STUDENT INACTIVITY POLICY

Denver Seminary acknowledges the correlation between engagement in class and student success. Denver Seminary will administratively withdraw any student who is inactive in a course during the first 2 weeks of a full semester course (or first day of an intensive course). If a student becomes inactive at any other time in the semester, the student will be informed of the add/drop process. When a student is administratively withdrawn or drops a course, financial aid may be impacted and the refund schedule will still apply. Attendance policies specific to a course may be found in course syllabi.

Inactivity is defined as:

- Residential/DC and Denver Live/Zoom Live: Missing two consecutive weeks of class and not submitting any coursework during those two weeks. Calls/emails with the professor do not constitute activity.
- Asynchronous: Not engaging in any of the required activities per the course design and the syllabus for two consecutive weeks. Calls/emails with the professor do not constitute activity, nor does logging into the Moodle system. A student must complete a required activity, such as an ILA, threaded discussion, or submit an assignment by Saturday at 11:59 pm (MST) of the second week of class.
- Intensive: Not attending the first day of class.

Exceptions will be made for those with relevant military or medical accommodations. The policy can also be found in the Student Handbook.

REPEATING COURSES

Students may repeat any course in which they have earned a grade of “F” or “WF.” Once the course is successfully passed, the passing grade alleviates the impact of the failing grade on the grade point average. The failing grade will still appear on the transcript but will no longer factor into the GPA. When a student repeats a course due to a failed attempt, the highest grade is used in calculating GPA. No course for which a passing grade has been earned may be repeated for credit.

Doctor of Ministry students can repeat up to two classes and Doctor of Philosophy students can repeat up to three classes in which a failing grade (i.e., less than a B-) was earned.

INDIVIDUALIZED STUDY COURSE LIMITS

No more than fifteen hours of individualized study may apply to a Master of Arts or Doctor of Philosophy program, no more than twenty hours may apply to the Master of Divinity program, and no more than six hours may apply to the Master of Theology program. Refer to the *Non-Residential Course Limits* section below for more detailed information.

Doctor of Ministry students may complete no more than six hours through an individualized study. If the student has any transfer credit, the individualized study hour limit is reduced by the total number of transfer hours received.

AUDIT COURSES

Audit Without Record

Denver Seminary accepts applications for individuals who are not otherwise enrolled as a degree-seeking or non-degree seeking student to audit courses without record. Individuals approved through the application process to audit a course without record are not officially registered in the course, and there is no record of the audit (transcript or otherwise) or attendance in the course available. Restrictions and limitations apply including, but not limited to, the following:

- Audit without record students are not eligible to audit courses with the following modalities: Zoom Live (Z1.GLB), Denver Live Online (L1.GLB), and asynchronous online courses (X1.GLB).
- To be eligible for audit without record, individuals must be a Denver Seminary alumnus (graduate of a degree-seeking program), an active mentor of a current student in the Training & Mentoring program, a spouse of a currently enrolled student, a full-time employee of Denver Seminary, a spouse/child of a full-time Denver Seminary employee, a current donor, or a board member.
- Audit without record students are limited to auditing a maximum of 2 courses per academic year.
- The cost of audit without record is \$75 per course.

Please contact the Registrar’s Office for more information, additional eligibility requirements, and the Audit Without Record Application form.

Audit With Record

Students may register to audit a course with record in accordance with the Registration and Adding/Dropping Courses policies. Denver Seminary students accepted into a non-degree or degree-seeking enrollment may not apply to audit a course without record. Courses may not be converted from audit to credit after the add/drop period. Courses may not be converted from credit to audit after the last day to drop with a grade of “W”. Please refer to the course drop and add/drop deadlines within the Adding/Dropping Courses policy.

Students who have registered to audit a course will not receive earned credit for the course, and a course taken as audit will not count toward degree requirements. Auditing students may participate in classroom discussions and engage in course activities at the discretion of the instructor, however no work completed is eligible to be submitted for a grade. Audit courses will appear on the student's transcript with a final course grade of "AU".

* The following courses are unavailable to both audit with record and audit without record students: SF 513, SF 516, CHP 650, CHP 651, CHP 775, and language courses. CO courses may only be audited by alumni of the Seminary's counseling program or another CACREP accredited program.

NON-RESIDENTIAL COURSE LIMITS

Students enrolled in the Master of Arts in Counseling degree programs may complete up to $\frac{1}{4}$ of their program hours in a non-residential format. **Non-residential courses are all those that are not completed at Denver Seminary in a majority face-to-face format.** Examples include transfer hours, advanced standing credit (note that any combination of transfer and advanced standing hours cannot exceed $\frac{1}{2}$ of the program hours), thesis/project, training and mentoring courses without an in-class component, individualized study, any course listed as "to be determined" for the day and time it meets, online courses, video-conferenced courses (where the student is not in the same classroom as the professor), and any course taken at a location where the degree or graduate certificate in which the student is enrolled has not been approved.

TRAINING AND MENTORING COURSES POLICY

If Training and Mentoring courses are required for a student's degree program, these are taken successively in a formative sequence. Students who have not yet started this sequence must take TM 500 upon completing fifteen semester hours of academic work (including advanced standing and transfer credit).

PROGRAM COMPLETION TIME LIMITS

All coursework pertaining to a degree or graduate certificate must be completed within ten years (seven years for the Doctor of Ministry and for the Doctor of Philosophy programs) of the degree conferral or graduate certificate award. Doctor of Ministry students may petition for a one-time extension to ten years. This time limit applies to all courses applying to the degree or graduate certificate, including transfer credit and advanced standing. Questions about these time limits should be directed to the Registrar's Office.

ADVANCED STANDING AND TRANSFER CREDIT

Refer to the admission information section for information on advanced standing (for eligible undergraduate work) and transfer credit (for graduate work from accredited institutions).

COURSE SUBSTITUTION

Students may be eligible to substitute a Denver Seminary course to fulfill a required course within their degree program. Students must secure written approval from the department chairperson for this type of course substitution and submit a Course Substitution Request form to the Registrar's Office.

WITHDRAWAL/LEAVE OF ABSENCE FROM DENVER SEMINARY

Students who withdraw or take a leave of absence from Denver Seminary must complete the appropriate form available online and in the Registrar's Office. The maximum length of time for a leave of absence is one calendar year. Those who do not return by the next semester (fall or spring) after the one year will need to reapply

through the Admissions Office. Example: A student is last enrolled in spring of 2020. He/she has an approved leave of absence through the spring of 2021. That student must reenroll by the fall of 2021 or be withdrawn. **NOTE: A student who returns from a withdrawn status is subject to the catalog requirements in place at the time of reentry. Note that a leave of absence or withdrawal does not extend the time limit a student has to complete their program.** Any student taking a leave of absence from the Doctor of Philosophy program will need to return as part of the following cohort since all classes are offered in a cohort model.

All students who have successfully completed their doctoral proposal course for the Doctor of Philosophy program (CO 3312) are not eligible to take a leave of absence. Students experiencing extenuating circumstances may make formal appeal to this policy with the Doctor of Philosophy committee.

Doctor of Ministry and Doctor of Philosophy students must obtain department approval to take an LOA.

Students wishing to withdraw or take a leave of absence should contact their advisor (connect@denverseminary.edu) or the Registrar's Office (registrar@denverseminary.edu).

SELECTING A MAJOR/CONCENTRATION

All students enrolling in a Master of Arts degree program must select a major and receive approval for this major from the appropriate department prior to being admitted to Denver Seminary. Master of Divinity students who wish to complete a concentration (this is not necessary to earn the degree) must declare their desired concentration prior to the start of their final semester. The Application for Change of Degree, Major, or Concentration form is available online or in the Registrar's Office for those who wish to change a degree, change a major or add a concentration after admission. Those who wish to change their degree program after the start of their first semester should also complete this form. Students seeking to change programs must be in good academic standing (see the Academic Probation and Dismissal policy of this catalog) and meet all admissions requirements to be approved for entrance into their requested degree program. Students must be formally admitted to the program from which they plan to graduate at least one full semester before the planned graduation date.

All current students who wish to enroll in the Master of Arts in Counseling program must reapply via Admissions due to CACREP standards and requirements.

All current students who wish to enroll in the Master of Divinity Chaplaincy program must be reevaluated for acceptance by the appropriate chair of the Chaplaincy and Pastoral Care and Counseling department(s) via review of their initial seminary application material. A personal interview may also be required. Denver Seminary reserves the right to ask for any additional data that may be germane to evaluating a student's degree change request. This review is due to the standards and requirements of chaplaincy vocations.

Doctor of Ministry students must select a track at the time of admission. Those wishing to change their track after the last day to add a course during the first semester should contact the Registrar's Office.

GRADING SYSTEM

Denver Seminary operates on a semester system and awards the following grades.

Grade		Numerical Scale	Quality Points (per semester hr)
A	Excellent	100–93	4.0
A-		92–90	3.7
B+		89–87	3.3
B	Good	86–83	3.0
B-		82–80	2.7
C+		79–77	2.3
C	Satisfactory	76–73	2.0
C-		72–70	1.7
D+		69–67	1.3
D	Poor	66–63	1.0
D-		62–60	0.7
F	Fail	59–0	0.0
W	Withdraw		
WP	Withdraw Passing		
WF	Withdraw Failing		0.0
WA	Withdraw Audit		
AU	Audit		
I	Incomplete (indicates an approved course extension)		
NR	Not Reported		

Training and mentoring grades, excluding TM 500 (master's-level):

S	Satisfactory
M	Marginal
U	Unsatisfactory

Internship and practicum grades (master's-level and PhD)*:

E	Exceptional
S	Satisfactory
M	Marginal
U	Unsatisfactory

Thesis Continuation grades, masters-level:

S	Satisfactory
U	Unsatisfactory

Thesis grades, DMin-level (DT 1101, 1102, and 1104):

P	Pass
F	Fail

Dissertation grades, PhD-level (CO 4100, CO 4150, CO 4200):

P	Pass
F	Fail

*Excluding Chaplaincy internships/practicum

The basis upon which course work is graded is determined by the individual professor. All work for any course must be completed before the end of the term.

A “WP” grade does not affect a student’s GPA; a “WF” grade impacts a student’s GPA the same as an “F” grade. The impact on the grade point average of “F” or “WF” may be removed by retaking the course. The “F” or “WF” will appear on the transcript, but the new grade will replace the first grade in the grade point average. “W” and “WP” grades have no impact on grade point average.

Any grade below a B- is a failing grade and will earn zero points in both the Doctor of Ministry and Doctor of Philosophy programs.

A grade of M (marginal) is a provisionally passing grade in the training and mentoring, counseling practicum, and internship courses. If a student receives more than one “M” grade, each subsequent “M” is converted to a “U” (unsatisfactory) and that course must be repeated.

Students who wish to contest a grade must do so by the last day of the following semester. Please refer to the *Appeal of Grade* process as outlined in the [Student Handbook](#).

FINAL EXAMS

Final exams are generally scheduled for each course. However, individual professors may assign comparable work in lieu of an examination.

All announced final exams must be taken at the hour for which they are scheduled. In the event that an emergency situation prevents a student from being present at the time of a scheduled exam, arrangements may be made with the professor for taking the exam at a different time. Faculty members, however, are not required to give an exam outside of the regular schedule in order to comply with student requests. No final exam may be taken after the scheduled test period with the exception of emergencies and, when an exception is granted, the exam must be completed by the end of final exam week. Additional time beyond the end of a semester or session requires extenuating circumstances and an approved course extension.

MASTER’S COMPREHENSIVE EXAMS

Programs offering comprehensive exams shall make available to students the procedures and policies regarding the taking and grading of their exams. Students must register for comprehensive exams (EX’ course code) as a course during the normal registration period and deadlines for the semester they wish to take the exam. Global students must coordinate with their educational program to take the exam remotely. Arrangements must be formalized two weeks prior to the exam.

Length of Comprehensive Exams

Depending on the educational program, master’s level comprehensive exams are a minimum of three hours and up to six hours (Please review the Academic Calendar for exam dates).

Passing Comprehensive Exams

Passing grades on the overall Comprehensive Exam are as follows:

- MA(OT), MA(NT), MA(CA), MA(TH), ThM—80%
- MA in Counseling—73%

The passing grade on each exam question is as follows:

- All programs—65%

Failing grades on overall Comprehensive Exam

Failure of First Attempt: Failing the first attempt for comprehensive examinations means receiving 1) a failing grade on either the overall exam or 2) failing one or more exam questions.

- Students who fail (i.e., a single question or entire exam) their first attempt are able to rewrite the exam one time within one month of their initial exam.
- Students who fail only one question and still achieve an overall passing score only need to rewrite that one question.
- Students who do not achieve a passing score on the overall exam or fail two or more questions must rewrite the entire exam.
- Students who fail their first attempt and its rewrite, may register to take the exam for a second time.

Note: If a student registers for comprehensive exams but does not show for the exam, this is counted as a failed attempt.

Failure of Second Attempt: Failing the second attempt for comprehensive examinations means receiving a failing grade for the entire examination as noted above or a failing grade on one or more question(s).

- Students who fail (i.e., a single question or entire exam) their second attempt are able to rewrite the exam one time within one month of their initial exam.
- Students who fail their second attempt and its rewrite may register to take the exam for a third and final time, but only after completing at least one additional course of academic work in the student's area of perceived weakness as determined by the Academic Dean and the division/department involved.

Failure of Third (Final) Attempt:

- Students who fail the exam for a third time will not be allowed to graduate.

If a student registers for comprehensive exams and withdraws after the add/drop date (see the Adding/Dropping Courses policy) they will be subject to the comprehensive exam drop fee.

Appeal of a Comprehensive Exam Grade

Students who wish to contest a grade on a comprehensive exam (or the process used to arrive at that grade) must do so within one year of receipt of that grade. Because the setting and the grading of a comprehensive exam are conducted by the department concerned rather than a single faculty member, the student should write an appeal and submit it to the Academic Dean. The appeal will be given to a committee composed of a faculty mediator (assigned by the Academic Dean) and a representative from Student Life, who will work towards mediation with the student. If the matter remains unresolved, the student may appeal directly to the Academic Dean (see the Student Handbook for submitting an appeal).

DOCTOR OF PHILOSOPHY COMPREHENSIVE EXAM

Programs offering comprehensive exams shall make available to students procedures and policies regarding the taking and grading of their exams. Students must register for comprehensive exams ('EX' course code) as a course during the normal registration period and deadlines for the semester they wish to take the exam.

The use of "Fall III term" throughout this policy references a PhD student's third fall of enrollment in the PhD program.

Length of Comprehensive Exams

The Doctor of Philosophy comprehensive exam will be offered in the fall of the third year. (See Academic Calendar for exam dates)

Passing Comprehensive Exams

A passing grade on the total exam is 83%. Each question on the exam must be 80% or above. If the grade on two questions, and only two questions fall below an 80% (even though the overall average on the exam is at a passing level) the student will be required to revisit that area and achieve a passing grade on that question. See the Doctor of Philosophy Comprehensive Exam Remediation Policy and Process below.

Comprehensive Examination Remediation Policy and Process¹

- **Failure of one or two questions/First Attempt:** Failing the first attempt for comprehensive examinations means failing the examination by not meeting the minimum overall grade and individual question(s) grade(s) as described above. In the event it is determined that a student has failed one or two questions, remediation requirements will be communicated to the student within two weeks of completion of written comprehensive exams. All remedial work must be completed and passed within the Fall III term prior to the student's oral defense.
- **Failure of Remediation for First Attempt:** If the student fails to complete and pass the remedial work assigned within the Fall III term, the student will fail the first attempt of the exam and be required to retake the exam the following year. If additional coursework is required by the PhD Comprehensive Exam Committee or CSAT, the student will be responsible for registering and paying full tuition for the required courses.
- **Failure of three or more questions/First Attempt:** Failing the first attempt for comprehensive examinations means failing the examination by not meeting the minimum overall grade and individual question(s) grade(s) as described above. In the event it is determined that a student has failed three or more questions, it will result in failing the entire exam, a referral to the CSAT, and the student will be required to complete any remedial work assigned before re-taking the exam the following Fall term.
- **Failure of Second Attempt:** If a student is required to retake the Comprehensive Exam a second time the following year due to failing the first attempt, all five questions must be passed at 80% or above, with an average exam score of 83% or above, in order to pass the exam. There are no re-writes and no remediation options available for a second attempt. If a student fails the second attempt at the Comprehensive Exam, they will be dismissed from the program.
- **Failure of Oral Defense:** In the event that a student fails oral defense, as unanimously determined by the faculty members leading the defense, the student will have one additional opportunity to pass. The student must successfully pass the subsequent defense by the end of Fall III.

¹Please see the PhD in Counselor Education and Supervision Program Handbook for additional details about the process, procedure, and examples associated with Comprehensive Examinations.

MASTER OF DIVINITY SUMMATIVE EXPERIENCE

Students have up to two attempts per semester to successfully complete the Master of Divinity Summative Experience. If unsuccessful after two attempts, students must wait until a subsequent semester to again register for the summative experience when they will have two additional attempts. This process may be continued until successful. The summative experience consists of a written paper followed by an

oral interview related to the paper. Students must complete GS 500, CH 500, TH 501, and TH 502 before registering for the summative experience. Since this is a summative experience, students are also required to be in their final semester or have completed a minimum of seventy credit hours of their degree coursework before registering. If a student registers for the Master of Divinity Summative Experience and withdraws after the add/drop date (see Adding/Dropping Course policy) they will be subject to the Master of Divinity Summative Experience drop fee.

COURSE EXTENSIONS

Students are required to complete all course work during the semester or session (intersession or summer) in which courses are taken. The Seminary recognizes, however, that on occasion, extenuating circumstances may warrant the granting of additional time to complete course work. Such situations require the approval of the professor and the approval of the Dean of Students. Extenuating circumstances include such events as a death in the family, a serious illness or accident that prevented the student from attending class or completing the work, birth of a child, and similar events that could not have been anticipated or prevented by the student. Events that would not be considered extenuating include being too busy, travel plans, employment demands, ministry commitments, and minor illness. All extensions, when granted, are for a period of eight weeks from the last day of the term. Failure on the part of the student to complete all the required course work in the allotted time will result in a final grade based on course work completed through the last day of the approved extension period.

A course extension must be approved by the professor, the Dean of Students, and the Registrar's Office by 5 pm on the Friday of the last day of the term.

Students in need of a course extension should submit their request using the Course Extension Request form available in Academic Forms on the MyDenSem student portal or at the Registrar's Office. The student should direct the form to the professor of the class for first approval and to collaborate on the course extension plan for remaining assignments in the course. The student should submit the form to the Student Care Specialist (studentcare@denverseminary.edu) for second approval and then the Registrar's Office for final approval. The student should be prepared to submit any medical documentation (if applicable) along with the request form to the Dean of Students. Once a decision is made, the student will be notified via email by the Registrar's Office.

NOTE: Extension requests cannot be granted for a project, thesis, or summative paper and are not available to graduating students unless the graduation date is postponed.

ACADEMIC PROBATION AND DISMISSAL

Denver Seminary students who have a cumulative grade point average below the required 2.00* for a semester are placed on academic probation. Students who have a cumulative grade point average below the required 2.00* for two consecutive semesters are continued on academic probation for a second semester.

If students admitted on academic probation earn a grade point average below 2.00* in their first semester of studies, they are continued on academic probation for a second semester.

Master's-level students placed on second semester academic probation and doctoral-level students placed on first semester probation must meet with their Enrollment Advisor. Master's-level students will be limited to one course per semester (no more than three semester hours), in which they must earn a B or better. Doctor of Ministry students will not be limited to the number of courses they take, but they must earn a B or better in any courses the subsequent semester. Students who fail to attain this grade will be subject to academic dismissal (refer to the Student Handbook for the academic dismissal appeal process). Students will remain in continued probation as long as they continue to achieve a B or better in their class

each semester, until their cumulative GPA is above 2.0*.

Students who have been placed on academic probation and who raise their cumulative grade point average to the minimum of 2.00* are returned to the status of good academic standing.

*2.75 for students in the Master of Theology and Master of Arts (New Testament, Old Testament, or Theology) programs. 3.00 for students in the Doctor of Ministry program or the Master of Arts in Counseling program.

Doctoral-level students are eligible for dismissal if they fail more than one class in the Doctor of Ministry or three classes in the Doctor of Philosophy program. A failing grade is anything less than a B-.

EARNING MORE THAN ONE DEGREE

When students enroll in a Master of Arts program after graduating with the Master of Divinity or other graduate degree, one half of the hours required for the Master of Arts or other graduate degree must be unique to that program. When students enroll for the Master of Divinity degree after receiving a Master of Arts or other graduate degree, one half of the hours required of the Master of Divinity must be unique to that program. Two (fifty credit hour) Master of Arts degrees require a minimum of seventy-five total credits (eighty-seven hours if one of the degrees is the Master of Arts in Counseling).

For students who are simultaneously enrolled in more than one degree, all degree requirements for both degrees must be met in order to be eligible for graduation. Students who are dually enrolled in two Master of Arts degree programs, or a Master of Arts degree program and a Master of Divinity program need to earn the full number of credits for the larger degree program, plus one half of the credits of the lesser degree program. The other half may overlap with a degree program's requirements. Students pursuing a Master of Theology after graduating with a previously earned Master of Divinity or Master of Arts (New Testament, Old Testament or Theology) from Denver Seminary can share between six and fifteen hours between degrees.

DEGREE RELINQUISHING POLICY

Graduates who wish to avoid completing any more hours than necessary to earn a second Denver Seminary degree may apply to relinquish the first degree immediately prior to conferral of the second degree. Contact the Registrar's Office for more information and to obtain the appropriate request form. The Degree Relinquish Request form must be submitted along with your graduation application by the deadline outlined on the graduation application for the semester you intend to graduate.

GRADUATION

An application for graduation is required before students may graduate. Students choosing to walk in Commencement will be charged a regalia fee that is due prior to the Commencement ceremony. For those anticipating a fall graduation, the application is due to the Registrar's Office no later than October 1. For those anticipating a spring graduation, the application is due no later than February 1. For those anticipating a summer graduation, the application is due no later than May 1. The due date is the following Monday if the first falls on a weekend. After the graduation application submission deadline, students will receive notice of their application status and eligibility to graduate.

Summer graduates who meet eligibility requirements may participate in the May ceremony preceding their degree completion as long as their Commencement Participation Request form is received by February 15th, and they are approved to walk. Students should contact the Registrar's Office for the Commencement Participation Request form; these students will still need to submit a summer graduation application. To be eligible to walk in the May ceremony preceding degree completion, students must meet

the following eligibility requirements.

- The student must have no more than 3.0 credit hours remaining.
- The course requirements remaining may not include comprehensive exams, the MDiv Summative Experience, a project/thesis/summative course, or individualized study in required courses.
- The courses needed to complete the 3.0 or fewer credit hours are offered for the summer semester directly following the May ceremony and the student is registered for the needed course(s) at the time of application.
- The student must apply for graduation for the summer semester directly following the May ceremony.
- The student has fulfilled all financial obligations at the time of application for participation.
- The student understands that their degree will not be conferred until all degree and student life requirements have been met.
- The student commits to follow through with the completion of all course requirements towards their degree program.

Those who do not graduate in the semester for which they applied must submit a new application by the deadline of the new intended semester of graduation.

For students applying for their LPCC, the Registrar's Office is able to sign students' LPCC form when the following criteria have been met:

- The student has applied for graduation and are pending graduates.
- The student had been preliminarily cleared for graduation through all graduation requirements being met.
- All final grades are in.
- All financial obligations to Denver Seminary have been met.

While the graduation ceremony is held only once a year in May, degrees are conferred following the Fall semester, Spring semester and Summer Full Term. Those who complete their program in summer or fall are welcome to participate in the upcoming May ceremony and should indicate this on their graduation application.

Master's degree students have the opportunity to graduate with an honors notation if their cumulative grade point average is 3.7 or higher. This final grade point average will be calculated the semester prior to their semester of graduation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

In accordance with federal law, students are hereby notified that they have the right to inspect and review any and all official records, files and data pertaining to them, including all materials incorporated in their cumulative record folder. Requests to view and/or change academic record files should be submitted in writing to the Registrar's Office and will be conducted in person at the Littleton campus. Students have the opportunity for a hearing to challenge the contents of these records to ensure that they are accurate and not in violation of any of their rights. Students with questions concerning their rights within this act should contact the Registrar.

Comprehensive educational records are maintained for all current students. These records may include, but are not limited to, grades, transcripts, class lists, student course schedules, health records, and financial information. Denver Seminary has the liberty to maintain items within a student's record in accordance with what is deemed pertinent and to purge items when considered no longer useful. Upon matriculation, admissions records such as applications and references may be purged. Upon graduation or withdrawal, students' physical records may be purged of non-essential items and the remaining files will be held in archives in accordance with the Student Record Retention and Disposition policy.

Denver Seminary designates the following student information as directory information: name, address, telephone number, email address, video and photo images of students, dates of attendance, classification, degree sought, major, full- or part-time status, awards, honors, and degrees conferred (including dates). This information may be disclosed by the Seminary at its discretion.

Denver Seminary may release student information to school officials with a Legitimate Educational Interest. Denver Seminary defines “School Official” to include professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer, or other party to whom the school has outsourced institutional services or functions. Denver Seminary considers a school official to have a legitimate educational interest if the official needs to review the information in order to fulfill their professional responsibility.

Currently enrolled students or alumni may withhold disclosure of any directory information under the Family Educational Rights and Privacy Act of 1974 (FERPA). To withhold disclosure, written notification must be received in the Registrar’s Office prior to the end of the first week of class each semester. Alumni may request withholding permanently. Students can access the Request to Prevent Disclosure of Directory Information form from the Registrar’s Office or through the MyDenSem student portal. Failure to request the withholding of directory information constitutes approval for discretionary disclosure.

TRANSCRIPT REQUESTS

An official transcript is a comprehensive record of courses attempted with Denver Seminary that reflects earned degrees as well as credits accepted in transfer, advanced standing, or by exam. Denver Seminary official transcripts are ordered via our online [Transcript Ordering Center](#) and are available for delivery electronically, pick-up or USPS mail.

An unofficial transcript contains the same information as an official transcript, but lacks the authenticity features typically required by academic institutions and potential employers. Denver Seminary students can obtain an unofficial transcript by accessing the Unofficial Transcript option under My Academics in the [MyDenSem](#) self-service portal.

Please note:

- We will not be able to release transcripts (official and unofficial) if there is an active hold on your account. You are able to check for holds by accessing the [MyDenSem](#) self-service portal.
- Final course grades are due from faculty three weeks following the end of each term. You have the option in the online Transcript Ordering Center to hold your order until grades for the most recent term have been posted.
- Degrees are conferred 6-8 weeks following the end of our Spring, Summer and Fall terms (dependent on receipt of final course grades from faculty). You have the option in the online Transcript Ordering Center to hold your order until degrees have been conferred for the most recent term.
- Standard transcript orders are processed within 3-5 business days. Rush transcript requests are processed within one business day (\$10 additional rush processing fee applies).
- All transcripts from other schools that are in your student file remain the property of Denver Seminary and cannot be released to you or other parties. Denver Seminary releases transcripts only of course work completed at the seminary.

For more information about requesting transcripts, please refer to this link:
<https://denverseminary.edu/current-students/registrar/transcript-requests/>

Academic Programs

Degree requirements published in this catalog are effective for all new and reentering students, including those beginning their program in the Summer 2025 term.

Denver Seminary offers 10 degrees and 18 certificates. Information in this section describes each program and lists the course requirements to earn each degree or graduate certificate.

Doctoral Degrees

Doctor of Philosophy in Counselor Education and Supervision.....	66 hours
<i>Offered in Littleton, CO</i>	
Doctor of Ministry.....	33 hours
<i>Offered in Littleton, CO in English and on the Global Campus in Korean</i>	

Master's Degrees

Master of Theology (New Testament, Old Testament, or Theology).....	30 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Master of Divinity	79 hours

- Anglican Studies Concentration
Offered in Littleton, CO, and the Global Campus
- Biblical Preaching Concentration
Offered in Littleton, CO
- Biblical Studies Concentration
Offered in Littleton, CO
- Chaplaincy Concentration
Offered in Littleton, CO, and the Global Campus
- Leadership Concentration
Offered in Littleton, CO, Washington DC, and the Global Campus
- New Testament Concentration
Offered in Littleton, CO, and the Global Campus
- No Concentration
Offered in Littleton, CO, Washington, DC, and the Global Campus
- Old Testament Concentration
Offered in Littleton, CO, and the Global Campus
- Pastoral Care and Counseling Concentration
Offered in Littleton, CO, and the Global Campus
- Spiritual Formation Concentration
Offered in Littleton, CO, and the Global Campus
- Theology Concentration
Offered in Littleton, CO, and the Global Campus
- Theology, Justice, and Social Advocacy Concentration
Offered in Littleton, CO, and the Global Campus

Master of Arts

• (Biblical and Theological Studies)	40 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
• (Christian Studies).....	51 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
• (New Testament).....	48 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
• (Old Testament).....	47 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
• (Theology).....	44 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Master of Arts in Counseling (Clinical Mental Health or School Counseling)	64 hours
<i>Offered in Littleton, CO</i>	
Master of Arts in Leadership.....	45 hours
<i>Offered in Littleton, CO, Washington, DC, and the Global Campus</i>	

Master of Arts in Pastoral Care	44 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Master of Arts in Spiritual Formation	42 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Master of Arts in Theology, Justice, and Social Advocacy	39 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	

Graduate Certificates

Graduate Certificate in Anglican Studies	24 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Biblical Hebrew and Semitic Languages	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Biblical Languages	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Biblical and Theological Studies.....	25 hours
<i>Offered in Littleton, CO, Washington, DC, and the Global Campus</i>	
Graduate Certificate in Christian Thought and Ministry	24 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Global Theology	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Hebrew Exegesis.....	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Historical Theology.....	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Leadership	18 hours
<i>Offered in Littleton, CO, Washington, DC, and the Global Campus</i>	
Graduate Certificate in New Testament Greek.....	14 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Old Testament/Hebrew Bible.....	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Pastoral Care and Counseling	16 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Professional Chaplaincy	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in School Counseling	18 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Spiritual Direction.....	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Spiritual Formation	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Theology	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	
Graduate Certificate in Theology, Justice, and Social Advocacy	15 hours
<i>Offered in Littleton, CO, and the Global Campus</i>	

**Global Campus degrees can be completed entirely at a distance. Some of these degrees are majority asynchronous, others require some synchronous attendance via zoom.*

Master's Degree Programs

MASTER OF DIVINITY (MDIV)

The Master of Divinity degree program is designed primarily to prepare students for church ministries requiring ordination. It also prepares students for doctoral-level studies in many theological schools. As the standard ministerial degree program, its scope is sufficiently broad to equip students for varied church or mission vocations.

The Master of Divinity degree program consists of sixty-one hours of core courses (with some flexibility built into that core), and the balance of the hours are either open electives or a combination of an optional concentration and open electives for a total of seventy-nine semester hours.

Program Description

Ministry in today's world requires men and women who are theologically prepared to engage rapidly changing, mobile, and diverse cultures. Through course work, training and mentoring, and practical ministry experience, graduates will demonstrate the necessary knowledge, character, and skills to pastor, lead, shepherd, and counsel people as they participate in God's redemptive mission locally and globally. Graduates will be able to communicate the Scriptures in a theologically orthodox and life-transforming way so that listeners are brought into a closer relationship with the Sovereign God.

Program Goals

1. Graduates will clearly articulate and defend the grand narrative of Scripture and orthodox Christian doctrine from an evangelical perspective.
2. Graduates will discern, develop, manage, and reflect on mentored learning experiences in matters of professional skill competencies.
3. Graduates will learn from Church history how to respectfully and effectively engage diverse populations in keeping with the redemptive purpose of God.
4. Graduates will preach and teach the Scriptures in a clear, relevant, and theologically orthodox way to diverse audiences.

Core Curriculum

These courses are required of all MDiv students (except when noted) regardless of selected concentration.

	<i>Course #</i>	<i>Sem. Hrs.</i>
Apologetics and Ethics	CA 500	3
Church History	CH 500	3
Pastoral Care and Counseling Relationships	PC 500	3
Thinking Biblically/Theologically	GS 500	3
Homiletics	HOM 500	3
New Testament	NT 511, NT 512	6
Old Testament	OT 511, OT 512	6
Theology	TH 501, TH 502	6
Biblical Languages ¹		
Greek Grammar	NT 501, NT 502	6
Hebrew Grammar	OT 501, OT 502	6
Additional Bible/Language ^{2,3}		6
Ministry Leadership Electives ^{4,5}		4
Mentored Formation	TM 500, TM 501, TM 601, TM 602, TM 603, TM 604	6
Open Electives ⁶		18
MDiv Summative Experience	EXMDIV	<u>0</u>
Total hours required for degree:		79

¹ Students with a Chaplaincy concentration complete six hours of Greek OR Hebrew.

² One New Testament and one Old Testament course must be selected from the following: NT 611, NT 635, OT 701, OT 640, OT 648, or OT 649. Additional courses may be taken as electives.

³ Students in the Biblical Preaching, Biblical Studies, New Testament or Old Testament concentrations must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today as their additional bible/language requirement.

⁴ Students with a Chaplaincy concentration must complete PME 604 as one of their ministry leadership electives.

⁵ Choose two courses from the following: SF 602, EM 604, IM 610, LD 501, PME 601, PME 603, PME 604, or TJA 501

⁶ Students who opt for a concentration complete a certain number of open electives.

Degree Requirements

1. Note the following sequence requirements in the Master of Divinity program:
 - a. OT 501 and OT 502 must be taken in sequence (or by either passing the Hebrew proficiency examinations or by transcript review detailed in the Advanced Standing policy) and are required as a foundation for those who elect to take OT 701 and OT 640 or any other Old Testament exegesis courses.
 - b. NT 501 and NT 502 must be taken in sequence (or by passing the Greek proficiency examination detailed in the Advanced Standing policy) and are required as a foundation for those who elect to take NT 611 and NT 635 or any other New Testament exegesis courses.
 - c. GS 500 Thinking Biblically and Theologically is a pre-or co-requisite to NT 511 and NT 512, the two New Testament survey courses, and TH 501 and TH 502, the two theology survey courses.
2. All Master of Divinity students are required to complete the summative experience. This includes a paper and an interview related to the paper. Completion of GS 500, CH 500, TH 501, and TH 502 are required for Master of Divinity Summative Experience registration. Also, since this is a summative experience, students are required to be in their final semester or have completed a minimum of 70 credit hours of their degree coursework before registering. Students will be charged the Master of Divinity Summative Experience drop fee if they withdraw after the add/drop deadline.
3. A minimum of seventy-nine semester hours is required for the degree.

Graduation Requirements

1. Satisfactory completion of a minimum of seventy-nine semester hours. A minimum cumulative grade point average of 2.00 is required for graduation.
2. Satisfactory completion of the Master of Divinity Summative Experience. This two-part process includes:
 - a. The preparation of a doctrinal paper similar to one prepared for ordination council.
 - b. A satisfactory defense of the doctrinal paper through an oral interview.
3. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation application for a given semester. After the graduation application submission deadline, students will receive notice of their application approval status.
4. The fulfillment of all financial obligations to Denver Seminary.
5. Completion of all course work that is applying to the degree within the timeframe specified in the Program Completion Time Limits policy (this includes any transfer credit or advanced standing that applies to the degree program).
6. Submission of a signed statement of agreement with the National Association of Evangelicals' *Statement of Faith*.

SUGGESTED SEQUENCE OF COURSES

Master of Divinity (MDiv)

79 hours

	FALL			SPRING			SUMMER		
YEAR 1	GS 500	Thinking Biblically and Theologically	3 ___	NT 502	New Testament Greek II	3 ___	NT	NT Exegesis ¹	3 ___
	NT 501	New Testament Greek I	3 ___	OT 512	Kingdom of Israel and Prophets	3 ___	CH 500	History of the Christian Movement	3 ___
	OT 511	Israel's Early History and Poetry	3 ___	TM 501	Mentored Formation	1 ___	NT 511	Gospels and Acts	3 ___
	TM 500	Intro to Mentored Formation	1 ___	ELECT	Open Elective	3 ___			
		TOTAL SEMESTER HOURS	10		TOTAL SEMESTER HOURS	10		TOTAL SEMESTER HOURS	9
YEAR 2	HOM 500	Intro to Expository Preaching	3 ___	NT 512	Epistles and Revelation	3 ___	OT	OT Exegesis or Bible ¹	3 ___
	OT 501	Learning Hebrew and Its Tools (Hebrew I)	3 ___	OT 502	Learning Hebrew and Its Grammar (Hebrew II)	3 ___	ELECT	Open Elective	3 ___
	TH 501	Survey of Christian Doctrine I	3 ___	TH 502	Survey of Christian Doctrine II	3 ___			
	TM 601	Mentored Formation	1 ___	ELECT	Ministry Leadership Elective ²	2 ___			
	ELECT	Open Elective	2 ___	TM 602	Mentored Formation	1 ___			
	TOTAL SEMESTER HOURS	12		TOTAL SEMESTER HOURS	12		TOTAL SEMESTER HOURS	6	
YEAR 3	PC 500	Pastoral Care and Counseling Relationships	3 ___	TM 604	Mentored Formation	1 ___			
	CA 500	Apologetics and Ethics	3 ___	ELECT	Summative Experience	2 ___			
	TM 603	Mentored Formation	1 ___	ELECT	Ministry Leadership Elective ²	2 ___			
	ELECT	Open Elective	3 ___	ELECT	Open Elective	3 ___			
	ELECT	Open Elective	2 ___	ELECT	Open Elective	2 ___			
	TOTAL SEMESTER HOURS	12		TOTAL SEMESTER HOURS	8				

¹ All MDiv students must take one Old Testament and one New Testament exegesis course. Students in the following concentrations have these Old and New Testament course options:

- (1) Students in the biblical preaching, biblical studies, New Testament or Old Testament concentrations must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today.
- (2) Students in the chaplaincy concentration who choose to complete NT 501 and NT 502 can choose either NT 611 Using Greek in NT Exegesis OR NT 635 Letter to the Romans AND must complete OT 661 Old Testament Theology and Religion. Students in the chaplaincy concentration who choose to complete OT 501 and OT 502 can choose between OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today AND must complete NT 601 New Testament Theology.
- (3) Students in any other concentration that is not listed above can choose either NT 611 Using Greek in NT Exegesis OR NT 635 Letter to the Romans as their New Testament language course and ONE of OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today as their Old Testament language course.

² Choose from the following (note that courses exceeding the four-hour ministry leadership requirement can apply as electives):

- EM 604 Teaching for Life Change [2]
- IM 610 Mission and Culture [2]
- LD 501 Theological and Theoretical Foundations for Leadership [2]
- PME 601 Pastoral Theology and the Practice of Ministry [2]
- PME 603 Evangelism and the Mission of God [2]
- PME 604 Worship Theory and Practice [2] [required for Chaplaincy concentration]
- SF 602 Spirituality for Leaders in Ministry [2]
- TJA 501 Redemption and Justice in the Old and New Testament [2]

Optional Concentrations

Master of Divinity students may opt to concentrate in one the following areas: Anglican Studies*, Biblical Preaching, Biblical Studies, Chaplaincy*, Leadership*, New Testament*, Old Testament*, Pastoral Care and Counseling*, Spiritual Formation*, Theology, or Theology, Justice, and Social Advocacy. Unless otherwise noted, concentrations require a minimum of ten hours of course work.

*These select concentrations are available to students enrolled in the fully online MDiv program.

Anglican Studies	Course #	Sem. Hrs.
<i>Courses Taken through the Ridley Institute</i>		
Anglican History and Theology I	CH 551	3
Anglican History and Theology II	CH 552	3
Worship in the Prayer Book Tradition	PME 605	3
Anglican Pastoral Identity and Practice	PME 606	<u>3</u>
		12

Biblical Preaching¹	Course #	Sem. Hrs.
Expository Preaching of Old Testament Texts	HOM 701	3
Advanced Expository Preaching I	HOM 743	2
Advanced Expository Preaching II	HOM 744	2
Interpreting and Preaching Difficult Texts and Topics	HOM 750	<u>3</u>
		10

¹ Students in the biblical preaching concentration must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today.

Biblical Studies¹	Course #	Sem. Hrs.
Choose any Old Testament (OT) or New Testament (NT)		<u>10</u>

¹ Students in the biblical studies concentrations must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today.

Chaplaincy^{1,2,3}	Course #	Sem. Hrs.
Religious Pluralism	CA 550	3
The Many Faces of Chaplaincy	CHP 550	2
ACPE Community-Based Internship OR	CHP 775	
Clinical Pastoral Education Experience	CHP 651	6
Communication in Pastoral Care	PC 530	2
Crisis Counseling OR	PC 670	
Counseling Responses in Crises and Disasters	PC 680	2
Brief Counseling for Ministry	PC 560	3
Developmental Growth and Diversity in Pastoral Care	PC 630	<u>3</u>
		21

¹ Students in the Chaplaincy concentration complete three hours of open electives rather than eighteen. Students also complete six hours of Greek OR Hebrew rather than six hours of both.

² PME 604 Worship Theory and Practice is a required ministry leadership elective.

³ This degree will prepare students for any form of ministry in chaplaincy, church, parachurch or missions settings. It is applicable to all forms of chaplaincy, but especially those requiring ordination, national faith group endorsement, and/or rigorous credentialing. These types of settings include, but are not limited to, military, healthcare, Veterans Association, and federal prison placements. This program includes a unit of ACPE certified Clinical Pastoral Education in a community setting. The chaplaincy concentration courses are available via distance learning formats. Chaplaincy students should be aware of any denominational or military restrictions on the allowed number of online courses.

Leadership	Course #	Sem. Hrs.
Theological and Theoretical Foundations for Leadership	LD 501	3
Formational Leadership: Character, Identity, and Habits for Disciplined and Ethical Servant Leadership	LD 549	3
Leadership Presence: Emotional, Social, and Cultural Intelligence	LD 565	3
Leadership Elective		<u>2</u>
		11

New Testament¹	Course #	Sem. Hrs.
New Testament Theology	NT 601	3
Greek Exegesis of James	NT 612	3
New Testament Electives		<u>4</u>
		10

¹ Students in the New Testament concentration must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today.

Old Testament¹	Course #	Sem. Hrs.
Old Testament Theology and Religion	OT 661	3
Old Testament Electives		<u>7</u>
		10

¹ Students in the Old Testament concentration must take NT 611 Using Greek in NT Exegesis and ONE of the following courses: OT 701 Hebrew Exegesis of OT Texts, OT 640 Book of Joshua: Analysis, Hermeneutics and Theology, OT 648 Book of Genesis, OR OT 649 Reading the Psalms for Today.

Pastoral Care and Counseling^{1,2}	Course #	Sem. Hrs.
Communication in Pastoral Care	PC 530	2
Developmental Growth and Diversity in Pastoral Care	PC 630	3
Brief Counseling for Ministry	PC 560	3
Counseling Issues in Pastoral Care	PC 600	3
Grief and Loss Counseling OR	PC 650	
Crisis Counseling	PC 670	2
Community-Based Ministry Internship	PC 775	<u>3</u>
		16

¹ Students in the Pastoral Care and Counseling concentration are not required to take the four hours of ministry leadership elective in the core, and complete six hours of open electives rather than eighteen.

² The Master of Divinity (Pastoral Care and Counseling concentration) is designed to prepare students for any form of ministry in church, parachurch, missions, or other faith-based settings which value the integration of Christian faith with competent pastoral care and counseling abilities. It fulfills the requirements for ordination in most faith traditions. Although the MDiv core classes are available online, not all concentration courses are currently available in an asynchronous format.

Spiritual Formation	Course #	Sem. Hrs.
Introduction to Transformation Discipleship	SF 504	3
Theological Foundations for Spiritual Formation	SF 503	3
Spirituality for Leaders in Ministry	SF 602	3
Spiritual Formation Elective		<u>3</u>
		12

Theology	Course #	Sem. Hrs.
<i>Choose one of the following:</i>		2-3
The Doctrine of God	TH 620	
Christology and Pneumatology	TH 622	
Anthropology and Soteriology	TH 624	
Ecclesiology and Eschatology	TH 626	
Theology Electives		<u>7-8</u>
		10

Theology, Justice, and Social Advocacy	Course #	Sem. Hrs.
Redemption and Justice in the Old and New Testament	TJA 501	3
Congregational Public Theology and Community Development	TJA 611	3
<i>Choose one of the following:</i>		
Seminar in Cultural Analysis	TJA 502	3
Immersion in Historical and Current Issues	TJA 511	3
<i>Choose one of the following:</i>		
Justice in the Public Square: Christian Advocacy	TJA 600	3
Non-Profit Leadership, Organization and Social Entrepreneurship	TJA 612	<u>3</u>
		12

MASTER OF ARTS (MA)

The Master of Arts degrees are intended for students who plan to engage in some specific form of Christian service requiring training different from the Master of Divinity degree. By studying in an area of specialization, the student will be equipped to serve in a specific capacity needed by the Christian community. The programs are designed for:

- Specialized personnel in the areas of church ministry, administration, and counseling
- Teachers in Christian or public schools who desire advanced biblical and theological training
- Those who plan to serve in non-clergy roles in parachurch or missions support agencies (for example, specialized apologetics ministries to challenge non-Christian worldviews)
- Missionaries who want biblical and theological training while on home assignment
- Those interested in serving in a chaplaincy or justice and compassion-related ministry
- College-trained lay people who desire biblical and theological studies to enhance their Christian witness within their chosen professions and/or their leadership in the local church
- Students planning to pursue doctoral-level study in a related field where the Master of Arts degree is an acceptable intermediate step

The Master of Arts degrees are not designed as alternatives or substitutes for the Master of Divinity program. The Master of Divinity degree provides the maximum flexibility in ministerial preparation and is the standard degree for those Christian vocations that usually require ordination, which include the pastorate, chaplaincy, and cross-cultural evangelism/church planting.

Students pursuing the Master of Arts degree should select a degree or major that is appropriate to their vocational goals and must be accepted for studies in that degree program or major prior to enrollment.

Degree Requirements

1. The completion of a the required number of credit hours for the specified Master of Arts degree [thirty-nine hours for the Master of Arts in Theology, Justice, and Social Advocacy, forty hours for the Master of Arts (Biblical and Theological Studies), forty-two hours for the Master of Arts in Spiritual Formation, forty-four hours for the Master of Arts in Pastoral Care and the Master of Arts (Theology), forty-five hours for the Master of Arts in Leadership, fifty-one hours for the Master of Arts (Christian Studies), fifty-three hours for the Master of Arts (Old Testament), fifty-four hours for the Master of Arts (New Testament), and sixty-four hours for the Master of Arts in Counseling].
2. The successful completion of a summative experience specific to the major.

Graduation Requirements

1. Satisfactory completion of the minimum number of required hours for the specified Master of Arts degrees and completion of all degree requirements. A minimum cumulative grade point average of 2.00 is required for graduation [2.75 for the Master of Arts (New Testament, Old Testament, or Theology)]. A minimum cumulative grade point average of 3.00 is required for graduation in all Master of Arts in Counseling programs.
2. Satisfactory completion of the summative experience required by the major department. This may require the passing of a comprehensive examination administered by the major department. In some programs, students must satisfactorily complete a thesis or project.
3. Master of Arts in Counseling students must complete the required number of individual counseling sessions as outlined in the MA-Counseling Program Handbook.
4. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation

application for a given semester. After the graduation application submission deadline, students will receive notice of their application approval status.

5. The fulfillment of all financial obligations to Denver Seminary.
6. Completion of all course work that is applying to the degree within the timeframe specified in the Program Completion Time Limits policy (this includes any transfer credit or advanced standing that applies to the degree program). Withdrawal from the Seminary for any period of time during the degree program does not affect this time limit.
7. Submission of a signed statement of agreement with the National Association of Evangelicals' *Statement of Faith*.

ACADEMIC MASTER OF ARTS DEGREE PROGRAMS

Master of Arts (Biblical and Theological Studies)

Program Description

What does a biblical foundation and a framework of theology have to do with pastoral ministry, the business marketplace or the halls of the capital building? Everything! A student in the Master of Arts (Biblical and Theological Studies) program will examine Old and New Testament biblical themes and texts through interpretive methods, analyze theological concepts, synthesize beliefs and doctrines, and produce an integrated study on a chosen topic. Students will be equipped to think theologically and biblically in ways that are relevant and transforming for various occupations, ministry roles and community involvement.

Program Goals

1. Graduates will be able to assess, synthesize and articulate Christian beliefs and doctrine in diverse settings, with regard to culture and Evangelical identity.
2. Graduates will be able to interpret and apply the Old Testament sensitively and redemptively in diverse settings, with regard to culture, theology and Evangelical identity.
3. Graduates will be able to interpret and apply the New Testament sensitively and redemptively in diverse settings, with regard to culture, theology and Evangelical identity.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts (Biblical and Theological Studies) Core Courses		
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts (Biblical and Theological Studies) Major Courses		
New Testament Theology	NT 601	3
Old Testament Theology and Religions	OT 661	3
Introduction to Historical Theology	TH 615	3
Biblical and Theological Studies Summative	BTS 790	3
Open Electives		<u>3</u>
Total required hours for degree:		40

SUGGESTED SEQUENCE OF COURSES
Master of Arts (Biblical and Theological Studies)
 40 hours

	FALL	SPRING	SUMMER
YEAR 1	GS 500 Thinking Biblically and Theologically 3 ___ TM 500 Intro to Mentored Formation 1 ___ TH 501 Survey of Christian Doctrine I 3 ___ TOTAL SEMESTER HOURS: 7	TH 502 Survey of Christian Doctrine II 3 ___ TM 501 Mentored Formation 1 ___ NT 511 Gospels and Acts 3 ___ OT 511 Israel's Early History and Poetry 3 ___ TOTAL SEMESTER HOURS: 10	NT 512 Epistles and Revelation 3 ___ OT 512 Kingdom of Israel and Prophets 3 ___ TM 601 Mentored Formation 1 ___ TOTAL SEMESTER HOURS: 7
	TM 604 Mentored Formation Summative Experience 1 ___ TH 615 Introduction to Historical Theology 3 ___ NT 601 New Testament Theology 3 ___ TOTAL SEMESTER HOURS: 7	ELECT Open Elective 3 ___ OT 661 Old Testament Theology and Religion 3 ___ BTS 790 Biblical and Theological Studies Summative 3 ___ TOTAL SEMESTER HOURS: 9	
YEAR 2			

Master of Arts (Christian Studies)

Program Description

The Master of Arts program with a major in Christian Studies supplies a student-centered, flexible program, grounded in Bible and theology. Customizable coursework prepares students for changing vocational opportunities. Graduates are prepared to envision, design, implement, and lead ministries where their personal passions, gifts, experiences, and training are fully utilized in meeting the needs of the world. The Master of Arts (Christian Studies) program is fully online or in residence.

Program Goals

1. Graduates will develop biblical, historical, and theological literacy applicable to current ministry needs within their area of influence.
2. Graduates will develop practical skills and ministry competencies relevant to the needs of their local context.
3. Graduates will be equipped to design, implement, and lead culturally relevant programs for their target audience.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts (Christian Studies) Core Courses		
History of the Christian Movement	CH 500	3
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts (Christian Studies) Major Courses		
Communications Course	HOM 500 or EM 604	2
General Theological Courses	(CA, CH, NT, OT, TH)	8
Leadership Courses	(CHP, CO, EM, HOM, IM, LD, PME, SF, TJA)	6
Christian Studies Summative Paper	CS 790	2
Open Electives		<u>5</u>
Total required hours for degree:		51

SUGGESTED SEQUENCE OF COURSES

Master of Arts (Christian Studies)

51 hours

		FALL	SPRING	SUMMER								
YEAR 1	GS 500	Thinking Biblically and Theologically	3	___	NT 511	Gospels and Acts	3	___	OT 512	Kingdom of Israel and Prophets	3	___
	CH 500	History of the Christian Movement	3	___	TM 501	Mentored Formation	1	___	NT 512	Epistles and Revelation	3	___
	OT 511	Israel's Early History and Poetry	3	___	ELECT	Leadership Courses ¹	6	___	ELECT	Open Electives	3	___
	TM 500	Intro to Mentored Formation	1	___								
	TOTAL SEMESTER HOURS:		10		TOTAL SEMESTER HOURS:		10		TOTAL SEMESTER HOURS:		9	
		FALL	SPRING									
YEAR 2	TH 501	Survey of Christian Doctrine I	3	___	CS 790	Christian Studies Summative	2	___				
	TM 601	Mentored Formation	1	___	TH 502	Survey of Christian Doctrine II	3	___				
	ELECT	Communications Course ²	2	___	TM 604	Mentored Formation Summative Experience	1	___				
	ELECT	General Theological Courses ³	5	___	ELECT	Open Electives	2	___				
					ELECT	General Theological Course ³	3	___				
TOTAL SEMESTER HOURS:		11		TOTAL SEMESTER HOURS:		11						

¹ All courses with the prefix CHP, CO, EM, HOM, IM, LD, PME, SF, and TJA meet the leadership course requirement.

² Choose either HOM 500 Introduction to Expository Preaching OR EM 604 Teaching for Life Change.

³ All courses with the prefix CA, CH, NT, OT, and TH meet the general theological course requirement.

Master of Arts (New Testament)

Program Description

Scripture has the power to change lives. The Master of Arts (New Testament) equips students to engage deeply the truths of Scripture. Gaining competence in its original languages—Greek and Hebrew—will equip student to become a conduit of Scripture’s transformation. Taught by leading experts in the field, the program prepares students to think critically, to develop biblical responses, to teach, write and serve in a wide range of contexts, including further research at the Doctor of Philosophy level in New Testament and related fields.

Program Goals

1. Graduates will access, understand, critique, and participate in scholarly discourse on the New Testament.
2. Graduates will translate and interpret selections of the New Testament in its original language.
3. Graduates will learn to interpret and apply the New Testament to engage people sensitively and redemptively in diverse settings, with regard to culture and theology, while maintaining their Evangelical identity.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts (New Testament) Core Courses		
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel’s Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
<i>Choose one of the following courses:</i>		
History of the Christian Movement	CH 500	3
Survey of Christian Doctrine I	TH 501	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts (New Testament) Major Courses		
Greek I and II <i>(required if not transferred in)</i>	NT 501, NT 502	6
Hebrew I and II	OT 501, OT 502	6
New Testament Theology	NT 601	3
Using Greek in NT Exegesis	NT 611	3
Exegesis of James	NT 612	3
Modern Methods of New Testament Study	NT 670	2
New Testament Thesis Proposal and Thesis	NT 796, NT 799	3
New Testament Electives ¹		6
Comprehensive Exam	EX NT	0
Total required hours for degree:		48²

¹ Electives can be selected from NT 540-560 Analysis of Selected Books; NT 640-660 Exegesis of Selected Books; NT 635 Letter to Romans; NT 801 Quests for the Historical Jesus; NT 802 Issues in Pauline Studies; NT 831 Advanced Greek Grammar and Linguistics; OT 741 Septuagint. Two of the elective hours must be a Gospels course (e.g., Mark, John).

² The total hours do not include NT 501 Greek I or NT 502 Greek II. If the student enters without NT 501 and NT 502, this will raise the total hours to 54 hours for the MA in New Testament program.

SUGGESTED SEQUENCE OF COURSES

Master of Arts (New Testament)

48 hours (54 without Greek I/II)

		FALL	SPRING	SUMMER		
YEAR 1	GS 500	Thinking Biblically and Theologically 3 ____	NT 512	Epistles and Revelation 3 ____	OT 512	Kingdom of Israel and Prophets 3 ____
	NT 511	Gospels and Acts 3 ____	NT 612	Greek Exegesis of James 3 ____	CH 500	History of the Christian Movement OR
	NT 611	Using Greek in New Testament Exegesis 3 ____	NT 796	New Testament Thesis Proposal 0 ____	TH 501	Survey of Christian Doctrine I 3 ____
	TM 500	Intro to Mentored Formation 1 ____	OT 511	Israel's Early History and Poetry 3 ____		
			TM 501	Mentored Formation 1 ____		
		TOTAL SEMESTER HOURS: 10	TOTAL SEMESTER HOURS: 10	TOTAL SEMESTER HOURS: 6		
YEAR 2	NT 601	New Testament Theology 3 ____	NT 799	New Testament Thesis Completion 3 ____		
	NT 670	Modern Methods of New Testament Study 2 ____	OT 502	Learning Hebrew and Its Grammar (Hebrew II) 3 ____		
	OT 501	Learning Hebrew and Its Tools (Hebrew I) 3 ____	ELECT	Open Elective 3 ____		
	ELECT	New Testament Elective ¹ 3 ____	TM 604	Mentored Formation 1 ____		
	TM 601	Mentored Formation 1 ____				
		TOTAL SEMESTER HOURS: 12	TOTAL SEMESTER HOURS: 10			

¹ Electives can be selected from NT 540-560 *Analysis of Selected Books*; NT 640-660 *Exegesis of Selected Books*; NT 635 *Letter to Romans*; NT 801 *Quests for the Historical Jesus*; NT 802 *Issues in Pauline Studies*; NT 831 *Advanced Greek Grammar and Linguistics*; OT 741 *Septuagint*. Two of the elective hours must be a Gospels course (e.g., Mark, John)

* In order to complete the degree within a two-year framework, students must be prepared to do a significant amount of thesis work during the summer in between their first and second years.

Master of Arts (Old Testament)

Program Description

Scripture has the power to change lives. Gaining competence in its original languages—Hebrew, Aramaic and Greek—will equip students to become conduits of Scripture’s transformation. The Master of Arts (Old Testament) equips students to engage deeply the truths of Scripture. Taught by leading experts in the field, students will learn creative solutions to minister in a complex and needy world. The program prepares students to think critically to teach, write and serve in a wide range of contexts, including further research at the Doctor of Philosophy level in Old Testament and related fields.

Program Goals

1. Graduates will access, understand, critique, and participate in scholarly discourse on the Old Testament.
2. Graduates will translate and interpret the Old Testament and related literature in its original and cognate languages.
3. Graduates will learn to interpret and to apply the Old Testament to engage people sensitively and redemptively in diverse settings, with regard to culture and theology, while maintaining their Evangelical identity.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts (Old Testament) Core Courses		
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel’s Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
<i>Choose one of the following three courses:</i>		
History of the Christian Movement	CH 500	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts (Old Testament) Major Courses		
Hebrew I and II (<i>required if not transferred in</i>)	OT 501, OT 502	6
Greek I and II	NT 501, NT 502	6
Old Testament Theology and Religion	OT 661	3
Old Testament Exegesis	OT 701, OT 745	6
Old Testament Thesis Proposal and Thesis	OT 796, OT 799	4
Old Testament Electives		6
Comprehensive Exam	EX OT	<u>0</u>
Total required hours for degree:		47¹

¹ The total hours do not include OT 501 Hebrew I or OT 502 Hebrew II. If the student enters without OT 501 and OT 502, this will raise the total hours to 53 hours for the MA in Old Testament program.

SUGGESTED SEQUENCE OF COURSES

Master of Arts (Old Testament)

47 hours (53 without Hebrew I/II)

Summer (if needed)

OT 501/OT 502 Learning Hebrew and Its Tools/Grammar (Hebrew I/II) [6]

		FALL		SPRING		SUMMER			
YEAR 1	GS 500	Thinking Biblically and Theologically	3 ___	OT 512	Kingdom of Israel and Prophets	3 ___	CT Core	CH 500, TH 501, or TH 502 ¹	3 ___
	OT 511	Israel's Early History and Poetry	3 ___	OT 745	Advanced Hebrew Exegesis	3 ___	NT 511	Gospels and Acts	3 ___
	OT 701	Hebrew Exegesis of Old Testament Texts	3 ___	OT 661	Old Testament Theology and Religion	3 ___	NT 512	Epistles and Revelation	3 ___
	TM 500	Intro to Mentored Formation	1 ___	TM 501	Mentored Formation	1 ___			
	TOTAL SEMESTER HOURS: 10			TOTAL SEMESTER HOURS: 10			TOTAL SEMESTER HOURS: 9		
		FALL		SPRING					
YEAR 2	NT 501	New Testament Greek I	3 ___	NT 502	New Testament Greek II	3 ___			
	ELECT	Old Testament Elective ²	4 ___	OT 799	Thesis in Old Testament	3 ___			
	OT 796	Old Testament Thesis Proposal	1 ___	ELECT	Old Testament Elective ²	2 ___			
	OT 798	Old Testament Thesis Continuation	0 ___	TM 604	Mentored Formation Summative Experience	1 ___			
	TM 601	Mentored Formation	1 ___	EX OT	Comprehensive Exam	0 ___			
TOTAL SEMESTER HOURS: 9			TOTAL SEMESTER HOURS: 9						

¹Students must choose between CH 500 History of the Christian Movement, TH 501 Survey of Christian Doctrine I, or TH 502 Survey of Christian Doctrine II.

Master of Arts (Theology)

Program Description

The Master of Arts (Theology) program explores the history, method, substance and significance of the classical areas of Christian doctrine and diverse theological movements. This exploration is pursued in a manner that cultivates skills of theological reflection so that students are equipped to understand, articulate and assess formulations of Christian belief, to help guide the life, ministry and worship of the Church, and to develop faithful Christian responses to contemporary cultural issues.

Program Goals

1. Graduates will be able to articulate a discerning understanding of Christian belief.
2. Graduates will be able to provide theological guidance for the life, ministry and worship of the Church.
3. Graduates will be able to faithfully, theologically engage contemporary cultural issues.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts (Theology) Core Courses		
Thinking Biblically and Theologically	GS 500	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
<i>Choose one of the following courses:</i>		
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
<i>Choose one of the following courses:</i>		
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts (Theology) Major Courses		
Seminar in Theological Method	TH 610	3
Introduction to Historical Theology	TH 615	3
<i>Choose one course from the following:</i>		
Christology and Pneumatology	TH 622	3
Anthropology and Soteriology	TH 624	3
Ecclesiology and Eschatology	TH 626	3
Theology Electives ¹		8/13
<i>Choose one track from the following:</i>		
Thesis Track	TH 600, 691, 796, 798, 799	8
Non-Thesis Track	TH 795	<u>3</u>

Total required hours for degree: 44

¹ Students who are approved to pursue a thesis will complete 8 credits of Theology electives, and students who do not pursue a thesis will complete 13 credits of Theology electives.

SUGGESTED SEQUENCE OF COURSES

Master of Arts (Theology)

44 hours

		FALL			SPRING			SUMMER				
YEAR 1	GS 500	Thinking Biblically and Theologically	3	—	TH 610	Seminar in Theological Method	3	—	NT Core	NT 511 or NT 512	3	—
	TH 501	Survey of Christian Doctrine I	3	—	TH 796	Theology Thesis Proposal ¹	1	—	OT Core	OT 511 or OT 512	3	—
	TH 502	Survey of Christian Doctrine II	3	—	TH 622	Christology and Pneumatology						
	TH 600	Research and Writing for Theology ¹	1	—		OR						
	TH 624	Anthropology and Soteriology				OR						
	TM 500	Intro to Mentored Formation	1	—	TH 626	Ecclesiology and Eschatology	3	—				
					TM 501	Mentored Formation	1	—				
TOTAL SEMESTER HOURS: 11				TOTAL SEMESTER HOURS: 8				TOTAL SEMESTER HOURS: 6				
		FALL			SPRING							
YEAR 2	ELECT	Theology Elective ²	6	—	TH 615	Introduction to Historical Theology	3	—				
	TH 691	Individualized Study ¹	3	—								
	TH 798	Theology Thesis Continuation ¹ (If needed, not required)	0	—	ELECT	Theology Elective ²	2	—				
	TH 799	Thesis in Theology ¹			TH 799	Thesis in Theology ¹	3	—				
	TM 601	Mentored Formation	1	—	TM 604	Mentored Formation Summative Experience	1	—				
TOTAL SEMESTER HOURS: 10				TOTAL SEMESTER HOURS: 9								

¹ This course is part of the Thesis Track option. Students who pursue a thesis will complete TH 600, TH 691, TH 796, and TH 799. Students who do not pursue a thesis will complete TH 795 Integrative Seminar in Theology in their final semester. These students do not undertake TH 600, TH 691, TH 796, or TH 799.

² Students who are approved to pursue a thesis will complete 8 credits of Theology electives, and students who do not pursue a thesis will complete 13 credits of Theology electives.

PROFESSIONAL MASTER OF ARTS DEGREE PROGRAMS

Master of Arts in Counseling, Clinical Mental Health Concentration¹

Program Goal

The Master of Arts in Counseling (Clinical Mental Health Concentration) equips clinically competent mental health practitioners with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders as licensed professional counselors in diverse clinical, educational, and ministry settings.

Curriculum	Course #	Sem. Hrs.
Master of Arts in Counseling Core Courses		
Theological Foundations for Counseling	CO 501	3
Counseling Theories	CO 502	3
Human Development and Counseling	CO 503	3
Psychopathology and Diagnosis	CO 504	3
Groups in Counseling	CO 505	3
Counseling Foundations	CO 510	3
Career Development and Assessment	CO 525	3
Research and Evaluation in Counseling	CO 601	3
Assessment and Measurement in Counseling	CO 602	3
Professional Orientation	CO 615	3
Social and Cultural Foundations	CO 621	3
Counseling and Spirituality	CO 631	3
New Testament Survey for Counseling	NT 509	2
Old Testament Survey for Counseling	OT 509	2
Master of Arts in Counseling (Clinical Mental Health) Concentration Courses		
Counseling Practicum	CO 511	3
Marriage and Family Counseling	CO 552	3
Addictions and Counseling	CO 555	3
Clinical Counseling Internship I	CO 795	3
Clinical Counseling Internship II	CO 797	3
Counseling Electives (see degree worksheet)		9
Comprehensive Exam ²	EX CO	<u>0</u>
Total required hours for degree:		64

¹ This program is consistent with licensure requirements for the State of Colorado as of 1/1/2025. See the State Licensure Disclosure page on denverseminary.edu for information pertaining to licensure requirements outside of Colorado.

² Students who receive approval and successfully complete a thesis do not need to take the Comprehensive Exam, but instead will register for CO 793 Counseling Thesis Proposal (1 hour), CO 798 Counseling Thesis Continuation (if applicable), and CO 799 Thesis in Counseling (2 hours). See the thesis continuation details policy under the registration section of Academic Procedures.

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Counseling, Clinical Mental Health Concentration

64 hours

	FALL	SPRING	SUMMER
YEAR 1	CO 502 Counseling Theories 3 ____ CO 510 Counseling Foundations 3 ____ OT 509 Old Testament Survey for Counseling Students 2 ____	CO 503 Human Development and Counseling 3 ____ CO 504 Psychopathology and Diagnosis 3 ____ NT 509 New Testament Survey for Counseling Students 2 ____	CO 501 Theological Foundations in Counseling 3 ____ CO 555 Addictions and Counseling 3 ____
	TOTAL SEMESTER HOURS 8	TOTAL SEMESTER HOURS 8	TOTAL SEMESTER HOURS 6
	YEAR 2	CO 511 Counseling Practicum 3 ____ CO 615 Professional Orientation 3 ____ ELECT Counseling Elective ¹ 2 ____	CO 601 Research and Evaluation in Counseling 3 ____ CO 621 Social and Cultural Foundation ELECT Counseling Elective ¹ 3 ____
TOTAL SEMESTER HOURS 8		TOTAL SEMESTER HOURS 9	TOTAL SEMESTER HOURS 8
YEAR 3		CO 525 Career Development and Assessment 3 ____ CO 795 Clinical Counseling Internship I ² 3 ____ CO 602 Assessment and Measurement In Counseling 3 ____	CO 631 Counseling and Spirituality 3 ____ CO 797 Clinical Counseling Internship II 3 ____ ELECT Counseling Elective ¹ 2 ____ EX CO Comprehensive Exam 0 ____
	TOTAL SEMESTER HOURS 9	TOTAL SEMESTER HOURS 8	

¹ Students must choose at least two of the following courses at either 2 or 3 credits each. Other CO-prefixed electives can be taken, as needed, to fulfill the total electives requirement of 9 credits:

CO 543 Sexuality and Counseling,

CO 646 Trauma and Abuse,

CO 658 Neurological Function and Psychopharmacology in Counseling

**This program can be combined into a dual concentration of clinical mental health counseling and school counseling. For further information on this dual concentration option, please reach out to your academic advisor.*

Master of Arts in Counseling, School Counseling Concentration

Program Goal

The Master of Arts in Counseling (School Counseling Concentration) equips clinically competent school counselors with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders in school counseling in diverse P-16 school settings.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Counseling Core Courses		
Theological Foundations for Counseling	CO 501	3
Counseling Theories	CO 502	3
Human Development and Counseling	CO 503	3
Psychopathology and Diagnosis	CO 504	3
Child and Adolescent Groups in Counseling	CO 508	3
Counseling Foundations	CO 510	3
Career and College Preparation	CO 527	3
Research and Evaluation in Counseling	CO 601	3
Child and Adolescent Assessment and Measurement in Counseling	CO 653	3
Professional Orientation	CO 615	3
Social and Cultural Foundations	CO 621	3
Counseling and Spirituality	CO 631	3
New Testament Survey for Counseling	NT 509	2
Old Testament Survey for Counseling	OT 509	2
Master of Arts in Counseling (School Counseling) Concentration Courses		
Introduction to School Counseling	CO 506	3
Programs in School Counseling	CO 507	3
School Counseling Practicum	CO 512	3
Counseling Children and Adolescents	CO 556	3
Brief Counseling for Clinical and School Settings	CO 561	2
Seminar in School Counseling	CO 692	1
School Counseling Internship I	CO 785	3
School Counseling Internship II	CO 787	3
<i>Choose one course from the following school counseling electives:</i>		3
Sexuality and Counseling	CO 543	
Marriage and Family Counseling	CO 552	
Addictions and Counseling	CO 555	
Counseling for Trauma and Abuse	CO 646	
Neurological Function and Psychopharmacology in Counseling	CO 658	
Comprehensive Exam ¹	EX CO	<u>0</u>
Total required hours for degree:		64

¹Students who receive approval and successfully complete a thesis do not need to take the Comprehensive Exam, but instead will register for CO 793 Counseling Thesis Proposal (1 hour), CO 798 Counseling Thesis Continuation (if applicable), and CO 799 Thesis in Counseling (2 hours). See the thesis continuation details policy under the registration section of Academic Procedures.).

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Counseling, School Counseling Concentration

64 hours

¹ Students who receive approval to write a thesis should replace three hours of counseling electives with CO 793 Counseling Thesis Proposal (1

	FALL			SPRING			SUMMER				
YEAR 1	OT 509	Old Testament Survey for Counseling Students	2 ____	CO 502	Counseling Theories	3 ____	CO 501	Theological Foundations in Counseling	3 ____		
	CO 506	Intro to School Counseling	3 ____	CO 503	Human Development and Counseling	3 ____	CO 556	Counseling Adolescents and Children	3 ____		
	CO 510	Counseling Foundations	3 ____	CO 504	Psychopathology and Diagnosis	3 ____					
	TOTAL SEMESTER HOURS			8	TOTAL SEMESTER HOURS			9	TOTAL SEMESTER HOURS		
YEAR 2	CO 512	School Counseling Practicum	3 ____	CO 561	Brief Counseling for Clinical and School Settings	2 ____	CO 692	Seminar in School Counseling	1 ____		
	CO 615	Professional Orientation	3 ____	CO 601	Research and Evaluation in Counseling	3 ____	CO 631	Counseling and Spirituality	3 ____		
	NT 509	New Testament Survey for Counseling Students	2 ____	CO 621	Social and Cultural Foundations in Counseling	3 ____	ELECT	School Counseling Elective ¹	3 ____		
	TOTAL SEMESTER HOURS			8	TOTAL SEMESTER HOURS			8	TOTAL SEMESTER HOURS		
YEAR 3	CO 527	Career and College Preparation	3 ____	CO 508	Child and Adolescent Groups in Counseling	3 ____					
	CO 785	School Counseling Internship I ²	3 ____	CO 507	Programs in School Counseling	3 ____					
	CO 653	Child and Adolescent Assessment and Measurement in Counseling	3 ____	CO 787	School Counseling Internship II	3 ____					
	TOTAL SEMESTER HOURS			9	EX CO	Comprehensive Exam	0 ____	TOTAL SEMESTER HOURS			9

hour) and CO 799 Thesis in Counseling (2 hours).

² Students are required to meet with the Assistant Director of Clinical Training for a pre-internship interview a minimum of two semesters before they intend on beginning Internship I.

Master of Arts in Leadership

Program Description

The world needs competent leaders with integrity and a holy imagination. This degree program prepares students to design, implement, and assess a culturally-engaged, digitally-informed, and gospel-centered leadership philosophy. Whether preparing for doctoral work in leadership, or training to lead in the non-profit, business, community, or public sector, students will engage evangelical thought and contemporary leadership theory to develop a framework for Jesus-shaped leadership strategy. In collaborative learning communities, through biblical and theological reflection, students will acquire the knowledge, skills, and behaviors vital to leading diverse organizations.

Program Goals

1. Graduates will be able to design, implement, and assess their culturally-engaged, digitally-informed, and gospel-centered leadership philosophy through leadership theory and evangelical theology.
2. Graduates will be able to create a strategy for inward, outward, and communal development anchored in the redemptive power of the gospel and the life-changing truth of Scripture.
3. Graduates will be able to understand best practices to effectively communicate, administrate, lead change, manage power, and resolve conflict.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Leadership Core Courses		
Thinking Biblically and Theologically	GS 500	3
Theological and Theoretical Foundations for Leadership	LD 501	3
Spirituality for Leaders in Ministry	SF 602	3
Redemption and Justice in the Old and New Testament	TJA 501	3
Kingdom of Israel and Prophets	OT 512	3
<i>Choose one of the following courses:</i>		
Gospel and Acts	NT 511	3
Epistles and Revelation	NT 512	3
<i>Choose one of the following courses:</i>		
History of the Christian Movement	CH 500	3
Survey of Christian Doctrine I	TH 501	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts in Leadership Degree Courses		
Formational Leadership: Character, Identity, and Habits for Servant Leaders	LD 549	3
Leadership Presence: Emotional, Social, and Cultural Intelligence	LD 565	3
Formational Leadership: Developing Resilient Leaders and Teams	LD 649 ¹	2-3
Leadership Presence: Communication, Negotiation, and Conflict Resolution	LD 656 ¹	2-3
Organizational Leadership: Management, Administration, and Systems-Thinking	LD 675 ¹	2-3
Organizational Leadership: Change, Conflict, and Culture	LD 685 ¹	2-3
Current Issues in Leadership	LD 700	3
Total required hours for degree:		45

¹These courses may be taken for either two or three credits, but students must take at least 11 credits for these four courses.

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Leadership

45 hours

	FALL	SPRING	SUMMER
YEAR 1	TJA 501 Redemption and Justice in the Old and New Testament 3 ____	SF 602 Spirituality for Leaders in Ministry 3 ____	NT Core NT 511 or NT 512 ¹ 3 ____
	GS 500 Thinking Biblically and Theologically 3 ____	LD 549 FL: Character, Identity, and Habits for Disciplined and Ethical Servant Leadership 3 ____	OT 512 Kingdom of Israel and Prophets 3 ____
	LD 501 Theological and Theoretical Foundations for Leadership 3 ____	LD 565 LP: Emotional, Social, and Cultural Intelligence 3 ____	CH 500 History of the Christian Movement OR
	TM 500 Intro to Mentored Formation 1 ____	TM 501 Mentored Formation 1 ____	TH 501 Survey of Christian Doctrine I 3 ____
	TOTAL SEMESTER HOURS 10	TOTAL SEMESTER HOURS 10	TOTAL SEMESTER HOURS 9
YEAR 2	LD 649 FL: Developing Resilient Leaders and Teams ² 2-3 ____	LD 675 OL: Management, Administration, and Systems-Thinking ² 2-3 ____	
	LD 656 LP: Communication, Negotiation, and Conflict Resolution ² 2-3 ____	LD 685 OL: Change, Conflict, and Culture ² 2-3 ____	
	TM 601 Mentored Formation 1 ____	LD 700 Current Issues in Leadership 2 ____	
	Elective Open Elective 3 ____	TM 604 Mentored Formation Summative Experience 1 ____	
	TOTAL SEMESTER HOURS 8-10	TOTAL SEMESTER HOURS 7-9	

¹ Students must take either NT 511 Gospel and Acts or NT 512 Epistles and Revelation.

² These courses may be taken for either two or three credits, but students must take at least 11 credits for these four courses.

Master of Arts in Pastoral Care

Program Goals

The Master of Arts in Pastoral Care is designed to prepare students to integrate their Christian faith with competent pastoral care and counseling abilities. The program includes a core curriculum in Bible and theology, complemented by theory and skills in pastoral caregiving. Students who graduate with this degree will be equipped to serve church and parachurch ministries as pastoral caregivers.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Pastoral Care Core Courses		
Pastoral Care and Counseling Relationships	PC 500	3
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts in Pastoral Care Degree Courses		
Communication in Pastoral Care	PC 530	2
Developmental Growth and Diversity in Pastoral Care	PC 630	3
Brief Counseling in Ministry	PC 560	3
Counseling Issues in Pastoral Care	PC 600	3
Grief and Loss Counseling	PC 650	2
Community-Based Ministry Internship	PC 775	3
Comprehensive Exam	EX PC	<u>0</u>
	Total required hours for degree:	44

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Pastoral Care

44 hours

		FALL	SPRING	SUMMER					
YEAR 1	PC 500	Pastoral Care and Counseling Relationships	3 ____	PC 630	Developmental Growth and Diversity In Pastoral Care	3 ____	NT 511	Gospels and Acts	3 ____
	PC 530	Communication in Pastoral Care	2 ____	PC 560	Brief Counseling for Ministry	3 ____	PC 650	Grief and Loss Counseling	2 ____
	OT 511	Israel's Early History and Poetry	3 ____	OT 512	Kingdom of Israel and Prophets	3 ____			
	TM 500	Intro to Mentored Formation	1 ____	TM 501	Mentored Formation	1 ____			
		TOTAL SEMESTER HOURS	9		TOTAL SEMESTER HOURS	10		TOTAL SEMESTER HOURS	5
YEAR 2	PC 600	Counseling Issues in Pastoral Care	3 ____	PC 775	Community-Based Ministry Internship	3 ____			
	GS 500	Thinking Biblically and Theologically	3 ____	NT 512	Epistles and Revelation	3 ____			
	TH 501	Survey of Christian Doctrine I	3 ____	TH 502	Survey of Christian Doctrine II	3 ____			
	TM 601	Mentored Formation	1 ____	TM 604	Mentored Formation	1 ____			
					EX PC	Comprehensive Exam	0 ____		
		TOTAL SEMESTER HOURS	10		TOTAL SEMESTER HOURS	10			

Master of Arts in Spiritual Formation

Program Description

People transformed by Christ's love and grace transform lives. Spiritual Formation students enter into a community of learners who are on an intentional journey of whole-life transformation that is personal, communal, and missional. The collaborative learning experience equips students to lead others – in church, parachurch, and retreat settings – into new pathways of growth and maturity for the sake of the church and the world.

Program Goals

1. Graduates will evaluate and adopt a process of personal transformation into Christlikeness that is biblically rooted, historically validated, and theologically grounded.
2. Graduates will develop an increased capacity to live as a person-in-community through a growing self-awareness, an appropriate vulnerability with others, and a deepening listening presence.
3. Graduates will be equipped to promote and guide transformation ministries in churches and organizations through teaching, pastoring, leading retreats, writing, and one-on-one soul care.
4. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Spiritual Formation Core Courses		
Thinking Biblically and Theologically	GS 500	3
Theological and Theoretical Foundations for Leadership	LD 501	3
Spirituality for Leaders in Ministry	SF 602	3
Redemption and Justice in the Old and New Testament	TJA 501	3
Gospel and Acts	NT 511	3
Israel's Early History and Poetry	OT 511	3
Survey of Christian Doctrine I	TH 501	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts in Spiritual Formation Degree Courses		
Theology for Spiritual Formation	SF 503	3
Introduction to Transformational Discipleship	SF 504	3
The Spiritual Journey and Human Development	SF 505	3
History and Traditions of Christian Spirituality	SF 600	3
Community and Formation	SF 615	2
Open Electives		<u>3</u>
	Total required hours for certificate:	42

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Spiritual Formation

42 hours

		FALL	SPRING	SUMMER					
YEAR 1	GS 500	Thinking Biblically and Theologically	3 ___	SF 600	History and Traditions of Christian Spirituality	3 ___	NT 511	Gospel and Acts	3
	OT 511	Israel's Early History	3 ___	TH 501	Survey of Christian Doctrine I	3 ___			
	SF 504	Introduction to Transformational Discipleship	3 ___	LD 501.3	Theological and Theoretical Foundations for Leadership	3 ___			
	TM 500	Intro to Mentored Formation	1 ___	TM 501	Mentored Formation	1 ___			
	TOTAL SEMESTER HOURS: 10			TOTAL SEMESTER HOURS: 10			TOTAL SEMESTER HOURS: 3		
		FALL	SPRING						
YEAR 2	SF 505	The Spiritual Journey and Human Development ¹	3 ___	SF 602	Spirituality for Leaders in Ministry	3 ___			
	TJA 501	Redemption and Justice in the Old And New Testament	3 ___	SF 615	Community and Formation Internship Experience ¹	2 ___			
	SF 503	Theological Foundations for Spiritual Formation	3 ___	TM 604	Mentored Formation Summative Experience	1 ___			
	TM 601	Mentored Formation	1 ___	ELECT	Open Elective	3 ___			
	TOTAL SEMESTER HOURS: 10			TOTAL SEMESTER HOURS: 9					

¹Offered every other year.

Master of Arts in Theology, Justice, and Social Advocacy

Program Description

The mission of God is a holistic work of redemption that includes meeting people in their suffering, proclaiming the kingdom of God, and working to address the brokenness in communities, systems, and institutions. The MA in Theology, Justice, and Social Advocacy will prepare students to participate in this holistic mission by equipping them with the biblical and theological foundations of justice, practice in transformative cultural analysis, competencies in Christian advocacy and community development, and skills in non-profit leadership. Students will evaluate and engage current and emerging social issues with integrity through biblical studies, theological reflection, ethics, organizational leadership, and practical experience while developing authentic relationships with practitioners and leaders across various disciplines and occupations.

Program Goals

1. Graduates will be able to integrate biblical studies, theological reflection, and cultural analysis to better understand current and emerging concerns locally and globally.
2. Graduates will be able to research an area of concern, understand the context of the public sector, and develop strategic advocacy plans that work to alleviate or mitigate the effects of the concern.
3. Graduates will be able to employ the concepts of congregational public theology and community development to a specific context in a local community.
4. Graduates will integrate concepts of non-profit organization and social entrepreneurship with practical experience in the field to develop a project or research plan that promotes human flourishing.
5. Graduates will discern, develop, manage, and reflect on whole-life mentored learning experiences in relationship to matters of lifelong character formation and Christian maturity.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Master of Arts in Theology, Justice, and Social Advocacy Core Courses		
Thinking Biblically and Theologically	GS 500	3
Kingdom of Israel and Prophets	OT 512	3
Gospel and Acts OR	NT 511	
Epistles and Revelation	NT 512	3
Survey of Christian Doctrine I	TH 501	3
Theological and Theoretical Foundations for Leadership	LD 501	3
Spirituality for Leaders in Ministry	SF 602	3
Mentored Formation	TM 500, TM 501, TM 601, TM 604	4
Master of Arts in Theology, Justice, and Social Advocacy Degree Courses		
Redemption and Justice in the Old and New Testament	TJA 501	3
Justice in the Public Square: Christian Advocacy	TJA 600	3
Congregational Public Theology and Community Development	TJA 611	3
Non-Profit Leadership, Organization and Social Entrepreneurship	TJA 612	3
Summative Research in Theology, Justice, and Social Advocacy	TJA 700	2
<i>Choose one of the following courses:</i>		
Seminar in Cultural Analysis	TJA 502	
Immersion in Historical and Current Issues	TJA 511	3
Total required hours for degree:		39

SUGGESTED SEQUENCE OF COURSES

Master of Arts in Theology, Justice, and Social Advocacy

39 hours

	FALL	SPRING	SUMMER
YEAR 1	GS 500 Thinking Biblically and Theologically 3 ___	SF 602.3 Spirituality for Leaders in Ministry 3 ___	TJA 511 Immersion in Historical & Current Issues (if replacing TJA 502) ¹ 3 ___
	TJA 501 Redemption and Justice in the Old and New Testament 3 ___	TJA 502 Seminar in Cultural Analysis ¹ 3 ___	
	TH 501 Survey of Christian Doctrine 3 ___	LD 501.3 Theological and Theoretical Foundations for Leadership 3 ___	
	TM 500 Intro to Mentored Formation 1 ___	TM 501 Mentored Formation 1 ___	
	TOTAL SEMESTER HOURS 10	TOTAL SEMESTER HOURS 7 or 10	TOTAL SEMESTER HOURS 0 or 3
YEAR 2	TJA 600 Justice in the Public Square 3 ___	TJA 612 Non-Profit Leadership, Organization and Social Entrepreneurship 3 ___	
	TJA 611 Congregational Public Theology and Community Development 3 ___	TJA 700 Summative Research in Theology, Justice, and Advocacy 2 ___	
	OT 512 Kingdom of Israel and Prophets 3 ___	NT Core NT Core Course ² 3 ___	
	TM 601 Mentored Formation 1 ___	TM 604 Mentored Formation 1 ___	
	TOTAL SEMESTER HOURS 10	TOTAL SEMESTER HOURS 9	

¹TJA 511 is only offered during the summer semester and requires travel. Students have the option to replace TJA 511 with TJA 502 but are not required to take both courses.

²Students must take either NT 511 Gospel and Acts OR NT 512 Epistles and Revelation.

MASTER OF THEOLOGY (THM) DEGREE

The Master of Theology degree is intended for students who wish to pursue doctoral studies and/or broaden their biblical and theological knowledge beyond what can be achieved in a Master of Divinity or Master of Arts program.

Program Goals

1. Graduates will demonstrate the knowledge necessary to pursue further studies at the doctoral-level in Old Testament, New Testament, or Theology.
2. Graduates will demonstrate the knowledge necessary to serve in vocational ministry, including church leadership and parachurch organizations

Master of Theology Prerequisites

Each Master of Theology concentration requires the following pre-requisites:

Course #	Sem. Hrs.
600-700 level General Biblical and Theological Studies	6

Degree Requirements

1. The completion of a minimum of thirty hours is required for the Master of Theology, including the six hours of 600-700 level General Biblical and Theological Studies coursework noted above.
2. The successful completion of a comprehensive exam and a thesis or specialized project specific to the concentration.

Graduation Requirements

1. Satisfactory completion of a minimum of thirty semester hours and completion of all degree requirements. A minimum cumulative grade point average of 3.00 is required for graduation.
2. Satisfactory completion of the summative experience required by the major department. This will require the passing of a comprehensive examination administered by the major department as well as the satisfactory completion of a thesis or specialized project.
3. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation application for a given semester. After the graduation application submission deadline, students will receive notice of their application approval status.
4. The fulfillment of all financial obligations to Denver Seminary.
5. Completion of all course work that is applying to the degree within the timeframe specified in the Program Completion Time Limits policy (this includes any transfer credit or advanced standing that applies to the degree program). Withdrawal from the Seminary for any period of time during the degree program does not affect this time limit.
6. Submission of a signed statement of agreement with the National Association of Evangelicals' *Statement of Faith*.

Master of Theology (New Testament)

Program Description

The Master of Theology (ThM) with a concentration in New Testament is intended for students who have completed a Master of Divinity or a Master of Arts (New Testament). This degree provides students with opportunities to focus on such topics as advanced Greek grammar and linguistics, the historical Jesus, and issues in Pauline studies. If a student desires to specialize in the New Testament for teaching, ministry enrichment, or doctoral studies, the Master of Theology provides a foundation in the critical study of the New Testament

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
ThM Prerequisites (600 or 700 level)		6
New Testament Theology	NT 601	3
New Testament Electives (600 level) ¹		6
New Testament Electives (800 level)		9
<i>Choose one of the following ThM New Testament Capstone tracks:</i>		6
Non-Thesis Track	NT 891, NT 995	
Thesis Track ²	NT 996, NT 999	
Comprehensive Exam	EX THMNT	<u>0</u>
Total required hours for degree:		30

SUGGESTED SEQUENCE OF COURSES

Master of Theology (New Testament)

30 hours (24 hours plus 6 hours of prerequisites)

GENERAL BIBLICAL and THEOLOGICAL STUDIES PREREQUISITES					
600 or 700 level general biblical and theological course	¹ _____	3 ____			
600 or 700 level general biblical and theological course	¹ _____	3 ____			
TOTAL SEMESTER HOURS		6			
FALL			SPRING		
ELECT	NT 600 level Elective ¹ _____	3 ____	NT 601	New Testament Theology	3 ____
ELECT	NT 600 level Elective ¹ _____	3 ____	ELECT	NT 800 level Elective _____	3 ____
ELECT	NT 800 level Elective _____	3 ____	NON-THESIS OPTION:		
			NT 891	Individualized Study	3 ____
			THESIS OPTION ² :		
			NT 996	New Testament Thesis Proposal	2 ____
TOTAL SEMESTER HOURS		9	TOTAL SEMESTER HOURS		8 or 9
ELECT	NT 800 level Elective _____	3 ____			
EX THMNT	ThM New Testament Comprehensive Exam	0 ____			
NON-THESIS OPTION:					
NT 995	Specialized Project in New Testament	3 ____			
THESIS OPTION ² :					
NT 999	New Testament Thesis Completion	4 ____			
TOTAL SEMESTER HOURS		6 or 7			

¹ NT major students can complete up to 4 hours of 600-700 level courses with an OT prefix

² Students who desire to complete a thesis must complete the thesis application, obtain the approval of the Director of the ThM concentration, and submit the application to the Director of the ThM concentration by December 1st (spring thesis) or May 1st (fall thesis).

Master of Theology (Old Testament)

Program Description

The Master of Theology (ThM) with a concentration in Old Testament is intended for students who have completed a Master of Divinity or a Master of Arts (Old Testament). This degree provides students with opportunities to focus on such topics as the history of ancient Israel, advanced exegesis of the Hebrew texts (prose and poetry), and the study of ancient Semitic languages related to the Old Testament. If a student desires to specialize in the Old Testament for teaching, ministry enrichment, or doctoral studies, the Master of Theology provides a foundation in the critical study of the Old Testament.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
ThM Prerequisites (600 or 700 level)		6
Old Testament Theology and Religion	OT 661	3
Old Testament Electives (600 or 700 level) ¹		6
Old Testament Electives (800 level)		9
Choose one of the following ThM Old Testament Capstone tracks:		6
Non-Thesis Track	OT 891, OT 995	
Thesis Track ²	OT 996, OT 998, OT 999	
Comprehensive Exam	EX THMOT	<u>0</u>
Total required hours for degree:		30

SUGGESTED SEQUENCE OF COURSES

Master of Theology (Old Testament)

30 hours (24 hours plus 6 hours of prerequisites)

GENERAL BIBLICAL and THEOLOGICAL STUDIES PRE-REQUISITES			
600 or 700 level general biblical and theological course	¹ _____		3 ____
600 or 700 level general biblical and theological course	¹ _____		3 ____
	TOTAL SEMESTER HOURS		6
FALL		SPRING	
ELECT	OT 600 or 700 level Elective ¹ _____	OT 661	Old Testament Theology and Religion
	3 ____	ELECT	OT 800 Level Elective _____
ELECT	OT 600 or 700 level Elective ¹ _____		3 ____
	3 ____	NON-THESIS OPTION:	
ELECT	OT 800 Level Elective _____	OT 891	Individualized Study
	3 ____		3 ____
TOTAL SEMESTER HOURS		TOTAL SEMESTER HOURS	
	9		8 or 9
ELECT	OT 800 Level Elective _____		
EX THMOT	ThM Old Testament Comprehensive Exam		
	3 ____		
	0 ____		
NON-THESIS OPTION:			
OT 995	Specialized Project in Old Testament		3 ____
OT 998	Thesis Continuation		0 ____
THESIS OPTION ² :			
OT 999	Thesis in Old Testament		4 ____

¹ OT major students can complete up to 4 hours of 600-700 level courses with an NT prefix

² Students who desire to complete a thesis must complete the thesis application, obtain the approval of the Director of the ThM concentration, and submit the application to the Director of the ThM concentration by December 1st (spring thesis) or May 1st (fall thesis).

Master of Theology (Theology)

Program Description

The Master of Theology (ThM) with a concentration in Theology blends foundations of biblical, theological, and practical ministry and gives students opportunities to broaden and deepen their understanding of Christian theology. This degree provides students with opportunities to focus on such topics as thinking theologically about issues and trends in the contemporary church, studying the articulation, interpretations, and practices related to expressing one's faith through creeds and confessions, and examining the key doctrines and systems of the Christian faith, including Trinitarian theology, its proponents, models, and application for church ministry. Emphasis will be placed on student research and writing, so this degree is excellent preparation for doctoral studies or for those desiring to write for publication.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
ThM Prerequisites (600 or 700 level)		6
Research and Writing for Theology ¹	TH 600	1
Theology Electives (600 level)		8
Theology Electives (800 level)		9
<i>Choose one of the following ThM Theology Capstone tracks:</i>		6
Non-Thesis Track	TH 891, TH 995	
Thesis Track ²	TH 996, TH 999	
Comprehensive Exam	EX THMTH	<u>0</u>
Total required hours for degree:		30

SUGGESTED SEQUENCE OF COURSES

Master of Theology (Theology)

30 hours (24 hours plus 6 hours of prerequisites)

GENERAL BIBLICAL and THEOLOGICAL STUDIES PRE-REQUISITES			
600 or 700 level general biblical and theological course	_____		3 ____
600 or 700 level general biblical and theological course	_____		3 ____
TOTAL SEMESTER HOURS			6
FALL		SPRING	
TH 600 ¹	Research and Writing for Theology	1 ____	ELECT TH 600 Level Elective _____ 3 ____
ELECT	TH 600 level Elective _____	2 ____	ELECT TH 800 Level Elective _____ 3 ____
ELECT	TH 600 level Elective _____	3 ____	NON-THESIS OPTION:
ELECT	TH 800 Level Elective _____	3 ____	TH 891 Individualized Study 3 ____
TOTAL SEMESTER HOURS			8 or 9
9			8 or 9
ELECT	TH 800 Level Elective _____	3 ____	THESIS OPTION ² :
EX THMTH	ThM Theology Comprehensive Exam	0 ____	TH 996 Theology Thesis Proposal 2 ____
NON-THESIS OPTION:			
TH 995	Specialized Project in Theology	3 ____	
THESIS OPTION ² :			
TH 999	Thesis in Theology	4 ____	
TOTAL SEMESTER HOURS			6 or 7
6 or 7			

¹ TH 600, or an equivalent graduate-level research and writing course from another accredited institution, is required for ThM (Theology) students.

² Students who desire to complete a thesis must complete the thesis application, obtain the approval of the Director of the ThM concentration, and submit the application to the Director of the ThM concentration by December 1st (spring thesis) or May 1st (fall thesis)

Graduate Certificates

Graduate certificates are designed for those who want a focused and limited course of study in a specific subject area. They also give students the opportunity to consider further study in a full degree program by being “stackable” and applying toward the master’s degree program in that subject area. They are excellent options for continuing education credits as well as personal enrichment.

Graduation Requirements

1. Satisfactory completion of the required credit hours for the graduate certificate.
2. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar’s Office for the link to the graduation application for a given semester. After the graduation application submission deadline, students will receive notification of their application approval status.
3. The fulfillment of all financial obligations to Denver Seminary.
4. Completion of all course work that is applying to the graduate certificate within the timeframe specified in the Program Completion Time Limits policy. Withdrawal from the Seminary for any period of time during the graduate certificate program does not affect this time limit.

GRADUATE CERTIFICATE IN ANGLICAN STUDIES

The Graduate Certificate in Anglican Studies is offered in partnership with the Ridley Institute at St. Andrews Church in Charleston, SC and is designed to meet the educational requirements for ordination to either the diaconate or priesthood within the Anglican Church in North America (ACNA). Students in this certificate must also apply and be accepted to the Anglican Studies certificate program through the Ridley Institute. - <https://ridleyinstitute.com/seminary/anglican-studies/>. Though designed for those who anticipate Anglican ordination, it is open to all students. This graduate certificate requires the following courses:

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
History of the Christian Movement	CH 500	3
Anglican History and Theology I: Foundations	CH 551	3
Anglican History and Theology II: Development of the Tradition	CH 552	3
Thinking Biblically and Theologically	GS 500	3
Worship in the Prayer Book Tradition	PME 605	3
Anglican Pastoral Identity and Practice	PME 606	3
<i>Choose one course from the following:</i>		
Gospel and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel’s Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
<i>Choose one course from the following:</i>		
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II*	TH 502	3
Total required hours for degree:		24

*The standard requirement of TH 501 as a prerequisite for TH 502 is waived for this certificate due to the theological nature of the required Anglican Studies courses.

GRADUATE CERTIFICATE IN BIBLICAL HEBREW AND SEMITIC LANGUAGES

The Graduate Certificate in Biblical Hebrew and Semitic Languages is for students who have strong language skills and wish to get a good foundation in the literature and cultures of the biblical world (especially the Old Testament/Hebrew Bible). Students who complete this Graduate Certificate will have a solid grasp of the context in which the Israelites lived and will appreciate Israel's neighbors and their literature. Graduates will have established a good foundation for further studies at the Master's level, and will serve as preparation for doctoral studies in Old Testament/Hebrew Bible and Comparative Semitics. All courses in this Graduate Certificate are transferable into the MA Old Testament degree. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Learning Hebrew and Its Tools (Hebrew I)	OT 501	3
Learning Hebrew and Its Grammar (Hebrew II)	OT 502	3
<i>Choose three courses from the following:</i>		
Hebrew Exegesis of Old Testament Text	OT 701	3
Aramaic	OT 742	3
Northwest Semitic Inscriptions	OT 743	3
Ugaritic	OT 744	3
Advanced Hebrew Exegesis	OT 745	3
Akkadian I	OT 746	3
Akkadian II	OT 747	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN BIBLICAL LANGUAGES

The Graduate Certificate in Biblical Languages is for students who wish to learn Biblical Hebrew and Koine Greek for preaching, teaching, and exegesis. This Graduate Certificate will allow students to access the Old and New Testaments in their original languages through study of the grammar, syntax, and rhetoric of Hebrew and Greek. All courses in this Graduate Certificate are transferable into the Master of Arts Old Testament, Master of Arts New Testament, and Master of Divinity programs. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
New Testament Greek I	NT 501	3
New Testament Greek II	NT 502	3
Learning Hebrew and Its Tools (Hebrew I)	OT 501	3
Learning Hebrew and Its Grammar (Hebrew II)	OT 502	3
<i>Choose one course from the following:</i>		
Using Greek in New Testament Exegesis	NT 611	3
Hebrew Exegesis of Old Testament Text	OT 701	3
Septuagint	OT 741	3
Northwest Semitic Inscriptions	OT 743	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN BIBLICAL AND THEOLOGICAL STUDIES

The Graduate Certificate in Biblical and Theological Studies is for students who want to know more about the Christian faith, and this certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Thinking Biblically and Theologically	GS 500	3
Gospels and Acts	NT 511	3
Epistles and Revelation	NT 512	3
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Open Electives		<u>4</u>
Total required hours for degree:		25

GRADUATE CERTIFICATE IN CHRISTIAN THOUGHT AND MINISTRY

The Graduate Certificate in Christian Thought and Ministry is for students who want to know more about the application of Christian Thought to Life and Ministry. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Spirituality for Leaders in Ministry	SF 602	3
History of the Christian Movement	CH 500	3
Thinking Biblically and Theologically	GS 500	3
Theological and Theoretical Foundations for Leadership	LD 501	3
Survey and Interpretation of the New Testament	NT 508	3
Survey and Interpretation of the Old Testament	OT 508	3
Introduction to Theological Reflection	TH 508	3
Redemption and Justice in the Old and New Testament	TJA 501	<u>3</u>
Total required hours for degree:		24

GRADUATE CERTIFICATE IN GLOBAL THEOLOGY

The Graduate Certificate in Global Theology orients students to the history and shape of global theology primarily in the context of 20th and 21st century context. Students may concentrate their studies on the majority world theology with an appropriate grasp of contemporary Euro-American theology.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hours</i>
Thinking Biblically and Theologically	GS 500	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Seminar in Theological Method	TH 610	3
<i>Choose one of the following courses:</i>		
Contemporary Theologies	TH 643	3
Theology in Global Perspectives	TH 652	3
Major Theologians of the Majority World	TH 804	<u>3</u>
Total hours required for degree:		15

GRADUATE CERTIFICATE IN HEBREW EXEGESIS

The Graduate Certificate in Hebrew Exegesis is for students who have strong language skills and wish to understand at a deeper level the grammar, rhetoric, syntax, and linguistic features of biblical Hebrew prose and poetry. Students who complete this Graduate Certificate will have a good foundation for doctoral work in Old Testament/Hebrew Bible. All courses in this Graduate Certificate are transferable into the MA-OT and meet the Hebrew language prerequisites for the MDiv and MA-NT. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Learning Hebrew and Its Tools (Hebrew I)	OT 501	3
Learning Hebrew and Its Grammar (Hebrew II)	OT 502	3
Hebrew Exegesis of Old Testament Texts	OT 701	3
Advanced Hebrew Exegesis	OT 745	3
<i>Choose one course from the following:</i>		
Septuagint	OT 741	3
Aramaic	OT 742	3
Northwest Semitic Inscriptions	OT 743	3
Ugaritic	OT 744	3
Akkadian I	OT 746	3
Akkadian II	OT 747	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN HISTORICAL THEOLOGY

The Graduate Certificate in Historical Theology orients students to the history of Christian theology from the first century through the modern period. Students may concentrate their studies on either early Christian thought or the theology of the sixteenth-century Reformation movements.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hours</i>
Thinking Biblical and Theologically	GS 500	3
Survey of Christian Doctrine I	TH 501	3
Survey of Christian Doctrine II	TH 502	3
Introduction to Historical Theology	TH 615	3
<i>Choose one of the following courses:</i>		
Theology of the Early Church	TH 655	3
Sixteenth Century Christian Thought	TH 657	<u>3</u>
Total hours required for degree:		15

GRADUATE CERTIFICATE IN LEADERSHIP

The Graduate Certificate in Leadership is for students who want to be competent leaders with integrity and a holy imagination. This certificate program prepares students to design, implement, and assess a culturally-engaged, digitally-informed, and gospel-centered leadership philosophy. Students will engage evangelical thought and contemporary leadership theory to develop a framework for Jesus-shaped leadership strategy. In collaborative learning communities, through biblical and theological reflection, students will acquire the knowledge, skills, and behaviors vital to leading diverse organizations. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Thinking Biblically and Theologically	GS 500	3
Theological and Theoretical Foundations of Leadership	LD 501	3
Formational Leadership: Character, Identity, and Habits for Servant Leaders	LD 549	3
Leadership Presence: Emotional, Social, and Cultural Intelligence	LD 565	3
Leadership Electives		<u>6</u>
	Total required hours for degree:	18

GRADUATE CERTIFICATE IN NEW TESTAMENT GREEK

The Graduate Certificate in New Testament Greek provides a solid foundation in the Greek language of the New Testament in order to equip the student for translation and exegesis of the text of the Greek New Testament. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
New Testament Greek I	NT 501	3
New Testament Greek II	NT 502	3
Using Greek in New Testament Exegesis	NT 611	3
Greek Exegesis of James	NT 612	3
<i>Choose one course from the following:</i>		
Exegesis of Selected Books	NT 640-660	2
Septuagint	OT 741	<u>2</u>
	Total required hours for degree:	14

GRADUATE CERTIFICATE IN OLD TESTAMENT/HEBREW BIBLE

The Graduate Certificate in Old Testament is for students who wish to have a deeper understanding of the Old Testament, its context, content, history, and interpretation. Students will discover the themes, historical background, text critical issues, and theology of the Old Testament/Hebrew Bible through an in-depth study of its prosaic and poetic texts. Student will understand the plan of God through his people Israel and their literature. There are no language requirements in this Certificate. Courses in this Graduate Certificate are transferable into the MA-OT, MA-NT and MDiv. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Israel's Early History and Poetry	OT 511	3
Kingdom of Israel and Prophets	OT 512	3
<i>Choose three courses from the following:</i>		
Book of Joshua: Analysis, Hermeneutics, and Theology	OT 640	3
Book of Genesis	OT 648	3
Reading the Psalms for Today	OT 649	3
Old Testament Theology and Religion	OT 661	3
Women in Leadership and Ancient Near East	OT 690	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN PASTORAL CARE AND COUNSELING

The Graduate Certificate in Pastoral Care and Counseling is designed for students who desire to be competent in the foundational knowledge and skills of pastoral care and counseling. The graduate certificate prepares students to provide pastoral care and counseling in church, parachurch, and other missional contexts as well as in daily life situations where knowledgeable, skilled, compassionate care is needed. It is not designed to equip licensed therapists and counselors. Nor does it provide the necessary education and certification for certain chaplaincy roles (e.g. military chaplaincy and hospital chaplaincy). The program of study includes theory and experiential practice. This includes a 3-credit community-based internship. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Pastoral Care and Counseling Relationships	PC 500	3
Communication in Pastoral Care	PC 530	2
Brief Counseling for Ministry	PC 560	3
Counseling Issues in Pastoral Care	PC 600	3
Grief and Loss Counseling	PC 650	2
Community-based Ministry Internship	PC 775	<u>3</u>
Total required hours for degree:		16

GRADUATE CERTIFICATE IN PROFESSIONAL CHAPLAINCY

The Graduate Certificate in Professional Chaplaincy is intended for students who wish to explore the vocation of chaplaincy through fifteen semester hours of courses needed in a chaplaincy profession. This program includes a unit of ACPE certified Clinical Pastoral Education in a community setting. This graduate certificate is designed for students who wish to expand their learning from a previous degree. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
The Many Faces of Chaplaincy	CHP 550	2
<i>Choose one course from the following:</i>		
Clinical Pastoral Education Experience	CHP 651	6
ACPE Community-Based Internship	CHP 775	6
Communication in Pastoral Care	PC 530	2
Brief Counseling for Ministry	PC 560	3
Worship Theory and Practice	PME 604	<u>2</u>
	Total required hours for degree:	15

GRADUATE CERTIFICATE IN SCHOOL COUNSELING

The Graduate Certificate in School Counseling is intended for those students who already carry a CACREP accredited Master's in Counseling degree, or a Master's degree that meets current CACREP equivalency, but are seeking to become licensed in School Counseling within Colorado. In addition to meeting equivalency requirements for the remainder of the CACREP accredited Master's in Counseling degree curriculum, as determined by the Registrar's Office and current CACREP standards, as determined by the Counseling Division, this graduate certificate requires a minimum cumulative GPA of 3.0 and completion (or equivalency) of the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Introduction to School Counseling	CO 506	3
Programs in School Counseling	CO 507	3
Counseling Children and Adolescents	CO 556	3
Brief Counseling for Clinical and School Settings	CO 561	2
Seminar in School Counseling	CO 692	1
School Counseling Internship I	CO 785	3
School Counseling Internship II	CO 787	<u>3</u>
	Total required hours for degree:	18

GRADUATE CERTIFICATE IN SPIRITUAL DIRECTION

The Graduate Certificate in Spiritual Direction is designed for students who are seeking training and credentialing for the ministry of Spiritual Direction. Students will receive a foundation in the history and theology of spiritual direction as well as the requisite practical training to establish and implement a ministry of Spiritual Direction. This graduate certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Theology and Practice of Spiritual Direction I	SF 513	3
Theology and Practice of Spiritual Direction II	SF 516	3
Spirituality for Leaders in Ministry	SF 602	3
Psychology and Spiritual Direction	SF 614	3
Critical Issues in Spiritual Direction	SF 616	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN SPIRITUAL FORMATION

The Graduate Certificate in Spiritual Formation is for students who desire an intentional journey of whole-life transformation that is personal, communal, and missional. The collaborative learning experience equips students to lead others into new pathways of growth and maturity for the sake of the church and the world. This certificate requires the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Theological Foundations for Spiritual Formation	SF 503	3
Introduction to Transformational Discipleship	SF 504	3
The Spiritual Journey and Human Development	SF 505	3
History and Traditions of Christian Spirituality	SF 600	3
Spirituality for Leaders in Ministry	SF 602	<u>3</u>
Total required hours for degree:		15

GRADUATE CERTIFICATE IN THEOLOGY

The Graduate Certificate in Theology orients students to a study of all the major loci of systematic theology. Students will have the opportunity to explore in depth select areas of Christian theology, including the doctrine of God and theological method.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hours</i>
Thinking Biblical and Theologically	GS500	3
Survey of Christian Doctrine I	TH501	3
Survey of Christian Doctrine II	TH502	3
Seminar in Theological Method	TH610	3
The Doctrine of God	TH620	<u>3</u>
Total hours required for degree:		15

GRADUATE CERTIFICATE IN THEOLOGY, JUSTICE, AND SOCIAL ADVOCACY

The Graduate Certificate in Theology, Justice, and Social Advocacy will prepare students to participate in God’s holistic mission of redemption by equipping them with the biblical and theological foundations of justice, practice in transformative cultural analysis, competencies in Christian advocacy and community development, and skills in non-profit leadership. Students will evaluate and engage current and emerging social issues with integrity through biblical studies, theological reflection, ethics, organizational leadership, and practical experience while developing authentic relationships with practitioners and leaders across various disciplines and occupations. This graduate certificate includes the following courses:

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Redemption and Justice in the Old and New Testament	TJA 501	3
<i>Choose one course from the following:</i>		
Seminar in Cultural Analysis	TJA 502	3
Immersion in Historical and Current Issues	TJA 511	3
Justice in the Public Square: Christian Advocacy	TJA 600	3
Congregational Public Theology and Community Development	TJA 611	3
Non-Profit Leadership, Organization, and Social Entrepreneurship	TJA 612	<u>3</u>
Total required hours for degree:		15

Doctor of Ministry Degree Program

DOCTOR OF MINISTRY DEGREE (DMIN)

Significant issues face Christian leaders today, including the challenges of a rapidly changing culture, managing highly complex religious organizations, and guiding the spiritual formation of individuals and communities. The Doctor of Ministry program at Denver Seminary is designed to encourage, equip, and mentor pastors and other Christian leaders in their ministries. Our practical, innovative program gives participants the opportunity to become reflective ministry practitioners who network with, and learn from, other like-minded professionals and to study with some of the finest ministry leaders in the country.

Students can select from a variety of tracks designed for the challenges of contemporary ministry. Some tracks are offered entirely online, while others require a week-long, on-campus intensive seminar in the middle of most courses. Courses utilize faculty instruction, peer-group interaction, self-analysis, thoughtful reflection, independent research, and practical projects.

The degree is designed to be completed within the busy lives of ministry professionals and can be completed in under four years of full-time study or under six years of part-time study.

Program Description

The Doctor of Ministry degree program equips ministry leaders to discern and address the most significant obstacles and opportunities in their particular setting. Students build on their current theological foundation, improve their relational intelligence, and refine their practices and postures in faithful and effective ways. Students also define the cultural, relational, and spiritual realities influencing their ministry contexts and then, by means of a doctoral research project, identify ways to deepen their ministry knowledge or improve their ministry effectiveness.

Program Goals

The Denver Seminary Doctor of Ministry program will equip students to:

1. Express an advanced biblical and theological understanding of the nature and purpose of their ministry.
2. Develop self-awareness to steward their gifts, growth, calling, and relationships.
3. Contextualize and apply best practices in their chosen area of ministry focus.
4. Integrate biblical/theological understanding, theoretical frameworks, and contextual awareness in their practice of ministry.

Curriculum

	<i>Course #</i>	<i>Sem. Hrs.</i>
Foundational Seminar or approved elective	FC 1150/Elect.	3
Biblical and Theological Reflection on the Practice of Ministry	FC 1151	3
Relational and Vocational Foundations of Ministry	FC 1152	3
Obstacles and Opportunities in Ministry: Research Possibilities	DT 1151	3
Guided Research	DT 1152	3
Thesis Completion	DT 1153	3
Mentored Formation		3
Track Courses		<u>12</u>

Total required hours for degree: 33

Degree Requirements

1. Note the following requirements in the Doctor of Ministry program:
 - a. Two foundational courses (FC)
 - b. A third foundational course or approved elective
 - c. Four required track courses
 - d. Three credits of mentored formation
 - e. Nine credits of thesis
2. All Doctor of Ministry students are required to complete a doctoral thesis and participate in an oral defense of that thesis.
3. A minimum of thirty-three hours are required for the degree.

Graduation Requirements

1. Satisfactory completion of a minimum of thirty-three semester hours. A minimum cumulative grade point average of 3.00 is required for graduation.
2. Satisfactory completion of a doctoral thesis, including an oral defense of that thesis.
3. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation application for a given semester. After the graduation application submission deadline, students will receive notice of their application approval status.
4. The fulfillment of all financial obligations to Denver Seminary.
5. Completion of all course work that is applying to the degree within seven years from the date of first enrollment in courses (this includes any transfer credit that is applied to the degree). Withdrawal for any period during the degree program does not affect this time limit.
6. Submission of a signed statement of agreement with the National Association of Evangelicals' *Statement of Faith*.

Cohort Tracks

Some tracks and/or modalities are only offered in a cohort format. For these, students start and progress through the program together. If a student must withdraw from their cohort, they will need to return to the program with the next cohort or enter a non-cohort track.

Mentored Formation

Leaders face increasing challenges to competence and character at each level of ministry responsibility. In addition, ministry leaders lead from who they are as much as from what they do. There is never an "arrival point" at which ministry professionals no longer need mentoring or personal formation. The Doctor of Ministry degree therefore requires three credits of mentored formation, including the following components:

Rhythms of Reflection	MF 1151	1
Cross-Cultural Listening and Learning	MF 1152	1
Peer-Mentored Character Formation	MF 1153	1

Required Track Courses

Doctor of Ministry students choose from a variety of tracks. Each track consists of four courses. Students must complete at least three.

Track Options

Advanced Preaching

Available in English

The advanced preaching track is designed to equip pastors and other ministry leaders in the skills of sermon construction and public proclamation of the Scriptures. Students will be equipped to move from competence toward excellence in biblical preaching. Special emphasis will be placed on leading from the pulpit, preaching in postmodern contexts, and preaching with clarity and creativity.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Preaching in a Postmodern Culture: Difficult Texts, Topics, and Times	AP 1151	3
How People Grow	AP 1152	3
Developing Clear and Compelling Sermon Structure	AP 1153	3
Preaching, Power, and Personality	AP 1154	<u>3</u>
		12

Black Church Leadership

Available in English

Race, ethnicity, and culture bring unique challenges and perspectives to the practice of ministry. The Black Church Leadership track equips ministry leaders to engage the ministry needs specific to an African American ministry context while remaining faithful to biblical Christianity. Students will explore the historicity and theology of the Black Church in America, integrating these perspectives into biblically-based practice in preaching, spiritual formation, and ministry leadership.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
The Black Church in America	BC 1151	3
Theology and Hermeneutics in African American Perspective	BC 1152	3
Spiritual Formation in Black Church Context	BC 1153	3
Preaching, Power, and Personality	BC 1154	3
<i>or</i>		
Leading Systems/Leading Change	LD 1153	<u>3</u>
		12

Educational Leadership

Available in English

Leaders in Christian education face a number of complex challenges in the 21st century. Globalization, technological innovation, organizational dynamics, cultural issues, and financial constraints all contribute to the need for good leadership. The Educational Leadership track at Denver Seminary equips ministry leaders with the high degree of skill they need to address these complex issues, to engage their culture with Christ-like humility, and to lead with compassion.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Educational Program Design	ED 1151	3
Personnel Development in Educational Organizations	ED 1152	3
Leading Systems/Leading Change	ED 1153	3
Contemporary Issues in Christian Education	ED 1154	<u>3</u>
		12

Leadership

Available in English and Korean

Christian leaders must wrestle with what it means to be a leader in a rapidly changing world. In the Leadership track, students learn how to be healthy leaders so they can lead healthy churches and Christian organizations. Students learn the leadership skills and organizational tools necessary to lead more effectively in the places God calls them to serve.

Curriculum	Course #	Sem. Hrs.
Theological and Theoretical Foundations of Leadership	LD 1151	3
Leading Systems/Leading Change	LD 1152	3
Leadership Development and Team Building	LD 1153	3
Dynamics of Organizational Communication	LD 1154	<u>3</u>
		12

New Missional Movements

Available in English

The methodologies of church and ministry are quickly shifting, requiring a new set of skills and thinking for pastors and faith leaders. In the New Missional Movements track, students will engage new paradigms of missional thought, ecclesiology, dispersed micro-church networks, business as mission, and missional postures in various ministry contexts. They will also learn the needed skills to engage a future culture with the gospel, as well as disciple others to participate in God's mission within their context.

Curriculum	Course #	Sem. Hrs.
Biblical Theology of Missio Dei	MM 1151	3
Missional Paradigms and Practice	MM 1152	3
Ecclesial Praxis and Missional Architecture	MM 1153	3
Missional Discipleship	MM 1154	<u>3</u>
		12

Pastoral Skills

Available in English and Korean

Effective ministry in the church requires skilled pastors and leaders who are both faithful and fruitful in their particular contexts. In the pastoral skills track, students learn to navigate the challenges of a variety of types of pastoral ministry, sharpening and enhancing their communication skills, organizational management, spiritual leadership, and overall ministerial competence. Because of the wide variety of pastoral roles within the church, this track offers flexibility for the student to strengthen their particular area of practice.

Curriculum	Course #	Sem. Hrs.
How People Grow	PS 1152	3
Soul Care in a Broken World	PS 1154	3
<i>or</i>		
The Practice of Trauma-Informed Ministry	TR 1154	3
Leading Systems/Leading Change	PS 1153	3
<i>or</i>		
Leadership Development and Team Building	LD 1152	3

In consultation with their advisor and consideration of their ministry context, students will select one additional course from the following:

Dynamics of Organizational Communication	LD 1154	3
Preaching in a Postmodern Culture: Difficult Texts, Topics and Times	PS 1151	3
Apologetics in Ministerial and Missional Context	TA 1153	<u>3</u>
		12

Spiritual Formation

Available in English and Korean

Spiritual growth and formation is critical, yet often lacking in churches and other organizations. In the spiritual formation track, students learn to effectively guide themselves and their organizations into deeper and more meaningful encounters with God. They also learn to guide those in their communities on the spiritual journey to become what God has designed them to be.

Curriculum	Course #	Sem. Hrs.
Biblical and Historical Foundations of Spiritual Formation	SF 1151	3
How People Grow	SF 1152	3
Fostering Community Formation	SF 1153	3
Soul Care in a Broken World	SF 1154	<u>3</u>
		12

Theology and Apologetics for Ministry

Available in Korean

Theology and apologetics are essential to Christian ministry. However, theology and apologetics can remain purely theoretical and cognitive endeavor without deliberate attempt to make them applicable and accessible to a given congregation and ministry community. This track aims to help pastors and missionaries explore how to apply practically theological and apologetic truths in their ministry and mission context, especially considering contemporary cultural milieu.

Curriculum	Course #	Sem. Hrs.
Becoming a Pastor Theologian: Deepening Doctrinal Ministry	TA 1151	3
How People Grow	TA 1152	3
Apologetics in Ministerial and Missional Context	TA 1153	3
Theology of Suffering and Disability in the Context of Ministry	TA 1154	<u>3</u>
		12

Trauma-Informed Ministry

Available in English

The world in which Christian ministers serve and lead is increasingly shaped and defined by trauma of all kinds, from individual to organizational to systemic. In the Trauma-Informed Ministry track, students will gain an understanding of the types, nature, and impact of trauma and will be equipped to provide courageous and compassionate trauma-informed care and leadership within their ministry contexts.

Curriculum	Course #	Sem. Hrs.
Understanding Trauma and Attachment	TR 1151	3
How People Grow	TR 1152	3
Leading Systems/Leading Change	TR 1153	3
The Practice of Trauma-Informed Ministry	TR 1154	3
<i>or</i>		
Soul Care in a Broken World	PS 1154	<u>3</u>
		12

Specialized Ministry

The Specialized Ministry track is a “build your own” track. With approval of the program director and the help of their advisor, students may create their own combination of four courses from other tracks to meet their unique needs.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Course #1	TBD	3
Course #2	TBD	3
Course #3	TBD	3
Course #4	TBD	<u>3</u>
		12

Special Topics

From time to time the department may offer limited-time tracks to meet particular current ministry needs, or specialized tracks in collaboration with other organizations.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Special Topics Course #1	ST 1151	3
Special Topics Course #2	ST 1152	3
Special Topics Course #3	ST 1153	3
Special Topics Course #4	ST 1154	<u>3</u>
		12

Thesis

The Doctor of Ministry program requires the completion of a professional doctoral-level thesis which includes a research project. The project and five-chapter thesis, woven through the student's coursework, demonstrate the student's ability to diagnose and research a ministry need in a manner that is biblically and theologically grounded, is supported by scholarly literature, and is relevant to the practice of ministry.

At the start of their program, students identify an obstacle or opportunity in their ministry setting that needs to be addressed. Coursework then helps them research the biblical and theological foundations of their chosen topic, refine the researchable question and methodology for the project, and explore the theoretical and historical precedent literature pertaining to their topic. In their final semester(s), students conduct their project and complete and defend their thesis.

<i>Curriculum</i>	<i>Course #</i>	<i>Sem. Hrs.</i>
Obstacles and Opportunities in Ministry: Research Possibilities	DT 1151	3
Guided Research	DT 1152	3
Thesis Completion	DT 1153	3
Thesis Continuation (if needed)	DT 1154	<u>0</u>
		9

For more information, contact the Doctor of Ministry office at Denver Seminary at 1-800-922-3040, ext. 1243, email dmin@denverseminary.edu, or visit <http://www.denverseminary.edu/admissions/doctor-of-ministry/>.

SUGGESTED SEQUENCE OF COURSES

Doctor of Ministry (DMin)

33 hours

	WINTER (Nov-Mar)			SUMMER (May-Sep)		
Year 1	FC 1150	Foundational Seminar	3 ____	FC 1151	Biblical and Theological Reflection on the Practice of Ministry	3 ____
	MF 1151	Rhythms of Reflection	1 ____	FC 1152	Relational and Vocational Foundations ¹	3 ____
	TOTAL SEMESTER HOURS:		4	TOTAL SEMESTER HOURS:		6
Year 2	DT 1151	Obstacles and Opportunities in Ministry*	3 ____	TRACK	Track Course 1	3 ____
	MF 1152	Cross-Cultural Listening and Learning	1 ____	TRACK	Track Course 2	3 ____
	TOTAL SEMESTER HOURS:		4	TOTAL SEMESTER HOURS:		6
Year 3	DT 1152	Guided Research*	3 ____	TRACK	Track Course 3	3 ____
	MF 1153	Peer-Mentored Character Formation	1 ____	TRACK	Track Course 4	3 ____
	TOTAL SEMESTER HOURS:		4	TOTAL SEMESTER HOURS:		6
Year 4	DT 1153	Thesis Completion	3 ____			
	TOTAL SEMESTER HOURS:		3			

*Delivered online

¹ Based on the starting semester, a student may take either FC 1151 and FC 1152 (spring start) or an open elective (fall start) first. The foundational courses (FC) can be taken together as FC 1151 and FC 1152 the first spring semester or at different times; one of FC 1151 or FC 1152 are required as a prerequisite for DT 1152 the following fall semester.

² A student who does not complete the thesis by the end of the fifth program year and who requests and is granted a program extension must register for DT 1154 Thesis Extended Continuation each semester until the semester of completion.

Doctor of Philosophy (PhD) Degree

DOCTOR OF PHILOSOPHY (PHD) IN COUNSELOR EDUCATION AND SUPERVISION

The field of counselor education and supervision is growing and developing at a rapid pace. The Doctor of Philosophy in Counselor Education and Supervision (CES) at Denver Seminary is a cohort-based program designed to train and equip biblically grounded leaders in the field of counseling and counselor education who can effectively and ethically train others. Our multifaceted program infuses biblical and theological integration into each of the CACREP core areas of doctoral study: counseling, teaching, supervision, research and scholarship, and leadership and advocacy. An emphasis on personal formation invites students to engage their personal, professional, and spiritual development, in addition to their pursuit of knowledge and skills throughout the program.

As a cohort, students take two hybrid courses each term (Fall, Spring, and Summer) for their first three years, followed by a minimum of three semesters (Summer, Fall, and Spring) of Dissertation in their third and fourth year. CES students select internship opportunities that best meet their professional goals. Special Topic courses will be offered on a rotating schedule based upon faculty availability and student interest. Students are required to attend a week-long, in-person, residency during the first three summers of their program. Residencies are a time for cohort networking, professional identity development, intensive course work, and special topic seminars.

A minimum of three years and two semesters is expected for completion of the degree. Students have a maximum of seven years in which to complete the degree.

Program Description

The PhD in Counselor Education and Supervision trains professionals to integrate Christian faith into their multifaceted roles as counselor educators. We develop skilled professionals, who in their awareness and development of self, are compassionate, competent, and take responsibility for engaging those whom they serve in culturally relevant and responsive ways. Students acquire knowledge and skills to contribute and influence the professional domains of clinical counseling, counselor education, supervision, research, leadership, advocacy, and the integration of faith in professional practice.

Program Objectives

The Doctor of Philosophy in CES program will:

1. **COUNSELING:** Equip students with advanced knowledge and skills in counseling theories and counseling practice to serve a culturally diverse society.
2. **SUPERVISION:** Prepare students to articulate and demonstrate their preferred model of clinical supervision that is culturally relevant and responsive.
3. **TEACHING:** Train students in evidence-based models of adult learning for work with diverse clients, students, and organizations.
4. **RESEARCH & SCHOLARSHIP:** Equip students to critically evaluate and select, design, and execute quantitative and qualitative research relevant to counseling and counselor education.
5. **LEADERSHIP & ADVOCACY:** Prepare students to engage as leaders and advocates regarding current sociopolitical and social justice issues within the counseling profession on a programmatic, institutional, state, regional, and national level.
6. **SPIRITUAL INTERGRATION:** Train students to ethically integrate spirituality into their work as counselor educators.

Degree Requirements

1. All Doctor of Philosophy students are required to complete the comprehensive exam, with an average exam score of 83% or higher, and participate in an oral defense of that exam.
2. All Doctor of Philosophy students are required to complete a doctoral dissertation and participate in an oral defense of that dissertation.
3. A minimum of sixty-six hours are required for the degree.
4. It is recommended for unlicensed students to take two clinical internships.
5. Doctoral students are required to complete internships that total a minimum of 600 hours over the course of four semesters. Students are required to take clinical, teaching and supervision internships, but for their final internship, may select any of the other five curricular areas (i.e., supervision, teaching, research and scholarship, and leadership and advocacy).
6. Complete at least 600 internship hours over four semesters of internship.

Graduation Requirements

1. Satisfactory completion of a minimum of sixty-six semester hours. A minimum cumulative grade point average of 3.0 is required for graduation.
2. Satisfactory completion of a doctoral dissertation, including an oral defense of that dissertation
3. Satisfactory fulfillment of any requirements determined by the Counseling Student Assessment Team.
4. Submission and approval of an application for graduation. Students must submit the graduation application via the online form by the deadline posted for the semester in which the student expects to graduate. Students may contact the Registrar's Office for the link to the graduation application for a given semester. After the graduation application submission deadline, students will receive notice of their application approval status.
5. The fulfillment of all financial obligations to Denver Seminary.
6. Completion of all course work that is applying to the degree within seven years from the date of first enrollment in courses (this includes any transfer credit that is applied to the degree). Withdrawal for any period of time during the degree program does not affect this time limit.

SUGGESTED SEQUENCE OF COURSES
Doctor of Philosophy in Counselor Education and Supervision
 66 hours

	FALL	SPRING	SUMMER
Year 1	CO 1101 Leadership in Counselor Education and Supervision 3 ____ CO 1102 Theological Foundation of Counselor Education and Supervision 3 ____ TOTAL SEMESTER HOURS: 6	CO 1203 Advanced Research Methods 3 ____ CO 1204 Supervision and Consultation In Counseling 3 ____ TOTAL SEMESTER HOURS: 6	CO 1300 Residency I 0 ____ CO 1305 Instruction in Counselor Education 3 ____ CO 1306 Cultural Foundations of Counselor Education 3 ____ TOTAL SEMESTER HOURS: 6
Year 2	CO 2107 Advanced Counseling Theories 3 ____ CO 2108 Quantitative Research Methods 3 ____ TOTAL SEMESTER HOURS: 6	CO 2209 Qualitative Research Methods 3 ____ CO 2210 Clinical Internship 3 ____ TOTAL SEMESTER HOURS: 6	CO 2300 Residency II 0 ____ SP TP Special Topic 3 ____ INTERN Internship I 3 ____ TOTAL SEMESTER HOURS: 6
Year 3	SP TP Special Topic 3 ____ INTERN Internship II 3 ____ TOTAL SEMESTER HOURS: 6	CO 3211 Proposal Development 3 ____ INTERN Internship III 3 ____ TOTAL SEMESTER HOURS: 6	CO 3300 Residency III 0 ____ CO 3312 Seminar in Integration of Faith in Counselor Education (residency Component) 3 ____ CO 4000 Dissertation Proposal 3 ____ EX CE Comprehensive Exam 0 ____ TOTAL SEMESTER HOURS: 6
Year 4	CO 4100 Dissertation I 6 ____ TOTAL SEMESTER HOURS: 6	CO 4200 Dissertation II 6 ____ TOTAL SEMESTER HOURS: 6	

Special Programs and Sessions

On campus class scheduling is supplemented with other delivery methods to educate and train students in all the fields to which God calls them. Block scheduling (courses taught only one day or evening per week) allow students under various constraints to acquire the preparation they need for their ministries. Online, Live, Hybrid, and Blended course offerings enable students who cannot come to Denver for an entire program to get a portion of their preparation done before they relocate.

INTERSESSION AND SUMMER SESSIONS

The Intersession (non-required) term offers a limited number of courses in a one-to-three-week intensive session. For the Summer (non-required) term, courses are offered in a variety of formats designed to afford a full semester's work in a student's program and are open to students in degree programs, visiting students, ministers, laypeople and all who desire professional competence and further study in the Christian faith.

HOLY LAND STUDIES

The Holy Land Studies program offers Denver Seminary students the unique opportunity to study in Israel and/or Jordan at accredited academic institutions (e.g., JUC, UHL) for a three-week intensive course entitled "Historical and Geographical Settings of the Bible" (Jerusalem University College – up to four credits) and a two-week intensive course in Jordan entitled "Historical Geography of the Bible 2" (University of the Holy Land – up to two credits). Denver Seminary will transfer into a student's program (if applicable) up to four credits of electives for the Israel course and up to two credits for the Jordan course. Additional courses can be transferred into a student's program upon approval by the Department Chair and/or Registrar's office (e.g., archaeology, biblical history, Hebrew, Semitic languages). Denver Seminary students can also study in Israel for one or two semesters and transfer credits toward their degree at Denver Seminary.

TOWN AND COUNTRY TRAINING (TACT) PROGRAM

The Rural Home Missionary Association's (RHMA) Town and Country Training program (TACT) is available to those who either anticipate or want to be prepared for ministry in a rural or small town church after graduation. Each summer, the TACT program offers several classes, including *Ministering in the Town and Country Church*. Students may enroll in this class through Denver Seminary by registering for IM 612 Understanding the Rural Context in the summer for two hours of credit. The course is taught at the RHMA headquarters in Morton, Illinois, and it includes local field-based experiences as well as classroom time.

STEPS OF PAUL/CHURCHES OF REVELATION

Denver Seminary offers a travel course (two semester hours of credit) that traces many of the Apostle Paul's footsteps in Turkey and Greece, making stops at many of the church sites mentioned in the book of Revelation. Students engage in directed reading and projects prior to departure to inform their experiences at the various sites. In addition to on-site responsibilities, students write a summative project/paper after the trip concludes. Emphasis is on the archaeology of the sites, geography, Greco-Roman culture, the study of parts of the New Testament in their original historical contexts, the history of Christianity and Islam in these places, and the cross-cultural and interreligious dynamics at work in the modern world. For further details, consult the Biblical Studies department.

STUDY IN OTHER EDUCATIONAL INSTITUTIONS

Seminary students are afforded the opportunity of studying at the Center for Judaic Studies in a program on Jewish history, life and thought sponsored by the University of Denver. Some of the course offerings are listed under OT 580-589/NT 580-589. Consult the biblical studies division for more information.

Master's-level Course Descriptions

Course Numbering

500–599	First year or introductory master's-level courses.
600–799	Advanced master's-level courses, usually second or third year in the Master of Divinity program, second year in the Master of Arts programs and first year in the Master of Theology program.
800–999	Master of Theology courses

Term of Instruction

The instructional year is thirty weeks in length which is divided into two semesters of fifteen weeks each.

Unit of Credit

A semester hour of credit represents the equivalent of one (fifty-minute) lecture per week for one semester.

BIBLICAL AND THEOLOGICAL STUDIES

As an integrative program, Biblical and Theological Studies draws upon these two disciplines for the majority of its courses. Coursework specific to BTS provides opportunity to use the tools acquired in biblical and theological areas in order to probe deeply into topics of special interest.

BTS 790 Biblical and Theological Studies Summative

This course provides an opportunity to research a biblical studies and/or theological concept that requires integration of the key fields of study and reflection in this Master of Arts program. *Pre or corequisites: GS 500 Thinking Biblically and Theologically; OT 511 Israel's Early History and Poetry; OT 512 Kingdom of Israel and Prophets; NT 511 Gospels and Acts; NT 512 Epistles and Revelation; TH 501 Survey of Christian Doctrine I; TH 502 Survey of Christian Doctrine II; NT 601 New Testament Theology or OT 661 Old Testament Theology or TH 615 Introduction to Historical Theology. Two or three hours.*

CHAPLAINCY AND PASTORAL CARE

The Chaplaincy and Pastoral Care (CPC) departmental programs are designed to prepare students to integrate their Christian faith with competent pastoral care and counseling abilities in Christian, pluralistic, and multifaith settings. Chaplains and pastoral caregivers can be found in the military, healthcare, hospice, eldercare, prisons, residential treatment centers, churches, business settings, academic campuses, rescue missions, airports, malls, parachurch organizations, and among first responders and professional athletes.

The programs include a core curriculum in Bible and theology, complemented by theory and skills in pastoral caregiving. The chaplaincy concentration in the Master of Divinity program and the Graduate Certificate in Professional Chaplaincy prepare future chaplains for ordination, endorsement, certification, and credentialing in all forms of chaplaincy. Courses emphasize the importance of being grounded in one's own Christian faith and traditions without compromise, while being respectful, cooperative, and supportive of the spiritual needs of pluralistic and multifaith clientele in secular settings. The pastoral care and counseling concentration in the Master of Divinity program, the Master of Arts in Pastoral Care, and the Graduate Certificate in Pastoral Care and Counseling prepare students to serve church and parachurch ministries as pastoral caregivers.

CHP 511 Practicum Experiences in Military Chaplaincy

This practicum is designed for Master of Divinity students who are commissioned U.S. Military Chaplain

Candidates of any U.S. Service Branch. It is to be taken concurrent with a military candidate's first "on-the-job tour" at a U.S. military installation as an Individualized Study. Students will need to submit their military tour training plan, well in advance, to the seminary's Chaplaincy Program Chair in order to develop specific course requirements. Students will be supervised and evaluated for this course by their Military Chaplain Training Officer/Supervisor and a seminary faculty member in the Chaplaincy Department. The course does not substitute for any required chaplaincy degree or certificate courses and may not be done during any military school course. *Prerequisite: permission required from the Denver Seminary Chaplaincy Program Chair. One hour.*

CHP 550 The Many Faces of Chaplaincy

Examines the theological and cultural issues of formal and informal chaplaincy settings. The similarities and differences between being a church pastor and a chaplain are delineated, as are the educational, religious endorsement, and professional chaplain credentialing requirements of the various types of chaplaincy ministries. Students will learn about the roles and responsibilities of chaplains in numerous secular settings from lectures, readings, assignments, and chaplain panels. Attention is given to the character traits and competencies necessary for effective ministry in religiously pluralistic, multi-cultural, and multi-staff environments. *Two hours.*

CHP 590, 690 Studies in Chaplaincy

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

CHP 591, 691 Individualized Study in Chaplaincy

These course numbers are reserved for courses that are designed to free the student for independent investigation in chaplaincy under the guidance of a professor. *One to three hours.*

CHP 650 Community-Based Clinical Pastoral Education

This course is reserved for currently enrolled Denver Seminary students and Denver Seminary graduates who have already completed one unit/course of Clinical Pastoral Education (CPE) through Denver Seminary; or for individuals from the community who have been accepted by Denver Seminary as a Non-Degree Seeking student. CPE is often required for ordination in some denominations, for most chaplaincy vocational positions, and for Board Certification as a professional chaplain. This one unit of Association for Clinical Pastoral Education (ACPE) CPE offers students the opportunity to experience 300 clock hours of hands-on pastoral care in a supervised clinical site and 100 clock hours of educational hours with individual and peer group supervision through the Denver Seminary CPE Program. Students are placed by the CPE Program Director in community chaplaincy settings such as: hospitals, homeless shelters, police and fire departments, hospice, elder care communities, counseling centers, churches, inner-city missions, and military bases for their clinical ministry experience. CHP 650 is only offered on a space-available basis and is not guaranteed. In addition to having a "reservation" for a space in this class, students must complete an application and interview process, and be accepted by the Denver Seminary CPE Program Director before enrolling in the class. A CPE Course Fee is assessed in addition to tuition fees. *Recommended prerequisites for placement: CHP 550 The Many faces of Chaplaincy; PC 530 Communication in Pastoral Care; PC 560 Brief Counseling for Ministry..*

Prerequisite: Permission required from the Denver Seminary CPE Center Director and Chaplaincy Program Chair. Three hours.

CHP 651 Clinical Pastoral Education Experience

This one unit of Association for Clinical Pastoral Education (ACPE) CPE offers enrolled Global and Residential Littleton and DC Campus Master of Divinity (Chaplaincy concentration) and Graduate Certificate in Professional Chaplaincy students the opportunity to experience hands-on ministry that occurs at an ACPE accredited CPE Center external to the Denver Seminary CPE Program. Students must

have been accepted for placement in an ACPE accredited CPE Center for a minimum of 300 clock hours of clinical work and a minimum of 100 educational hours while enrolled as a seminary student and before seeking to use this course for any CPE degree or program requirements. ACPE accredited CPE Centers found mostly in Healthcare Institutions and normally require a forty-hour-a-week plus on-call commitment. The Denver Seminary CHP 651 course fee is in addition to any costs required at the external ACPE CPE Center. *Recommended prerequisites for placement: CHP 550 The Many Faces of Chaplaincy; PC 530 Communication in Pastoral Care; PC 560 Brief Counseling for Ministry. Prerequisite: Out of state MDiv CHP and CHP Certificate students are required to attempt to be accepted at an external ACPE CPE Center for CHP 651 before being allowed to apply for CHP 775; permission required from the Denver Seminary Chaplaincy Program Chair. Six hours.*

CHP 775 ACPE Community-Based Internship

CHP 775 is reserved for Denver Seminary students currently enrolled in the Master of Divinity (Chaplaincy concentration) or Graduate Certificate in Professional Chaplaincy programs and available on a space-available basis for other enrolled seminary students. CPE is often required for ordination in some denominations, for most chaplaincy vocational positions, and for Board Certification as a professional chaplain. This one unit of Association for Clinical Pastoral Education (ACPE) CPE offers students the opportunity to experience 300 clock hours of hands-on pastoral care in a supervised clinical site and 100 clock hours of educational hours with individual and peer group supervision through the Denver Seminary CPE Program. Students are placed by the CPE Program Director in community chaplaincy settings such as: hospitals, homeless shelters, police and fire departments, hospice, elder care communities, counseling centers, churches, inner-city missions, and military bases for their clinical ministry experience. In addition to having a “reservation” for a space in this class, students must complete an application and interview process, and be accepted by the Denver Seminary CPE Program Director before enrolling in the class. A CPE Course Fee is assessed in addition to tuition. *Pre or corequisite: CHP 550 The Many Faces of Chaplaincy; PC 530 Communication in Pastoral Care; PC 560 Brief Counseling for Ministry; CPE Program Director and Chaplaincy Program Chair permission. Six hours.*

CHP 795 Internship I Experiences in Military Chaplaincy

This internship is designed for Master of Divinity students who are commissioned U.S. Military Chaplain Candidates of any U.S. Service Branch. It is to be taken concurrent with a military candidate’s second “on-the-job tour” at a U.S. military installation as an Individualized Study. Students will need to submit their military tour training plan, well in advance, to the seminary’s Chaplaincy Program Chair in order to develop specific course requirements. Students will be supervised and evaluated for this course by their Military Chaplain Training Officer/Supervisor and a seminary faculty member in the Chaplaincy Department. The course does not substitute for any required chaplaincy degree or certificate courses and may not be done during any military school course. *Prerequisites: permission required from the Denver Seminary Chaplaincy Program Chair; CHP 511 Practicum Experiences in Military Chaplaincy. One hour.*

CHP 797 Internship II Experiences in Military Chaplaincy

This advanced internship is designed for Master of Divinity students who are commissioned U.S. Military Chaplain Candidates of any U.S. Service Branch. It is to be taken concurrent with a military candidate’s third or continuing “on-the-job tour” at a U.S. military installation as an Individualized Study. Students will need to submit their military tour training plan, well in advance, to the seminary’s Chaplaincy Program Chair in order to develop the specific course requirements. Students will be supervised and evaluated for this course by their Military Chaplain Training Officer/Supervisor and a seminary faculty member in the Chaplaincy Department. The course does not substitute for any required chaplaincy degree or certificate courses and may not be done during any military school course. *Prerequisites: permission required from the Denver Seminary Chaplaincy Program Chair; CHP 511 Practicum Experiences in Military Chaplaincy; CHP 795 Internship I Experiences in Military Chaplaincy. One hour.*

PC 500 Pastoral Care and Counseling Relationships

Centering the identity of the pastor as a shepherd and the work of the pastor as a spiritual caregiver, this course explores a biblical theology of pastoral care while considering the basic skills needed to provide pastoral counseling to individuals and families within church, chaplaincy, missionary, parachurch, and non-Christian contexts. *Three hours.*

PC 530 Communication in Pastoral Care

This course is designed to help students develop the facilitative skills that form the basis of therapeutic pastoral communication in both formal and informal counseling and ministry settings. It focuses on empathy as a way of being and as the core skill in relating to both individuals and groups. There is a course fee in addition to tuition. *Prerequisite: Enrollment in the MA in Pastoral Care, MDiv with a concentration in Chaplaincy, MDiv with a concentration in Pastoral Care and Counseling, Graduate Certificate in Professional Chaplaincy, Graduate Certificate in Pastoral Care and Counseling programs, or permission of the Chaplaincy and Pastoral Care Program Chair. Two hours.*

PC 560 Brief Counseling for Ministry

This course examines the philosophical base, strategies, and Christian implications of brief counseling applicable for counseling in ministry and chaplaincy settings. A focus on a Christian model using spiritual interventions is included. Attention is given to the practical techniques of each model. The use of homework techniques in therapy is addressed. This also includes the ability to practice the basic features of brief counseling. There is no requirement for students to have access to outside clients as role-play cases may be utilized. Instructor and peer group supervision of written and video student-client cases will form the basis for feedback concerning the student's brief counseling skills. *Pre or corequisite: PC 530 Communication in Pastoral Care or instructor permission. Three hours.*

PC 600 Counseling Issues in Pastoral Care

People's emotional, relational, and spiritual issues have become more complex, even for those in faith-based settings. Correspondingly, the need has grown for skilled and compassionate pastoral caregivers and counselors to engage care-recipients with a focus on healing and restoration. This course has been designed to equip students to serve as pastoral caregivers and counselors through the practical application of theory and skills in one-on-one and group contexts. The content covered includes: addictions, marriage and family issues, and individual crisis interventions. *Three hours.*

PC 630 Developmental Growth and Diversity in Pastoral Care

Understanding the growing diversity in cultural landscapes is the responsibility of pastoral caregivers and counselors. Diverse populations bring rich expressions of thinking, behavior, attitudes, values, and even faith and worship. Cultural diversity also impacts – positively and negatively – individual's and group's development and growth. This course introduces students to developmental theories of individual growth in conjunction with how growth is impacted by diverse persons and cultures. The focus is to educate pastoral caregivers and counselors who understand and can creatively engage the differing needs of individuals and groups. *Three hours.*

PC 650 Grief and Loss Counseling

This course prepares pastoral and clinical counselors to support persons experiencing grief and loss. The learning experience includes integrating biblical understanding, exploring theoretical frameworks, considering cross-cultural grief support, and practicing supportive interventions. *Two hours.*

PC 670 Crisis Counseling with Individuals

This course focuses on the assessment of individual crisis situations, and the specific, practical intervention techniques and skills related to acute, emotional personal turmoil. Attention is given to a Christian theology

of crisis and the role spirituality and religion play in helping or hindering persons in crisis. Various types of personal crisis such as suicide, domestic violence, addictions, homicide, death, divorce, health issues, and life transitions will be discussed and appropriate interventions taught and practiced. *Two hours.*

PC 680 Counseling Responses in Crises and Disasters

Describes psychological crisis intervention approaches and techniques in the face of natural and human-made disasters, such as floods, earthquakes, fires, transportation accidents, school shootings, workplace violence, and terrorism. These disasters typically affect large groups of persons at the same time and require a planned response for the victims, their families, and helping providers who may or may not have a faith background. Course content focuses on the theological issues of a disaster; spiritual, physical, and psychological responses to disaster; intervention techniques; and care for the caregivers to prevent or mitigate compassion fatigue. As a part of this course, and for a course fee in addition to tuition, students will be trained in and receive a certificate in Group Crisis Intervention: Critical Incident Stress Management (CISM) through the International Critical Stress Foundation (ICSF). *Two hours.*

PC 775 Community-Based Ministry Internship

This internship offers students in the Master of Divinity (Pastoral Care and Counseling concentration), the Master of Arts in Pastoral Care, and the Graduate Certificate in Pastoral Care and Counseling the opportunity to experience hands-on ministry in a supervised setting with peer group feedback. Students will be placed in a variety of community-based institutional settings for their clinical ministry experience. *Prerequisites: PC 530 Communication in Pastoral Care; PC 560 Brief Counseling for Ministry; instructor permission. Three or four hours.*

CHRISTIAN APOLOGETICS

This department equips Christians to better defend and apply their Christian worldview in order to extend the mission of God in building up the church and reaching the lost through apologetics, evangelism, and cultural discernment. Courses develop a coherent Christian worldview by which to live and minister authentically.

CA 500 Apologetics and Ethics

This course helps students develop a Christian worldview that can be defended as objectively true, rational, and pertinent to all of life, and develop a Christian moral philosophy that can meet the challenges of the day. *Three hours.*

CA 550 Religious Pluralism

Explores claims of Christian uniqueness and exclusivity relating to theories of comparative religion. Other world religions will be compared with Christianity. Includes fieldwork with adherents to other faiths. *Three hours.*

CA 591, 691 Individualized Study in Christian Apologetics

These course numbers are reserved for courses that are designed to free the student for independent investigation in Christian Apologetics under the guidance of a professor. *One to three hours.*

HISTORY OF CHRISTIANITY

Building upon the biblical foundation of the faith, this department acquaints students with the development of Christianity from its inception to the present. By studying the past, prospective ministers understand in depth both the message they are to preach and the mission they are to fulfill. By using guided readings in original sources, doing assigned research, and integrating lectures and discussions, students gain an overview of Christianity's expansion, teachings and witness, learn to formulate Christian doctrine accurately, and deepen their appreciation for historic Christianity.

CH 500 History of the Christian Movement

Provides an overview of the expansion of the Christian faith from its origins in first century Jerusalem to its global influence in the early decades of the twenty-first century. Major events, ideas, people, and forces are introduced that have facilitated as well as hindered the growth of Christianity through the centuries. By developing a historical, theological, and apologetic foundation, subsequent seminary courses are undergirded, and a context as well as motivation for both personal and corporate ministry is provided. *Three hours.*

CH 551 Anglican History and Theology I: Foundations

This course will explore the unfolding of the English Reformation and the formularies it produced. Beginning with the medieval English affective tradition, moving through the Thirty-Nine Articles of 1571, and ending with Richard Hooker, we will explore the evolving self-understanding of a church that described itself as both catholic and reformed. The course provides an introduction to Anglican tradition, as both a survey of the foundations of Anglican identity and a rich set of resources for contemporary Christian life and ministry. *Three hours.*

CH 552 Anglican History and Theology II: Development of the Tradition

This course surveys the key characters, crises, and developments which shaped the Anglican tradition from the career of Richard Hooker to the rise of global Anglicanism. Attention is given to key controversies of the late sixteenth- through the early eighteenth-centuries over ecclesiastical divisions, soteriology, Trinity, reason, and revelation. Students will assess the major reception movements of the eighteenth and nineteenth centuries (evangelicalism, pre-Tractarian High Church, Oxford Movement), and consider their development and maturation throughout twentieth and twenty-first century Anglican theological reflection. *Three hours.*

CH 585 Readings in Church History

This course is designed for students who wish to concentrate in an area of special interest through a structured reading program. *Prerequisite: CH 500 History of the Christian Movement. Two hours.*

CH 590, 690 Studies in Church History

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

CH 591, 691 Individualized Study in Church History

These course numbers are reserved for courses that are designed to free the student for independent investigation in church history under the guidance of a professor. *One to three hours.*

CH 637 A History of Preaching

Provides a comprehensive overview of the crucial role that preaching has played in the life and ministry of the church throughout its history. Special attention is given to the study of certain preachers in their historical context and the nature and content of their preaching. *Two hours.*

CHRISTIAN STUDIES

The exigencies and contexts of ministry are constantly changing. This rises the need for leaders who are not narrowly trained, but instead are broadly equipped. The Master of Arts (Christian Studies) program is designed to meet this need. Students are provided a strong foundation in biblical and theological studies, along with an introduction to the theory and methodology of various forms of ministry. Options and choice are key to this degree, yet the rigor and depth of a Denver Seminary education are not sacrificed. All courses except for the summative paper are taken from other academic departments.

CS 790 Christian Studies Summative Paper

This course enables students to draw together some of the elements of their experience in the Christian Studies program to address a specific topic, problem, or issue that is relevant to their life and ministry. *Prerequisite: instructor permission. Two hours.*

COMPREHENSIVE EXAMS

EX CO Counseling Comprehensive Exam

This is the course code for the Master of Arts in Counseling (Clinical Mental Health and School Counseling) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX MDiv Master of Divinity Summative Experience

This is the course code for the Master of Divinity summative experience. Course registration policies and timelines apply. *Prerequisites: Completion of a minimum of 70 credit hours including GS 500, CH 500, TH 501, and TH 502. No credit.*

EX NT New Testament Comprehensive Exam

This is the course code for the Master of Arts (New Testament) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX OT Old Testament Comprehensive Exam

This is the course code for the Master of Arts (Old Testament) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX PC Pastoral Care Comprehensive Exam

This is the course code for the Master of Arts in Pastoral Care comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX TH Theology Comprehensive Exam

This is the course code for the Master of Arts (Theology) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX THM NT Master of Theology (New Testament) Comprehensive Exam

This is the course code for the Master of Theology (New Testament) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX THM OT Master of Theology (Old Testament) Comprehensive Exam

This is the course code for the Master of Theology (Old Testament) comprehensive exam. Course registration policies and timelines apply. *No credit.*

EX THM TH Master of Theology (Theology) Comprehensive Exam

This is the course code for the Master of Theology (Theology) comprehensive exam. Course registration policies and timelines apply. *No credit.*

COUNSELING

The Master of Arts in Counseling program offers courses in clinical mental health counseling and school counseling. Courses focus on developing practical skills for helping people, understanding the nature of human growth and change, personal reflection, and growth in professional identity. These courses are designed to train clinically competent mental health practitioners who are able to integrate Christian faith

and counseling education into a professional counselor identity for the purpose of effective counseling practice and licensure in diverse clinical, educational, and ministry settings. Students acquire contemporary knowledge and skills necessary to address the cognitive, emotional, interpersonal and spiritual needs of individuals, couples, families, and organizations and to implement social justice and advocacy strategies in each of these contexts.

CO 501 Theological Foundations for Counseling

This course explores the foundations of Christian theology, how these topics can inform counseling interventions, and the issues that are presented for counselors working in faith-based environments and with clients for whom faith is a critical resource. Ethical considerations concerning spiritual issues and interventions in counseling, along with ASERVIC standards, are addressed. *Three hours.*

CO 502 Counseling Theories

Equips students with foundational theoretical concepts, clinical skills, and techniques needed for the clinical training sequence (practicum and internship). Reviews the major counseling theories and how each relates to biblical and theological perspectives. Students are exposed to models of counseling consistent with current professional research and practice in the field, so they begin to develop a personal model of counseling. *Three hours.*

CO 503 Human Development and Counseling

Addresses the theoretical underpinnings of the counseling professions by looking at the major theories of human development and growth span. The course explores how major approaches to human growth and development compare to and contrast with related biblical teaching. *Three hours.*

CO 504 Psychopathology and Diagnosis

Students acquire a working knowledge of the diagnosis of psychopathology, the *DSM* and the assessment of psychological and spiritual functioning. *Prerequisite: Enrollment in the MA in Counseling program. Three hours.*

CO 505 Groups in Counseling

Principles and practices of group therapy are studied as they relate to church life and ministry as well as to professional practice. The major theories form the basis of investigation into how group counseling can be used by counselors to promote growth and healing. CO 508 may be taken in place of CO 505. *Prerequisite: Enrollment in the MA in Counseling Program. Three hours.*

CO 506 Introduction to School Counseling

Examines the history, philosophy, and trends of school counseling. Professional identity issues of school counselors will be explored, including leadership, advocacy, counseling, and consulting roles in the school system. Additionally, school counseling services are examined, including assessment, individual, group, family, and career counseling and consulting. Prevention and intervention strategies, programming, and ethical/legal guidelines are examined. *Prerequisite: Enrollment in MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program. Three hours.*

CO 507 Programs in School Counseling

Focuses on the design, development, implementation, and evaluation of the comprehensive developmental school counseling program. Needs assessments and outcome plans based on assessments are stressed. Several key counseling topics such as conflict resolution, program development, diversity, crises intervention, and resiliency are addressed as they apply to programming issues.

Prerequisites: Enrollment in MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program; CO 506 Introduction to School Counseling. Pre or corequisite: CO 785 School Counseling Internship I. Three hours.

CO 508 Child and Adolescent Groups in Counseling

Principles and practices of group therapy with a child and adolescent population are studied as they relate to clinical and school counseling professional practice. The major theories form the basis of investigation into how group counseling can be used by counselors to promote growth and healing in a child and adolescent population. *Prerequisite: Enrollment in the MA in Counseling (Clinical Mental Health and/or School Counseling) program. Three hours.*

CO 510 Counseling Foundations

Introduces counseling licensure students to the counseling field, the community counseling model, empathy training, other foundational counseling skills, counseling techniques and counseling ethics. Orients the student to CO 511 Counseling Practicum in which students will conduct counseling sessions with clients in the on campus Denver Counseling Center. *Prerequisite: Enrollment in the MA in Counseling program. Pre or corequisite: CO 501 Theological Foundations of Counseling. Three hours.*

CO 511 Counseling Practicum

Counseling Practicum provides counseling students with an initial experience in providing counseling services and introduces them to the profession of clinical counseling. Students participate in forty clock hours of direct service to clients in individual, family, and group formats. They also participate in individual or triatic and group supervision in which they review video recordings of their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the end of the course. The practicum course totals at least one hundred thirty clock hours of work toward state licensure requirements. This course is graded on an exceptional, satisfactory, marginal, and unsatisfactory basis as detailed in the Grading System section of Academic Procedures. Students on academic probation are not eligible for practicum. *Prerequisites: Enrollment in the MA in Counseling (Clinical Mental Health) program; CO 501 Theological Foundations of Counseling; CO 502 Counseling Theories; CO 504 Psychopathology and Diagnosis; CO 510 Counseling Foundations. Pre or corequisites: CO 615 Professional Orientation; eligibility as determined by the Counseling Division; instructor permission. Cross listed with CO 512. Three hours.*

CO 512 School Counseling Practicum

School Counseling Practicum provides counseling students with an initial experience in providing counseling services to the community and introduces them to the profession of clinical counseling. Students participate in forty clock hours of direct service to clients in individual, family, and group formats. When positions are available, students may participate in providing direct service in a school-based setting. They also participate in individual or triatic and group supervision in which they review video recordings of their counseling sessions for discussion and evaluation. Student performance is monitored throughout the course and includes a formal evaluation at the end of the course. The practicum course totals at least one hundred thirty clock hours of work toward state licensure requirements. This course is graded on an exceptional, satisfactory, marginal, and unsatisfactory basis as detailed in the Grading System section of Academic Procedures. Students on academic probation are not eligible for practicum. *Prerequisites: Enrollment in the MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program; CO 501 Theological Foundations of Counseling; CO 502 Counseling Theories; CO 503 Human Development; CO 504 Psychopathology and Diagnosis; CO 510 Counseling Foundations. Pre or corequisites: CO 615 Professional Orientation; eligibility as determined by the Counseling Division; instructor permission. Cross listed with CO 511. Three hours.*

CO 525 Career Development and Assessment

Begins with an exploration of the theology of work and moves to an examination of career selection and career development theories. Students learn about career assessment tools, occupational information sources and systems, as well as lifestyle and career decision-making. This course equips the student with the skill of critiquing lifestyle from a biblical viewpoint. CO 527 may be taken in place of CO 525. *Three*

hours.

CO 527 Career and College Preparation

Begins with an exploration of the theology of work and moves to an examination of theories and approaches to career and college preparation in school and clinical career counseling. Students learn about career and college preparation in the K-12 school setting as well clinical contexts, career assessment tools, occupational information sources and systems, as well as lifestyle and career decision-making. *Three hours.*

CO 543 Sexuality and Counseling

Overviews the issues related to the development of healthy sexuality and sexual disorders. Attention is given to a theology of sexuality as it relates to living out Christian values regarding sexuality in contemporary society. Consideration is given to sexual disorders and their treatment, and to common sexual issues that arise in the counseling process. *Two or three hours.*

CO 551 Crisis Counseling

This course focuses on the assessment of individual crisis situations, and the specific, practical intervention techniques and skills related to acute, emotional personal turmoil. Attention is given to a Christian theology of crisis and the role spirituality and religion play in helping or hindering persons in crisis. Emphasis is on the need to stabilize clients during the first critical seventy-two hours of crisis. Various types of personal crisis such as suicide, domestic violence, addictions, homicide, death, divorce, health issues, and life transitions will be discussed, and appropriate interventions taught and practiced. *Two hours.*

CO 552 Marriage and Family Counseling

An introductory course in marriage and family counseling which helps students acquire knowledge of relationship dynamics, assessment, and skills related to working with couples and families. The Christian view of marriage informs the consideration of the nature of marriage and family in contemporary society. Students learn specific approaches to premarital, marital, and family counseling with an emphasis on the value of a systematic perspective, as well as specific and practical evaluation and treatment tools. *Three hours.*

CO 555 Addictions and Counseling

Discusses the etiology, distinctives, and specific difficulties related to addictive behaviors. Group and individual approaches to the treatment of substance abuse and other addictions are presented. Attention is given to preventive strategies and therapeutic interventions to address substance abuse and other addictions. *Three hours.*

CO 556 Counseling Children and Adolescents

Provides a brief history of theoretical foundations and a working knowledge of contemporary interventions for counseling children and adolescents. Practical considerations and specific techniques are demonstrated and discussed against a backdrop of biblical integration related to child and adolescent development and parenting. Materials used in the course are aimed at helping students develop basic skills necessary for effectively counseling and communicating with children, adolescents, and their families. *Three hours.*

CO 561 Brief Counseling for Clinical and School Settings

This course examines the philosophical base, strategies, and theological implications of the practice of various models of brief counseling (e.g., problem-solving, integrated problem, and solution-focused therapy) within the clinical and school setting. Specific attention is given to the exploration and practice of the techniques of each model. Implications of the use of brief counseling with both child/adolescent

and adult populations will be considered. *Prerequisite: Enrollment in MA in Counseling or Graduate Certificate in School Counseling program, or instructor permission. Two hours.*

CO 590, 690 Studies in Counseling

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

CO 591, 691 Individualized Study in Counseling

These course numbers are reserved for courses that are designed to free the student for independent investigation in counseling under the guidance of a professor. *One to three hours.*

CO 601 Research and Evaluation in Counseling

Familiarizes students with basic concepts related various research methods, research designs, reliability and validity of research, evidence-based research, critical evaluation of published research, and steps required to develop and design an ethical experimental research project. Students will be introduced to scales of measurement, descriptive statistics, and basic univariate inferential statistics commonly used in counseling research and program evaluation. Also explored is the evaluation process and needs assessment that is vital to effective counseling and program enhancement. This course is an introductory survey of the field designed to aid the student in becoming an informed consumer of research data.

Three hours.

CO 602 Assessment and Measurement in Counseling

Introduces students to philosophical and ethical considerations related to tests and testing. In addition, specific tests are discussed and demonstrated. Students learn how these assessment tools are used effectively in counseling. CO 653 may be taken in place of CO 602. *Prerequisites: Enrollment in the MA in Counseling program; CO 503 Human Development and Counseling; CO 601 Research and Evaluation in Counseling. Three hours.*

CO 615 Professional Orientation

Explores the professional identity, roles, and functions of the counselor in relation to the rigorous professional standards of conduct required in the counseling field. Students will learn about ethical and legal standards, professional goals and objectives, professional organizations and associations, history and trends in the counseling field, and professional credentialing. *Prerequisites: Enrollment in the MA in Counseling program. Three hours.*

CO 621 Social and Cultural Foundations of Counseling

Assists the student in preparation for work with American subcultures, American minority groups, and internationals living in the United States. It also explores how one works with culture overseas (as in missions). Students evaluate their own stereotypes and biases and how they affect the counseling process. *Three hours.*

CO 631 Counseling and Spirituality

Considers the primary issues in the disciplines of counseling and relational spirituality, multiculturalism and spirituality, and how religious systems and spirituality impact the counseling encounter. Topics include core concepts such as internalized God images, spiritual dwelling and seeking, relational spirituality and attachment, differentiation and intersubjectivity, and relational spirituality and counselor formation. Ethical considerations concerning spiritual issues and interventions in counseling, along with ASERVIC standards, are addressed. *Prerequisites: CO511 Counseling Practicum or CO 512 School Counseling Practicum. Three hours.*

CO 646 Counseling for Trauma and Abuse

This course focuses on the understanding and prevention of relational violence, within and outside of religious circles, as well as treatment of both victims and perpetrators. Emphasis is on the treatment of adult survivors of child abuse and domestic violence. Application of treatment principles is made to other types of traumatic events. *Two or three hours.*

CO 647 Grief and Loss Counseling

This course prepares pastoral and clinical counselors to support persons experiencing grief and loss. The learning experience includes integrating biblical understanding, exploring theoretical frameworks, and practicing therapeutic interventions. *Two hours.*

CO 653 Child and Adolescent Assessment and Measurement in Counseling

Introduces students to philosophical and ethical considerations related to the use of assessments and measurements in the child and adolescent population, including discussion and demonstration of specific tests related to the clinical and school contexts. Students will learn how these assessment tools are used effectively in clinical and school counseling. *Prerequisite: CO 503 Human Development and Counseling; CO 601 Research and Evaluation in Counseling; and enrollment in a MA in Counseling program. Three hours.*

CO 656 Adventure Therapy

Introduces students to biblically informed therapeutic aspects of adventure. Prepares future Christian counselors and outdoor leaders for the opportunities presented by programs that seek to combine professional healing with adventure experiences. Two half-day field sessions are included in the course. *Two hours.*

CO 657 Counseling Responses in Crises and Disasters

Describes psychological crisis intervention approaches and techniques in the face of natural and human-made disasters, such as floods, earthquakes, fires, transportation accidents, school shootings, workplace violence, and terrorism. These disasters typically affect large groups of persons at the same time and require a planned response for the victims, their families, and helping providers who may or may not have a faith background. Course content focuses on the theological issues of a disaster; spiritual, physical, and psychological responses to disaster; intervention techniques; and care for the caregivers to prevent or mitigate compassion fatigue. As a part of this course, and for a course fee in addition to tuition, students will be trained in and receive a certificate in Group Crisis Intervention: Critical Incident Stress Management (CISM) through the International Critical Stress Foundation (ICSF). *Two hours.*

CO 658 Neurological Function and Psychopharmacology in Counseling

This course, designed to address the needs of master's-level therapists working in non-medical settings, will explore aspects of psychopharmacology and neuroanatomy/physiology as they pertain to counseling. It will equip counselors with the depth of knowledge necessary to effectively understand neurological functioning and the ways in which it can impact the counseling process. Uses and side effects of commonly prescribed psychotropic medications will be discussed. Students will be able to educate their clients on how neurology plays a role in the issues they face, their work in counseling, and the medications they may/will be taking. Questions regarding the ethical use of neurological and psychopharmacological information in the counseling setting will be addressed. *Two or three hours.*

CO 659 Using the Expressive Arts in Counseling

This interactive course explores the creative nature of God, the history, the rationale, and the benefits of using the expressive arts in counseling and therapeutic work. Several key modalities of the expressive arts will be addressed. Students will be exposed to a gamut of creative art forms that can be utilized to form a professional helping toolbox. *Three hours.*

CO 692 Seminar in School Counseling: Special Topics

This course provides School Counseling students an opportunity to explore special topics in the field of school counseling that may not be covered at length within the core curriculum. School Counseling is a rapidly changing field; therefore, topics presented may vary each time the seminar is offered based on feedback received from content experts in the field. *One hour.*

CO 785 School Counseling Internship I

The two internships (CO 785 and CO 787) require completion of a total of 600 clock hours over two semesters in an approved school setting under the supervision of an appropriately trained and certified/licensed school counselor. A minimum of 240 direct service hours are required with K–12 students and those who support their development. Counseling services may include individual, group, and family counseling, assessment, consulting, program development and evaluation, and team building. Additional requirements include at least one hour of individual supervision and two hours of group supervision per week with qualified supervisors. Student performance is monitored each semester and includes a formal evaluation at course end. *Prerequisites: Enrollment MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program; CO 502 Counseling Theories; CO 503 Human Development and Counseling; CO 504 Psychopathology and Diagnosis; CO 505 Groups in Counseling; CO 506 Introduction to School Counseling; CO 511 Counseling Practicum or CO 512 School Counseling Practicum; completion of at least thirty hours of the MA in Counseling (School Counseling) program; eligibility as determined by the Counseling Division; instructor permission. Three hours.*

CO 786 School Counseling Internship Continuation

Students who are not ready to enroll in CO 787 and have already completed CO 785 should register for CO 786 each semester until they are ready to enroll in CO 787. *Prerequisites: Enrollment MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program; CO 785 School Counseling Internship I; eligibility as determined by the Counseling Division; instructor permission. No credit.*

CO 787 School Counseling Internship II

Prerequisites: Enrollment in MA in Counseling (School Counseling) or Graduate Certificate in School Counseling program; CO 785 School Counseling Internship I; eligibility as determined by the Counseling Division; instructor permission. Three hours.

CO 793 Counseling Thesis Proposal

This course is for students in the Master of Arts program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in CO 798 in subsequent semesters until the term of registration for CO 799. *Prerequisites: CO 601 Research and Evaluation in Counseling; instructor permission. One hour.*

CO 795 Clinical Counseling Internship I

The two internships require completion of a total of 600 clock hours over two semesters in an approved community counseling setting under appropriate supervision. A minimum of 240 hours of direct client contact with individuals, groups, and families are required. Additional requirements include at least one hour of individual supervision and two hours of group supervision per week with qualified supervisors. Student performance is monitored each semester and includes a formal evaluation at course end. *Prerequisites: CO 502 Counseling Theories; CO 503 Human Development and Counseling; CO 504 Psychopathology and Diagnosis; CO 505 Groups in Counseling; CO 511 Counseling Practicum or CO 512 School Counseling Practicum; completion of at least thirty hours of the MA in Counseling (Clinical Mental Health) program; eligibility as determined by the Counseling Division; instructor permission.*

Three hours.

CO 796 Clinical Counseling Internship Continuation

Students who are not ready to enroll in CO 797 and have already completed CO 795 should register for CO 796 each semester until they are ready to enroll in CO 797. *Prerequisites: CO 795 Clinical Counseling Internship I; eligibility as determined by the Counseling Division; instructor permission. No credit.*

CO 797 Clinical Counseling Internship II

Prerequisites: CO 795 Clinical Counseling Internship I; eligibility as determined by the Counseling Division; instructor permission. Three hours.

CO 798 Counseling Thesis Continuation

This course is for students in the Master of Arts program. Students who are not ready to enroll in CO 799 should register for CO 798 each semester until they are ready to enroll in CO 799. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: CO 793 Counseling Thesis Proposal. No credit.*

CO 799 Thesis in Counseling

This course is for students in the Master of Arts program. Students should register for CO 799 when they are ready to complete the thesis process in a particular semester. Note that there are no course extensions for projects or theses. *Prerequisite: CO 793 Counseling Thesis Proposal. Two hours.*

EDUCATIONAL MINISTRIES

The educational ministries department focuses on the teaching, discipling, and leading aspects of making followers of Jesus Christ. Embracing church, parachurch, and cross-cultural contexts of ministry, the department challenges students to broaden their ministry perspectives. Students are taught to develop their own philosophy of ministry based upon solid theological, philosophical, educational, and leadership principles.

EM 590, 690 Studies in Educational Ministry

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

EM 591, 691 Individualized Study in Educational Ministry

These course numbers are reserved for courses that are designed to free the student for independent investigation in educational ministry under the guidance of a professor. *One to three hours.*

EM 604 Teaching for Life Change

This course introduces students to the principles and practice of biblical teaching. It focuses on: (1) theory that undergirds and guides effective biblical communication; (2) speaking in a way that will captivate and effectively communicate the biblical text; and (3) leading relevant, life-changing Bible-based discussions. Students are provided with multiple practical experiences to enhance their understanding and skill. *Two hours.*

GENERAL STUDIES

This area encompasses coursework that provides essential formation in academic, spiritual, and practical aspects of the ethos of Denver Seminary. Characteristic of studies in this category are their interdisciplinary and foundational aspects as they integrate theology and biblical studies

GS 500 Thinking Biblically and Theologically

Provides an introduction to Denver Seminary's missional framework for theological education; key biblical and theological foundations for all major disciplines; key principles of biblical interpretation; and practices of integrative theological reflection. *Three hours.*

GS 510 Vocation and Christian Life

This course prepares students to engage biblically, theologically, and practically with the work God calls them to over the course of their lives. It provides a biblical and theological framework for healthy vocational and transformational practices. Through this course, students will develop an understanding of Sabbath and design their own Rule of Life. Together professor and students will study biblical passages, interact with Christian thinkers and engage in theological reflection regarding the integration of calling, work, rest, culture, and Christian identity. Students will also be prepared to pursue intentional growth and transformation with others in and through their work. *Prerequisite: Enrollment in the Fellows Program of First Presbyterian Church – Colorado Springs. Two hours.*

HOMILETICS

Preaching the Scriptures is the life blood of the Church and facilitates the expansion of God's Kingdom in the lives of people. The Homiletics Department at Denver Seminary is committed to training men and women in the clear exposition of the Bible using the methodology of the Big Idea. Following the introductory course in Biblical Preaching, students have a number of electives to choose from that assist them in developing out their preaching skills. Our goal in all of these courses is to help our students engage the world with the life transforming power of Scripture for the glory of God.

HOM 500 Introduction to Expository Preaching

Provides students with both instruction and practice in the discipline of Big Idea expository preaching. Students are introduced to the exegetical and homiletical steps involved in the exposition of New Testament texts with a goal of initiating them in the practice of preaching the Bible in a clear and relevant fashion. *Two or three hours.*

HOM 590, 690 Studies in Homiletics

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

HOM 591, 691 Individualized Study in Homiletics

These course numbers are reserved for courses that are designed to free the student for independent investigation in homiletics under the guidance of a professor. *One to three hours.*

HOM 701 Expository Preaching of Old Testament Texts

Linking Hebrew exegesis with the exposition of the Old Testament, the instruction in this course focuses on the exegesis of different types of Old Testament literature and the preparation of relevant expository sermons from those texts. It explores, in depth, the theological implications of the Old Testament and its application for contemporary audiences. Students will prepare and preach at least two sermons based on different sections of the Old Testament. Evaluations will be offered by the students and the instructor. *Prerequisites: OT 502 Learning Hebrew and Its Grammar (Hebrew II); HOM 500 Introduction to Expository Preaching. Three hours.*

HOM 743 Advanced Expository Preaching I

Designed to provide more practice in the discipline of expository preaching. Class format includes discussion, sermon preparation and presentation, the emphasis of scriptural authority in preaching, and how

to make sermons relevant to contemporary audiences. A spiritual formation component is included to help students grow in their personal relationship with Christ. *Prerequisite: HOM 500 Introduction to Expository Preaching. Two hours.*

HOM 744 Advanced Expository Preaching II

A continuation of HOM 743 Advanced Expository Preaching I. *Prerequisite: HOM 500 Introduction to Expository Preaching. Two hours.*

HOM 750 Interpreting and Preaching Difficult Texts and Topics

This course gives students exposure to and practice in the interpretation and exposition of biblical texts and current topics that are deemed to be especially challenging to both preachers and contemporary listeners. *Prerequisites: GS 500 Thinking Biblically and Theologically; HOM 500 Introduction to Expository Preaching. Three hours.*

INTERCULTURAL MINISTRY

Jesus commanded his followers to make disciples of all nations. Courses in this program facilitate the accomplishment of this vital task. This program (1) enables those who intend to remain in North America to become more culturally sensitive and to minister with competence among people of diverse backgrounds and ethnicity; (2) equips both prospective and experienced overseas missionaries for effective intercultural ministry; and (3) gives nationals from other countries skills to help them minister more effectively in their own contexts.

IM 610 Mission and Culture

Explores the foundations and implications of the mission paradigm in hermeneutics, theology, and ministry with particular attention given to the exegesis and engagement of culture in mission. *Two hours.*

IM 611 Globalization in Theological Education

This course offers an understanding of the various worldviews as found in modern China. It will provide an overview of Chinese culture and of the historical development of Daoist, Confucian, and Buddhist thought and practice along with some fold and local traditions. One main question we shall explore is: How do these traditions of thinking and practice shape the worldview of Chinese people today? Another question we shall explore is: How does modernity, in all its dimensions, including Marxism, also shape Chinese thought today? Finally, the course will examine the development of Christian thought and practice in China and how Christian thought and practice interacts with modern Chinese worldviews today. *Two hours.*

LEADERSHIP

The world needs competent leaders with integrity and a holy imagination. This degree program prepares students to design, implement, and assess personal, culturally engaged, digitally informed, and gospel-centered leadership strategies for a rapidly changing world. Whether there is a desire to lead in the non-profit, business, community, or public sector, students will engage in a collaborative learning community and through biblical and theological reflection to acquire the knowledge, skills, and behaviors necessary to navigate change, power dynamics, and conflict in diverse cultural, organizational, and entrepreneurial settings.

LD 501 Theological and Theoretical Foundations for Leadership

This course helps students formulate biblical and theological foundations for leadership, coupled with the latest research findings in the field of leadership theory, practice, and development. Examined are the essential functions of leadership required across different organizations and cultural contexts. Students

will also identify their gifts, leadership style, and specific skills for leading people and organizations. *Recommended corequisite: GS 500 Thinking Biblically and Theologically. Two or three hours.*

LD 549 Formational Leadership: Character, Identity, and Habits for Servant Leaders

Sustainable servant leadership requires self-differentiated leaders, so students will embark on an inward journey to clarify their identity and build habits to shape their character. The process will require students to practice curiosity and vulnerability, develop healthy relational boundaries, and exercise consistent ethical influence. This course focuses on the leader's personal life, preparing students to refine their leadership impact and building a foundation for more advanced leadership courses. *Two or three hours*

LD 565 Leadership Presence: Emotional, Social, and Cultural Intelligence

The currency of leadership is trust, and in increasingly diverse environments, leaders must build trust through credibility and relatability. Leaders must move beyond traditional leadership skills to develop emotional, social, and cultural intelligence competencies. Utilizing a blend of social sciences and biblical-theological inquiry, students will develop their foundation for contributing positively to their professional environments. *Two or three hours*

LD 590, 690 Studies in Leadership

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

LD 591, 691 Individualized Study in Leadership

These course numbers are reserved for courses that are designed to free the student for independent investigation in leadership under the guidance of a professor. *One to three hours.*

LD 600 Power, Change, and Conflict

This course teaches the biblical, theological, and theoretical foundations of power. Students will also examine theories, philosophies, and strategies for change in organizations. The course will also address the personal competencies and biblical-theological perspectives necessary to manage through the conflict inherent in any human organizing, whether it be relationships, family systems, or organizations.

Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 550 Formational Leadership. Three hours.

LD 649 Formational Leadership: Developing Resilient Leaders and Teams

Self-differentiated servant leaders extend their influence by developing empowered, resilient leaders and teams. Creating cultures of trust, organizations thrive with leaders and teams at every level pursuing ruthless and compassionate honesty, facing adaptive challenges with perseverance and overflowing hope. This course equips students to build resilient mindsets, cultivate perseverance, foster collaborative team cultures, and inspire others to solve meaningful problems together. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 549 Formational Leadership: Character, Identity, and Habits for Disciplines and Ethical Servant Leadership. Two or three hours*

LD 650 Organizational Leadership

This course teaches the competencies necessary to be an effective organizational leader. These skills, theories, and practices include the development of organizational culture, systems-thinking, effective communication, creative problem solving, strategic planning, managing human resources, administrative effectiveness, and institutional governance. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 550 Formational Leadership. Three hours.*

LD 656 Leadership Presence: Communication, Negotiation, and Conflict Resolution

When people organize, there will be communication issues and conflict, but these do not have to overwhelm leaders or organizations. In this course, students will develop competencies in active listening, authentic and persuasive communication, negotiation, and constructive conflict resolution, so they can confidently navigate organizations and steward productive environments. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 565 Leadership Presence: Emotional, Social, and Cultural Intelligence. Two or three hours.*

LD 675 Organizational Leadership: Management, Administration, and Systems-Thinking

Organizations can be volatile, uncertain, complex, and ambiguous (VUCA), but effective leaders utilize strategic management and competent administration to reduce the gaps VUCA creates. Just as leaders must have personal disciplines and habits to be sustainable servant leaders, organizations must develop consistent, sustainable, and scalable systems to fulfill their mission. This course equips students to become decisive leaders and systems-thinkers, evaluate efficiency, and effectively allocate resources so VUCA does not restrain their organizations. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 549 Formational Leadership: Character, Identity, and Habits for Disciplines and Ethical Servant Leadership; LD 565 Leadership Presence: Emotional, Social, and Cultural Intelligence. Two or three hours.*

LD 685 Organizational Leadership: Change, Conflict, and Culture

Where management creates consistency in organizations, leadership creates necessary change in organizations. Change creates tension and conflict, but effective leaders create generative tension and productive conflict to create learning organizations. This course equips students to lead organizational change and utilize conflict to create an organizational culture of continuous improvement. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 549 Formational Leadership: Character, Identity, and Habits for Disciplines and Ethical Servant Leadership; LD 565 Leadership Presence: Emotional, Social, and Cultural Intelligence. Two or three hours.*

LD 700 Current Issues in Leadership

This course engages students in the emergent needs of organizational leadership, where students must apply their learning into a specific context to engage the current issues leaders are facing. Students learn a repeatable process for organizational problem-solving while creating the summative project of their leadership studies. *Recommended prerequisites: LD 501 Theological and Theoretical Foundations for Leadership; LD 549 Formational Leadership: Character, Identity, and Habits for Disciplines and Ethical Servant Leadership; LD 565 Leadership Presence: Emotional, Social, and Cultural Intelligence; LD 649 Formational Leadership: Developing Resilient Leaders and Teams; LD 656 Leadership Presence: Communication, Negotiation, and Conflict Resolution. Three hours.*

NEW TESTAMENT

The New Testament department assists students in becoming at home in the New Testament in both English and Greek. Becoming familiar with the biblical content and with the techniques of interpreting the biblical record are emphasized. The approach is both synthetic and analytical. Two questions are preeminent—what does the Bible say and what does it mean? Students are encouraged to become independent as careful exegetes and interpreters of God’s Word with the goal being the application in life and ministry of God’s eternal truth.

NT 501 New Testament Greek I

Introduces the morphology and syntax of the Greek language of the New Testament. The first semester covers the essentials of grammar and the development of a basic working vocabulary. *Three hours.*

NT 502 New Testament Greek II

In the second semester the student is introduced to the fundamental tasks of exegesis and textual criticism, and students translate selected New Testament texts, practice exegetical methods, and do introductory grammatical layouts. *Prerequisite: NT 501 New Testament Greek I. Three hours.*

NT 509 New Testament Survey for Counseling

This course provides an introduction to the New Testament and a survey of its contents. Special attention will be devoted to themes and passages with particular significance for counseling. *Two hours.*

NT 511 Gospels and Acts

This course provides an overview of the intertestamental period, including the religious and political backgrounds to the first century A.D. world. It studies issues of introduction for the four Gospels and Acts, and, using the English New Testament, provides a harmonistic study of the life of Christ with a focus on his essential teachings, the theology of evangelism, and the planting of the church as recorded in Acts. *Three hours.*

NT 512 Epistles and Revelation

Using the English New Testament, this course surveys the New Testament epistles and the Apocalypse. Issues of introduction and content receive emphasis as well as a continual focus on the theology of evangelism and on the contemporary relevance of issues these documents raise for contemporary life. *Three hours.*

NT 540–560 Analysis of Selected Books

Engages students electing one of these courses in a careful study of the English text of one or more New Testament books. *Two hours.*

NT 590, 690 Studies in New Testament

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

NT 591, 691 Individualized Study in New Testament

These course numbers are reserved for courses that are designed to free the student for independent investigation in New Testament under the guidance of a professor. *One to three hours.*

NT 601 New Testament Theology

Taking the approach of biblical theology, this course will focus on a careful analysis of the dominant and distinctive theologies of the various New Testament authors and books and grapples with some of the major themes that unify the New Testament. The course is designed for students who have previously taken acceptable courses in New Testament introduction and general content. It is required for the Master of Arts (New Testament) program, but it may also be taken as an elective. *Pre or corequisites: GS 500 Thinking Biblically and Theologically; NT 511 Gospels and Acts; NT 512 Epistles and Revelation. Three hours.*

NT 611 Using Greek in New Testament Exegesis

Aims to develop increased proficiency in Greek grammar by building on the skills introduced in first-year Greek. The student translates selected passages from throughout the New Testament with an emphasis upon the significance of understanding grammar as the necessary basis for adequate exegesis. The various tasks of exegesis receive regular reinforcement through discussion and an exegetical paper. *Prerequisite: NT 502 New Testament Greek II. Three hours.*

NT 612 Greek Exegesis of James

Concentrates on the practice of all the exegetical methods acquired in prior courses through a thorough exegesis of the book of James. An understanding of the message of James and its relevance for contemporary life are major objectives. It is required for the Master of Arts (New Testament) program, but it may also be taken as an elective. *Prerequisite: NT 611 Using Greek in New Testament Exegesis. Three hours.*

NT 635 Letter to the Romans: Analysis, Hermeneutics, and Theology

The student engages in a detailed study of the English text of Romans, composes an inductive Bible study on a selected passage from that epistle, and studies some of the reception history of the letter with a view to integrating biblical studies with systematic or historical theology. The class builds on beginning Greek but without introducing new grammar or vocabulary and without translating more of the Greek New Testament. An alternative to NT 611 Using Greek in New Testament Exegesis for those who do not desire additional Greek beyond first-year grammar, it is designed to enable them to consolidate and apply what they have already learned in Greek and in the hermeneutical portions of the New Testament survey courses. *Prerequisite: NT 502 New Testament Greek II. Three hours.*

NT 640–660 Exegesis of Selected Books

These courses consist of advanced, careful study of one or more New Testament books using the Greek text. Varying approaches may be employed depending on the interest of the class. *Prerequisite: NT 611 Using Greek in New Testament Exegesis. Two hours.*

NT 670 Modern Methods of New Testament Study

Exposes the student to the variety of methods that modern scholars and critics employ to investigate historical, literary, linguistic, hermeneutical, and ideological issues of interpreting the New Testament. *Pre or corequisites: GS 500 Thinking Biblically and Theologically; NT 511 Gospels and Acts; NT 512 Epistles and Revelation. Two hours.*

NT 796 New Testament Thesis Proposal

This course is for students in the Master of Arts program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in NT 798 in subsequent semesters until the term of registration for NT 799. *Prerequisite: instructor permission. No credit.*

NT 798 New Testament Thesis Continuation

This course is for students in the Master of Arts program. Students who are not ready to enroll in NT 799 should register for NT 798 each semester until they are ready to enroll in NT 799. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: NT 796 New Testament Thesis Proposal. No credit.*

NT 799 New Testament Thesis Completion

This course is for students in the Master of Arts program. Students should register for NT 799 when they are ready to complete the thesis process in a particular semester. Note that there are no course extensions for projects or theses. *Prerequisite: NT 796 New Testament Thesis Proposal. Three hours.*

NT 801 The Quests of the Historical Jesus

Surveys the three quests of the historical Jesus and current possibilities for future quests. Students will read selections of primary sources from major contributors to the various quests and analyze their contexts, contents, and consequences in order to assess them in light of the New Testament Gospels and

other ancient sources relevant to Jesus of Nazareth. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

NT 802 Issues in Pauline Studies

Surveys and critically evaluates recent discussion in studies of Paul. Includes detailed analysis of historical issues, literary studies, social-scientific analysis, and other newer methods, and issues in Pauline theology. Special consideration will be given to new perspective approaches to Paul. The student will read major works in these areas and be able to assess their significance and value. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

NT 831 Advanced Greek Grammar and Linguistics

Considers recent developments in NT Greek grammar in light of recent research in linguistics and its application to Koine Greek. This course focuses on the most recent advances in Greek grammar, including verbal aspect theory, cases, the Greek voice system, and discourse analysis. The student will read broadly in these areas and focus on their application to the interpretation of the Greek NT. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

NT 890 Studies in New Testament

This course number is reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Prerequisite: Enrollment in the ThM program or instructor permission. Two or three hours*

NT 891 Individualized Study in New Testament

These course numbers are reserved for courses that are designed to free the student for independent investigation in New Testament under the guidance of a professor. *Prerequisites: Enrollment in the ThM program; instructor permission. One to three hours.*

NT 995 Specialized Project in New Testament

Students should register for NT 995 when they are ready to complete the specialized project in a particular semester. Note that there are no course extensions for specialized projects. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

NT 996 New Testament Thesis Proposal

This course is for students in the Master of Theology program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in NT 998 in subsequent semesters until the term of registration for NT 999. *Prerequisite: instructor permission. Two hours.*

NT 998 New Testament Thesis Continuation

This course is for students in the Master of Theology program. Students who are not ready to enroll in NT 999 should register for NT 998 each semester until they are ready to enroll in NT 999. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: NT 996 New Testament Thesis Proposal. No credit.*

NT 999 New Testament Thesis Completion

This course is for students in the Master of Theology program. Students should register for NT 999 when they are ready to complete the thesis process in a particular semester. Note that there are no course extensions for theses. *Prerequisite: NT 996 New Testament Thesis Proposal. Four hours.*

OLD TESTAMENT

The Old Testament department introduces students to the languages, literature, ethics, and archaeology of the text and its ancient context. Students also encounter Old Testament studies from around the globe that introduce new ways of appreciating its message and power. Each of these areas contributes to an essential foundation for identifying the person and work of Jesus Christ and for understanding the mission of the people of God today. Academic rigor and serious reflection prepare advanced students for further research in the linguistic, literary, historical, theological, and moral concerns of this sacred text.

OT 501 Learning Hebrew and Its Tools (Hebrew I)

An introduction to the Hebrew language. Students will understand the basic structure of the language of the Old Testament and will learn about nouns, adjectives, the regular strong and weak verbs in the Qal stem, basic syntax and the vocabulary essential to begin reading the Hebrew Bible. Students will become acquainted with the most important tools for its exegesis. *Three hours.*

OT 502 Learning Hebrew and Its Grammar (Hebrew II)

Develop a deeper understanding of the classical Hebrew of the Old Testament. This course covers the strong and weak verbs in all derived stems and introduces skills in reading and interpreting the Hebrew Bible with a full examination of the variant readings from ancient manuscripts. Students will practice translating excerpts from narrative, law, and prophecy. *Prerequisite: OT 501 Learning Hebrew and Its Tools (Hebrew I). Three hours.*

OT 509 Old Testament Survey for Counseling Students

Surveys the content and message of the Old Testament as well as representative issues of historical background, criticism, and key texts. Journey with Israel through the wilderness and experience its conquest and settlement in the land; listen to the poetry and song of Israel's psalms and consider their place in the ancient world. Sit with the sages and prophets of the Bible. *Two hours.*

OT 511 Israel's Early History and Poetry

Surveys the content, historical background, critical issues, and key texts found in Genesis through Ruth and the poetic and wisdom literature. Journey with Israel through the wilderness and experience its conquest and settlement in the land; listen to the poetry and song of Israel's psalms, consider their place in the ancient world; and sit with the sages of the Bible. *Three hours.*

OT 512 Kingdom of Israel and Prophets

Explores how God involved himself in the life and politics of ancient Israel. This course surveys the history of Israel from the rise of the monarchy to the return from exile and the prophets during this time period. Includes 1 Samuel to Esther and Isaiah to Malachi. *Three hours.*

OT 540-555 Studies in Selected Books

Studies a book of the Old Testament in depth for exegetical and theological insights that speak to today's world. These courses are based on the English Bible. *Two hours.*

OT 580–589 Center for Judaic Studies

These courses of study are available to Denver Seminary students through the University of Denver's Center for Judaic Studies. Courses may not apply to the required electives for the Master of Arts (Old Testament) program. *Two hours.*

OT 590, 690 Studies in Old Testament

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *One to three hours.*

OT 591, 691 Individualized Study in Old Testament

These course numbers are reserved for courses that are designed to free the student for independent investigation in Old Testament under the guidance of a professor. *One to three hours.*

OT 640 Book of Joshua: Analysis, Hermeneutics, and Theology

A detailed study of the Book of Joshua, based primarily on the English translations of the text, With reference to important linguistic features from the Hebrew text. The course covers: historical background; major characters (e.g., Moses, Joshua, Caleb, Rahab); conquest models; divine violence; warfare rhetoric; archaeology; views on the “Land of Israel;” theological themes; Hebrew grammar, syntax, and vocabulary will be discussed inductively. The class is designed as an alternative to OT 701 Introduction to Hebrew Exegesis for those who desire only a limited amount of Hebrew beyond the first-year grammar and syntax. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Three hours.*

OT 641 Hebrew Reading

Increases speed and comprehension in the reading of the Hebrew text. *Prerequisite: OT 701 Hebrew Exegesis of Old Testament Texts. Two hours.*

OT 648 Book of Genesis

Perhaps no biblical book is more important for understanding the beauty and care of creation, the need for redemption, and God’s great plan for humanity. Engage in a detailed study of the text of Genesis, examining the great texts of creation, the fall, the covenant with Abraham and Sarah, and how God works through their family. Compose a teaching outline and paper on a selected passage from the book, and study the historical, cultural, and theological interpretation of the book. The class is designed as an alternative to OT 701 Introduction to Hebrew Exegesis for those who desire only a limited amount of Hebrew beyond the first-year grammar and syntax. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Three hours.*

OT 649 Reading the Psalms for Today

The psalms are the most widely read part of the Old Testament among Christians today. This course will explore 10 representative psalms from different poetic genres, employing new methods for the interpretation of biblical poetry, including new approaches to parallelism and metaphor theory, intertextuality, and reception history. Employing imaginative reading strategies which will include the use of psalms in the fine arts and popular culture, you will acquire the skills to apply all of the biblical psalms in theologically responsible ways to modern Christian faith and praxis, with particular emphasis on social justice and creation care. The class is designed as an alternative to OT 701 Introduction to Hebrew Exegesis for those who desire only a limited amount of Hebrew beyond the first-year grammar and syntax. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Three hours.*

OT 661 Old Testament Theology and Religion

Course includes three components: (1) Discover significant issues and achievements of recent scholarly endeavor in Old Testament theology; (2) consider the history of the discipline and read the most influential theologies of the Old Testament—how have modern believers understood their faith in the Old Testament and its relationship to the New Testament; and (3) examine the actual beliefs and practices of ancient Israel using archaeological and textual evidence—how did the ancient people of God live out their faith in the contexts of other religions and cultures? Special attention is given to Old Testament teachings on gender and the global mission of God. *Three hours.*

OT 670 Jewish and Rabbinic Interpretation of Old Testament Texts

This course will familiarize students with the rich heritage of Jewish biblical interpretation and provide a framework through which students can access and understand the historical development of Jewish

interpretation of the Old Testament, ranging from the Second Temple period to the closure of the Babylonian Talmud (c. 600 CE). We will work through the varieties of early Jewish works (Philo, Dead Sea Scrolls, Apocrypha and pseudepigrapha, apocalyptic texts) and rabbinic literature (Mishnah, Tosefta, Targum, Midrash, and Talmuds). We will also scrutinize the New Testament writings in their Jewish milieu, emphasizing the Messianic Jewish hermeneutics of the Scriptures among the first disciples of Yeshua. The students will also engage with classic Jewish Bible commentators (e.g., Rashi, Ramban, Radak) and contemporary Israeli biblical scholarship. We will draw on the Masoretic Text of the Hebrew Bible to guide us in the task of Parshanut Miqra. *Three hours.*

OT 690 Women in Leadership in Old Testament and Ancient Near East

Study of the private and public lives of women in the Old Testament and the Ancient Near East, focusing on the following topics: the home, the public square, sexual intimacy, the economy, religion, call to leadership, female deities, women in the patriarchal world, violence against women, equality and subordination, female slavery, prostitution, rape, women and the law, literacy, etc. *Three hours.*

OT 701 Hebrew Exegesis of Old Testament Texts

Focuses on the study and interpretation of selected Hebrew texts or delves into a book of the Hebrew Bible. This course develops skills in translation and in the use of scholarly tools for an in-depth exegetical analysis of Hebrew texts. This is an essential course for all who wish to preach and teach from the Old Testament. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Three hours.*

OT 741 Septuagint

Focus on the reading and interpretation of significant Old Testament texts in the Hebrew and Greek translations, and the corresponding New Testament citations. Develop skills in the analysis of the original languages. Prepare for the independent study of the texts and versions of the Old Testament, for the use of the Old Testament in the New Testament, and for the reading of Greek New Testament texts in light of their citation of the Old Testament. May also credit as a New Testament elective. *Prerequisites: OT 502 Learning Hebrew and Its Grammar (Hebrew II); NT 502 New Testament Greek II. Two or three hours.*

OT 742 Aramaic

Aramaic is the language of the New Testament world and of much of the books of Ezra and Daniel. This class builds upon Hebrew to simplify biblical Aramaic and provides an introduction to the language and tools for interpretation and exegesis. Students will read accounts of Ezra and the heroic stories and prophecies of Daniel. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Two or three hours.*

OT 743 Northwest Semitic Inscriptions

Read the most important extrabiblical texts of Israel and its neighbors in the original languages. A foundation of biblical Hebrew forms a basis for an introduction to the other Hebrew texts as well as Ammonite, Moabite, and Phoenician readings; all closely related to the Hebrew of the Bible. The course will study key sources for the history and religion of ancient Israel as well as forms and expressions of Northwest Semitic that are crucial to understanding biblical Hebrew. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Two or three hours.*

OT 744 Ugaritic

Like ancient Israel, the city of Ugarit represented a culturally related society with a similar language that produced poetry, religious practices, and linguistic forms comparable to those found in the Old Testament. Its massive body of ancient administrative and religious literature provides a unique window into the world of the Old Testament. Study the language (closely related to Hebrew), read the texts, and learn about the culture from which Israel defined itself. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Two or three hours.*

OT 745 Advanced Hebrew Exegesis

Study further texts of the Old Testament and refine advanced skills in working with the Hebrew language. Exegete and interpret Old Testament texts. The texts read will vary with the interests of the students who are enrolled and the expertise of the instructor. *Prerequisite: OT 701 Hebrew Exegesis of Old Testament Texts. Three hours.*

OT 746 Akkadian I

Study the most important language for understanding the background of the Bible. The first semester covers the most important elements of the grammar, signs, and vocabulary. It begins reading from a variety of texts such as Hammurabi's code. *Prerequisite: OT 502 Learning Hebrew and Its Grammar (Hebrew II). Two or three hours.*

OT 747 Akkadian II

Completes the grammatical study of the language with continued reading from archival letters, Old Babylonian myths and epics, and the Gilgamesh epic. *Prerequisite: OT 746 Akkadian I. Two or three hours.*

OT 796 Old Testament Thesis Proposal

This course is for students in the Master of Arts program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in OT 798 in subsequent semesters until the term of registration for OT 799. *Prerequisite: instructor permission. One hour.*

OT 798 Old Testament Thesis Continuation

This course is for students in the Master of Arts program. Students who are not ready to enroll in OT 799 should register for OT 798 each semester until they are ready to enroll in OT 799. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: OT 796 Old Testament Thesis Proposal. No credit.*

OT 799 Thesis in Old Testament

This course is for students in the Master of Arts program. Students should register for OT 799 when they are ready to complete the thesis process in a particular semester. Note that there are no course extensions for projects or thesis. *Prerequisite: OT 796 Old Testament Thesis Proposal. Three hours.*

OT 801 The History of Ancient Israel

A critical review of historiographical approaches with a focus on the major problems and issues in the study of ancient Israel's history. Consideration is given to the evaluation of artifactual and textual sources, especially the Old Testament. Emphasis is placed on student participation, presentation, and analysis. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

OT 831 Advanced Exegesis of Eight Century Prophets: text and context

A study of the social, political, cultural, historical factors that prompted the rise of the prophets Amos, Hosea, Micah, and Isaiah (1-39), and the rhetorical devices used by the authors. The course will include a review of the Hebrew text along with a study of major theological concepts—justice, mercy, righteousness, judgment, sin, etc. *Prerequisites: Enrollment in the ThM program or instructor permission; three semesters of biblical Hebrew. Three hours.*

OT 832 Advanced Exegesis of Poetic Texts

This course will help students to interpret the poetic texts of the Old Testament with methodological

know-how, technical skill, and poetic imagination. Students will engage deeply with the most up-to-date discussions of biblical poetry, with particular emphasis on poetic parallelism and poetic imagery. Drawing on state-of-the-art methodology, cutting-edge research, and students' own engagement with a wide range of poetic texts, students will embark on an adventure of the mind that has the capacity to change their theology and Christian praxis, as well as their engagement with God's world in mission and service. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

OT 890 Studies in Old Testament

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Prerequisite: Enrollment in the ThM program or instructor permission. Two or three hours.*

OT 891 Individualized Study in Old Testament

These course numbers are reserved for courses that are designed to free the student for independent investigation in Old Testament under the guidance of a professor. *Prerequisites: Enrollment in the ThM program; instructor permission. Two or three hours.*

OT 995 Specialized Project in Old Testament

Students should register for OT 995 when they are ready to complete the specialized project in a particular semester. Note that there are no course extensions for specialized projects. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

OT 996 Old Testament Thesis Proposal

This course is for students in the Master of Theology program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in OT 998 in subsequent semesters until the term of registration for OT 999. *Prerequisite: instructor permission. Two hours.*

OT 998 Old Testament Thesis Continuation

This course is for students in the Master of Theology program. Students who are not ready to enroll in OT 999 should register for OT 998 each semester until they are ready to enroll in OT 999. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: OT 996 Old Testament Thesis Proposal. No credit.*

OT 999 Thesis in Old Testament

This course is for students in the Master of Theology program. Students should register for OT 999 when they are ready to complete the thesis process in a particular semester. *Prerequisite: OT 996 Old Testament Thesis Proposal. Four hours.*

PASTORAL MINISTRY AND EVANGELISM

How the Christian message can effectively be implemented is a problem facing leaders, teachers, pastors, evangelists, and counselors in all phases of their distinctive ministries. The purpose of this department is to help students solve that problem. Three principles undergird all the courses: the church is the primary agent in the program of Christian outreach and nurture, there is no dichotomy between the thorough mastery of technique and prayerful reliance on the Holy Spirit, and edification must follow evangelism and mission.

PME 590, 690 Studies in Pastoral Ministry and Evangelism

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear

in the catalog. *Two or three hours.*

PME 591, 691 Individualized Study in Pastoral Ministry and Evangelism

These course numbers are reserved for courses that are designed to free the student for independent investigation in pastoral ministry under the guidance of a professor. *One to three hours.*

PME 601 Pastoral Leadership and the Practice of Ministry

Designed to provide some of the primary theological, practical, and culturally relevant foundations for pastoral and parachurch ministry in the twenty-first century. Teaching will focus on leadership in church and parachurch contexts, pastoral roles and their functions, relational skills, administrative competence, people development, and both personal and congregational vision, mission, and values. While much of what is taught and read will have clear implications for ministry in cross-cultural contexts, the course will reflect an emphasis on the society and ethos of North America. *Two hours.*

PME 603 Evangelism and the Mission of God

This course provides a biblical and theological framework that seeks to help students define a theological vision for ministry, particularly in the area of evangelism and mission. Students learn about the dynamic interplay between gospel, culture, theological tradition, and the Missio Dei and will gain an understanding of how to operate at the intersection of those four streams. It also seeks to integrate evangelism and mission and present these concepts as part of the same continuum in the life of faith. To accomplish these goals, the course will address the following topics: What is the gospel? What is culture and how is it formed? What influence does our particular theological tradition play in our understanding of the Great Commission? What is the doctrine of the Missio Dei and what correctives does it offer us? How can we develop integrated evangelism strategies that effectively lead unbelievers to faith and maturity in Jesus Christ? *Two hours.*

PME 604 Worship Theory and Practice

This interactive course introduces students to the principles and practice of designing and implementing various forms of Protestant worship experiences. It includes theological instruction and hands-on practice within their own faith tradition, in Protestant settings, the wider Ecumenical Christian community, multi-faith contexts, and secular, community settings. Students will learn how to create, structure, organize, lead, and implement a wide variety of worship and religious services without compromising their personal beliefs and those of their faith community. This course focuses on a holistic worship experience and is not limited to musical worship. Particular attention is given to prayer in secular vs. religious settings. *Two hours.*

PME 605 Worship in the Prayer Book Tradition

This twelve-week course is designed to introduce students to the theory and practice of worship and liturgy, with special attention to the Reformation Anglican tradition. Part 1 overviews a biblical theology of worship, including an introduction to modern liturgical theology. Part 2 peers over the shoulder of reformer, Thomas Cranmer, as he put together the Book of Common Prayer, to trace in particular the gospel-centered nature of his principal liturgies. Part 3 moves this vision into application, guiding modern worshipers and liturgical leaders in, firstly, how to prepare for and lead the liturgies contained in our current Prayer Book(s) and secondly, how to work alongside others in the church to lead God's people in gathered worship. *Three hours.*

PME 606 Anglican Pastoral Identity and Practice

This capstone course helps students gain a clear vision of the call to full-time Gospel ministry in the Anglican tradition. Over the course of the semester, participants will consider the identity and practice of an Anglican pastor from biblical and historical-theological perspectives, as well as important practical skills such as preaching, leading a vestry and staff, and strategies for spiritually healthy leadership. *Three*

hours.

SPIRITUAL FORMATION

Denver Seminary's Spiritual Formation courses reflect the Seminary's understanding of the value of ancient Christian ministries of spiritual formation and discipleship. Students are welcome who have an interest and/or call to the ministries of spiritual guidance, discipleship, or spiritual transformation. Specific ministry roles may include Pastor of Spiritual Formation, Pastor of Congregational Care, Pastor of Discipleship/Small Groups, as well as soul care and formation ministries with youth ministries, mission organizations, parachurch groups, and Christian colleges. Most ministry roles within the local church can be carried out with a formation / soul care approach.

SF 503 Theological Foundations for Spiritual Formation

This course explores the biblical and theological foundations for spiritual formation. It examines Trinitarian biblical and historical development, implications of the imago dei, the consequences of the Fall, the temptations of sin, and the atoning work of Christ on the cross, all with a focus on how these core teachings of the Church have been embedded in formational traditions through the centuries. *Three hours.*

SF 504 Introduction to Transformational Discipleship

This course provides a framework for understanding the process of formation and its impact on body, mind, spirit, and soul. It also examines the biblical foundations and historical practices of key spiritual disciplines with a view to the establishment of a personal Rule of Life. *Three hours.*

SF 505 The Spiritual Journey and Human Development

Students explore ways to understand the meaning of Christian maturity, the different stages of spiritual life, and growth in holiness. They integrate psychological discoveries around human development, mental and emotional capacities at different life stages, and consider the impact of trauma. The class addresses the search for human flourishing as people made in the image of God. *Offered every other year. Three hours.*

SF 513 Theology and Practice of Spiritual Direction I

This course explores the spectrum of soul care ministries and highlights the unique ministry of spiritual direction. It considers the Holy Spirit's role in spiritual direction, as well as various historical methods for discernment of the Spirit's leading. Students consider the practice of soul care as informed by biblical caregivers, particularly Jesus of Nazareth, and historical models of spiritual direction. The class also includes a practicum experience of in-class discernment groups, supervised by an experienced spiritual direction supervisor. *Prerequisite: Enrollment in the Certificate of Spiritual Direction program or instructor permission. Residential only. Two or three hours.*

SF 516 Theology and Practice of Spiritual Direction II

This course explores further theological foundations for the practice of spiritual direction. It also gives students frameworks to consider their own personal formation—an essential consideration when seeking to help another on the spiritual journey. Cultural considerations for spiritual direction are explored, as part of acknowledging one's own story, as well as the unique story of the directee. The class also introduces a number of skills necessary for the soul caregiver and gives students space to practice these skills through an in-class practicum experience supervised by an experienced spiritual direction supervisor. *Residential only. Prerequisite: SF 513 Theology and Practice of Spiritual Direction I. Two or three hours.*

SF 590, 690 Studies in Spiritual Formation

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear

in the catalog. *Two or three hours.*

SF 591, 691 Individualized Study in Spiritual Formation and Soul Care

These course numbers are reserved for four courses that are designed to free the student for independent investigation in Spiritual Formation and soul care under the guidance of a professor. *One to three hours.*

SF 600 History and Traditions of Christian Spirituality

This course considers the historical developments of Christian spirituality from the patristics to the modern age. It includes an exploration of various early monastic spiritualities and how they developed in the centuries before the rise of Protestant communities; of reformational developments in different generations; of Evangelical roots; and of the growing influence of Holiness and Pentecostal movements around the world. *Three hours.*

SF 602 Spirituality for Leaders in Ministry

This course is designed for all who seek to minister, professionally or relationally, with the understanding and experience of spiritual formation and its practices as defined by the New Testament and the history of the disciples of Jesus. The course will demonstrate the biblical and historical integration of the mission and ministry, particularly with a view to the insights of the ancient church. Students work on a genogram of their personal spiritual formation background and develop Guidelines for their own ministry. *Two or three hours.*

SF 608 Redemptive Suffering

This course explores the universal phenomenon of human suffering with special attention to God's design and purpose for suffering in the lives of committed Christian disciples. Students consider God-honoring responses to suffering, the transformational outcomes of suffering, and how to minister to those who suffer. Offered every other summer. Residential only. *Two hours. Offered every other Summer semester. Residential only.*

SF 614 Psychology and Spiritual Direction

This course is designed to explore the intersection of trauma, psychology, and the practice of spiritual direction. Although spiritual directors are not mental health clinicians, a fundamental understanding of psychological development, trauma, and attachment is necessary to equip spiritual directors to be effective and discerning in their discipline. This course will focus on identifying the tenets of trauma-informed care, understanding common psychological and attachment disorders, navigating psychological and spiritual crises, and cultivating greater self-awareness as it relates to the relational dynamics within spiritual direction. *Prerequisites: SF 513 Theology and Practice of Spiritual Direction I; SF 516, Theology and Practice of Spiritual Direction II. Two or three hours.*

SF 615 Community and Formation

This seminar course explores how formational ministries can be effectively cultivated in congregations, mission organizations, and educational institutions. The course is a combination of group discussion, a supervised internship experience, presentations, and an integrative summary. To be taken in the student's final spring semester as the degree capstone course. *Two hours. Offered every other Spring semester.*

SF 616 Critical Issues in Spiritual Direction

This course considers both the unique vocational calling of the spiritual director, as well as the various modalities that spiritual direction can take. It covers the practical concerns of initiating, sustaining, and concluding soul care relationships, and gives guidelines for ethical and legal considerations. It also provides guidance concerning the "business" of a spiritual direction practice. *Prerequisites: SF 513 Theology and Practice of Spiritual Direction I; SF 516 Theology and Practice of Spiritual Direction II; SF 614 Psychology and Spiritual Direction. Two or three hours.*

THEOLOGY

The primary goals of theology courses are to help students (1) learn to think theologically, (2) achieve a constructive combination of both knowledge of a variety of theological perspectives and a healthy confidence of personal and orthodox theological conviction, and (3) bring theology to bear upon contemporary issues related to both personal life and ministry, and the life and ministry of the church in the world.

TH 501 Survey of Christian Doctrine I

Introduces students to the grand narrative of Scripture—creation, fall, redemption, consummation—and to the study of theology by examining prolegomena, theological method, revelation (universal and particular), scripture, the Trinity, attributes of God, the divine persons—Father, Son, and Holy Spirit, creation, human being, and the relation of God to creation. For each major topic, the course introduces and evaluates a variety of theological views and explores the relevance for life and ministry. *Pre or corequisite: GS 500 Thinking Biblically and Theologically. Three hours.*

TH 501A Survey of Christian Doctrine I

Introduces students to the grand narrative of Scripture—creation, fall, redemption, consummation—and to the study of theology by examining prolegomena, theological method, revelation (universal and particular), scripture, the Trinity, attributes of God, the divine persons—Father, Son, and Holy Spirit, creation, human being, and the relation of God to creation. For each major topic, the course introduces and evaluates a variety of theological views and explores the relevance for life and ministry. *Prerequisite: Enrollment in the Fellows Program of First Presbyterian Church – Colorado Springs. Three hours.*

TH 502 Survey of Christian Doctrine II

Continues the introduction of students to the grand narrative of Scripture and to the study of theology by examining the fall, sin, the problem of evil, the work of Christ, the work of the Holy Spirit, salvation, sanctification, the church, and the consummation. For each major topic, the course introduces and evaluates a variety of theological views and explores the relevance for life and ministry. *Prerequisite: TH 501 Survey of Christian Doctrine I/Pre or corequisite for MA (Theology) students: TH 501 Survey of Christian Doctrine I. Three hours.*

TH 502A Survey of Christian Doctrine II

Continues the introduction of students to the grand narrative of Scripture and to the study of theology by examining the fall, sin, the problem of evil, the work of Christ, the work of the Holy Spirit, salvation, sanctification, the church, and the consummation. For each major topic, the course introduces and evaluates a variety of theological views and explores the relevance for life and ministry. *Prerequisite: TH 501A; enrollment in the Fellows Program of First Presbyterian Church – Colorado Springs. Three hours.*

TH 590, 690 Studies in Theology

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

TH 591, 691 Individualized Study in Theology

These course numbers are reserved for courses that are designed to free the student for independent investigation in theology under the guidance of a professor. *One to three hours.*

TH 600 Research and Writing for Theology

An introduction to the vocation of theological scholarship and to graduate-level research and writing in theology. Students will be introduced to principles and practices which will enable high quality research and writing in both academic and non-academic contexts and prepared for the summative experience in

the Master of Arts (Theology) degree; either the pursuit of a thesis in theology or TH 795 Integrative Seminar in Theology. Required for Master of Arts (Theology) students and open to other students who are interested in theology. *One hour.*

TH 610 Seminar in Theological Method

Explores assumptions and approaches related to the work of theology, primarily in Protestant traditions but also in Roman Catholicism and Eastern Orthodoxy. Attention is given to the formation and function of theological assertions of various types, the nature of theological knowledge, and the relationship of theology to biblical authority in light of contributing contextual factors. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 615 Introduction to Historical Theology

Introduces the field of historical theology, and selectively surveys the history of major theological topics, events, writings, and figures from the early Christian era (beginning with the 2nd century) into the 20th century. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Three hours.*

TH 620 The Doctrine of God

An examination of the doctrine of God with particular attention to the attributes of God and the doctrine of the Trinity. The doctrine of the Trinity will be explored in the context of the councils of the early church, the distinctives of the Eastern and Western traditions, and doctrinal developments through the late twentieth century. Consideration will also be given to contemporary controversies related to the doctrine of God. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 622 Christology and Pneumatology

Explores the person and work of Jesus Christ and the Holy Spirit, especially in relation to creation and redemption. The development of Christological and pneumatological thought is traced from the early church and the councils to the present. Special attention will be given to significant Christological and pneumatological controversies throughout history. *Prerequisite: TH 501 Survey of Christian Doctrine I. Pre or corequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 624 Anthropology and Soteriology

Investigates the biblical doctrines of humanity and salvation. Anthropological considerations include the image of God and other questions relating to the nature of personhood. Soteriological topics considered include the nature and significance of Christ's atonement for sin, election, calling, conversion, regeneration, justification, adoption, sanctification, perseverance, and glorification. Special attention is given to the relationship between anthropology and soteriology. *Prerequisite: TH 501 Survey of Christian Doctrine I. Pre or corequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 626 Ecclesiology and Eschatology

Examines ecclesiology, including the church's nature, function, mission, polity, and ordinances; and general and personal eschatology. Eschatological topics include the signs of the Lord's coming; rapture; the millennium; resurrection; last judgment; new heaven and earth; and death, intermediate period, heaven, and hell. *Prerequisite: TH 501 Survey of Christian Doctrine I. Pre or corequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 640 Evangelicalism and Its Theologies

A study of the development of evangelicalism, with particular attention to theology, from the early 18th century to the present. The questions addressed include: What is evangelicalism? What does it mean to

be “evangelical”? What is the role and shape of theology within evangelicalism? What do evangelicals believe? What is the relationship of evangelical Christianity to other traditions of Christianity?

Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.

TH 641 Eastern Orthodoxy and Roman Catholicism

In the spirit of charitable orthodoxy, a study of Eastern Orthodox Christianity and Roman Catholic Christianity, with a special focus on theology. Topics include the sources and method of theology, selected theological loci of particular significance to these traditions, and their relationship to Protestant Christianity. *Prerequisites: CH 500 History of the Christian Movement; TH 501 Survey of Christian Doctrine I. Two or three hours.*

TH 643 Contemporary Theologies

Examines major theological movements of the twentieth and twenty-first centuries, focusing on their historical background, representative theologians, central arguments, and pastoral and ministerial implications. Included are neo-orthodoxy, neo-liberalism, radical orthodoxy, and post-liberal, evangelical, Pentecostal, Roman Catholic, postmodern, and feminist theologies. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 647 Liberation Theologies

A survey of a variety of liberation theologies in light of their historical and cultural contexts. Contexts include Central and Latin America, Africa, Asia, and North America. Topics include major figures and movements, as well as specific theological topics. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 650 Traditions of Protestant Theology

Explores unity and diversity within Christianity in general and among major traditions of Protestantism (for example, Anabaptist, Anglican, Baptist, Dispensational, Lutheran, Pentecostal, Reformed, and Wesleyan). The historical origins and development, the theological method and biblical hermeneutic, and the theology and doctrinal distinctives of specific traditions are studied, and the implications of these for Christian life and ministry are considered. *Prerequisites: CH 500 History of the Christian Movement; TH 501 Survey of Christian Doctrine I. Two or three hours.*

TH 651 Calvin and Reformed Theology

An examination of Calvin’s theology through study of his *Institutes of the Christian Religion* and traces the subsequent theology of the Reformed tradition, including its leading confessional statements. *Prerequisite: TH 501 Survey of Christian Doctrine I. Pre or corequisite: CH 500 History of the Christian Movement. Two or three hours.*

TH 652 Theology in Global Perspectives

An examination of how the gospel is being interpreted by emerging theologians in diverse contexts in Africa, Asia, the Caribbean, and Latin America. The course further explores specific ways in which the gospel is applied practically to spiritual, social, and political issues worldwide. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 655 Theology in the Early Church

A study of Christian thought from the close of the New Testament through the end of the fifth century. The course considers the most influential church fathers in both East and West and the articulation of Christian doctrine at the major church councils, in the context of the institutional and social developments

of the church at that time. *Prerequisites: CH 500 History of the Christian Movement; TH 501 Survey of Christian Doctrine I. Two or three hours.*

TH 657 Sixteenth Century Christian Thought

Explores Christian thought during the era of the Reformation through a consideration of the historical contexts in both society and church, the theological methods, and the significance of both theological changes and continuities. Topics are drawn primarily from the major streams of the Protestant Reformation (Lutheran, Anabaptist, Reformed, and Anglican). *Prerequisite: TH 501 Survey of Christian Doctrine I. Pre or corequisite: CH 500 History of the Christian Movement. Two or three hours.*

TH 671 Theology for the Practice of Ministry

Guides students in understanding and addressing the challenges involved in bringing theological commitments to bear upon the practice of ministry. Focuses on formulating a theoretically sound and practically useful method for theological reflection on the practice of ministry and applying that method to specific ministry issues. Course format includes lectures, discussions, and case studies. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 672 Theology of Work

An exploration of the relationship between Christian faith and work. Topics include work, vocation and calling, the history of biblical and theological understandings of work, and the nature, value and place of work in God's economy. Cultural context and implications for Christian life and ministry, both individual and corporate, are considered throughout the course. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 673 Theological Ethics

This course surveys distinctively Christian theological approaches to ethics. Both biblical and theological principles and perspectives on morality will be studied. Consideration will be given to schools of theological ethical thought, as well as specific theological issues. *Prerequisite: TH 501 Survey of Christian Doctrine I. Recommended prerequisite: TH 502 Survey of Christian Doctrine II. Two or three hours.*

TH 795 Integrative Seminar in Theology

A summative experience for students in the Master of Arts (Theology) program who do not pursue the thesis option. This seminar will combine in-person discussion of readings with guidance on the integration of theological studies toward the student's envisioned vocational direction, culminating in an extended research paper. *Prerequisites: Instructor permission. Two or three hours.*

TH 796 Theology Thesis Proposal

This course is for students in the Master of Arts program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in TH 798 in subsequent semesters until the term of registration for TH 799. *Prerequisites: TH 600 Research and Writing for Theology; instructor permission. One hour.*

TH 798 Theology Thesis Continuation

This course is for students in the Master of Arts program. Students who are not ready to enroll in TH 799 should register for TH 798 each semester until they are ready to enroll in TH 799. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: TH 796 Theology Thesis Proposal. No credit.*

TH 799 Thesis in Theology

This course is for students in the Master of Arts program. Students should register for TH 799 when they are ready to complete the thesis in a particular semester. Note that there are no course extensions for projects or theses. *Prerequisite: TH 796 Theology Thesis Proposal. Three hours.*

TH 801 Studies in Trinitarian Theology

The Triune God is the ultimate reality that Christians love, worship and serve. The doctrine of the Trinity has been the most crucial and central theological locus in the history of the Christian theology. In particular, there was a renaissance in the Trinitarian theology on a global scale in the late 20th century. On the basis of this initial insight, this course will explore in depth the history, major proponents and models of the doctrine of the Trinity throughout church history. In addition, this course will engage with a variety of models of the contemporary Trinitarian theology, analyzing their practical implications for church ministry, mission, personal and public ethics, and spiritual formation. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 802 Contemporary Ecclesiologies

This course is a study of the doctrine of the Church and churches. Against the background of the history of ecclesiology, the majority of the course will be devoted to ecclesiological thought since the mid-20th century. Topics include, but are not limited to, the role of ecclesiology in the life and thought of the Church the nature and mission of the Church, unity and diversity in Christianity, and selected ministries of the Church and churches. The emphasis will be on recent Protestant theology and theologians, though perspectives considered will be ecumenically, geographically, and culturally diverse. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 803 Contemporary Issues in Theological Anthropology

The nature of human personhood is pivotal for understanding other areas of theology and lies at the core of some of the most controversial and pressing issues faced in contemporary culture: technological, social, legal, and ethical. Faithful engagement with those theological and cultural issues demands a nuanced understanding of the theological character of human personhood. This course provides in-depth exploration and analysis of the biblical portrait of personhood, taking into consideration historical and global development, significant theological controversies, and the emphases of various ecclesiastical traditions. Key theological questions and current issues will be critically engaged with a view toward practical, feasible, theologically informed response. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 804 Major Theologians of the Majority World

One of the spinoffs of the recent southward shift of the center of Christianity is the growth of theological reflection in the Majority World. In several regions of the global South, Christian thinkers have articulated contextual understandings of the Christian faith that merit focused study. This course proposes to be an in-depth examination of the works select leading theological thinkers from each of the major regions of the Majority World: Latin America, Asia, and Africa. Candidates for selection include Kwame Bediako, John Mbiti, Leonardo Boff, Juan Luis Segundo, Miguez Bonino, Gustavo Gutierrez, Orlando Costas, Rene Padilla, Stanley Samartha, Raimundo Panikkar, Carver Yu, Kosuke Koyama. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 850 Seminar in Theology

The seminar consists of a combination of reading, research, writing, discussion and student presentations around a topic of in theology. Topic of seminars will vary by semester. Check the course schedule for more details. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 890 Studies in Theology

This course number is reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Prerequisite: Enrollment in the ThM program or instructor permission. Two or three hours.*

TH 891 Individualized Study in Theology

These course numbers are reserved for courses that are designed to free the student for independent investigation in theology under the guidance of a professor. *Prerequisites: Enrollment in the ThM program instructor permission. Two or three hours.*

TH 995 Specialized Project in Theology

Students should register for TH 995 when they are ready to complete the specialized project in a particular semester. Note that there are no course extensions for specialized projects. *Prerequisite: Enrollment in the ThM program or instructor permission. Three hours.*

TH 996 Theology Thesis Proposal

This course is for students in the Master of Theology program. Students submit a thesis proposal by the due date of the term of registration and receive a grade of satisfactory/unsatisfactory. Once students register for thesis proposal, they must remain enrolled in TH 998 in subsequent semesters until the term of registration for TH 999. *Prerequisite: instructor permission. Two hours.*

TH 998 Theology Thesis Continuation

This course is for students in the Master of Theology program. Students who are not ready to enroll in TH 999 should register for TH 998 each semester until they are ready to enroll in TH 999. Course is graded satisfactory/unsatisfactory. Two consecutive semesters of receiving an unsatisfactory grade and/or two consecutive semesters of not paying the continuation fee will result in withdrawal from the program. *Prerequisite: TH 996 Theology Thesis Proposal. No credit.*

TH 999 Thesis in Theology

This course is for students in the Master of Theology program. Students should register for TH 999 when they are ready to complete the thesis process in a particular semester. Note that there are no course extensions for theses. *Prerequisite: TH 996 Theology Thesis Proposal. Four hours.*

THEOLOGY, JUSTICE, AND SOCIAL ADVOCACY

The well-being of diverse, rapidly changing communities requires the voices and skills of everyone and an understanding of biblical justice and the mission of God. In the Master of Arts in Theology, Justice, and Social Advocacy Program, students will learn how to amplify their voices in public dialogue across a variety of boundaries and contribute their inter-cultural skills to improve contexts such as neighborhoods, communities, systems, and structures. Students will evaluate and engage current and emerging social issues with integrity through biblical studies, theological reflection, ethics, organizational leadership, and practical experience while developing authentic relationships with practitioners and leaders across various disciplines and occupations.

TJA 501 Redemption and Justice in the Old and New Testament

The biblical narrative offers beautiful and foundational perspectives on why and how the people of God should engage with the culture around them and work for justice, yet many Christians do not have a formed biblical and theological understanding about such an important aspect of their faith and ministry. In this course, students will study all types of biblical literature and how concepts such as justice, shalom, the kingdom of God, love, and human flourishing shape a Christian view of interacting with culture. Additionally, students will interact with a variety of scholars on the philosophical and ethical dimensions of justice, duties, and rights. *Two or three hours.*

TJA 502 Seminar in Cultural Analysis

In every area of life, the Christian must exercise some level of theological reflection and cultural analysis, but for those who desire to minister and serve in a variety of contexts such as non-profit work, outreach ministry or the secular workplace with a missional mindset, understanding the complexity of any social issue is the responsibility of those who seek to be a positive influence for change. Thus, this course introduces students to the methods of practical theology and requires students to employ them in understanding current and emerging social concerns. To this end, students in this course will wrestle with the theological and social causes, forces of influence, ethics, and models for change in a variety of social concerns. A variety of historical and current issues will be addressed such as racial injustice, gender inequity, environmental impact, migration, and immigration, etc. Specific issues will vary and will be determined by the current realities locally and globally. Students will learn how to integrate knowledge and insight from social sciences, economics, and political theory with biblical and theological truth to gain a better understanding of the social concerns. Students may opt to take TJA 511 in place of this course. *Three hours.*

TJA 511 Experience in Historical and Current Issues

Learning about the challenges and struggles in modern life in a classroom is helpful and important, however, learning about the issues through physical proximity and relational connection can deepen the learning in powerful ways. This course introduces the principles of practical theology, cultural analysis, and theological reflection from TJA 502 Seminar in Cultural Analysis through physical presence in the historical and current places of social concern. Students will travel to the cities and communities of historic injustice or of current struggle to see, hear, and experience. This may be traveling along the Trail of Tears, a journey through the key places of the Civil Rights, or a visit to communities of migration. This course involves travel and must be taken in person. Students in the MA program, Graduate Certificate program or the MDIV concentration may take either TJA 502 or TJA 511. *Three hours.*

TJA 590, 690 Studies in Theology, Justice, and Social Advocacy

These course numbers are reserved for courses of special or one-time interest that do not otherwise appear in the catalog. *Two or three hours.*

TJA 591, 691 Individualized Study in Theology, Justice, and Social Advocacy

These course numbers are reserved for courses that are designed to free the student for independent investigation in Theology, Justice, and Social Advocacy under the guidance of a professor. *One to three hours.*

TJA 600 Justice in the Public Square: Christian Advocacy

Confrontation of injustice is the prophetic work of the church. Moving your convictions to the public square requires theological rootedness in biblical justice & peacemaking, an understanding of historical movements of change and the necessary tactics for strategic and effective engagement. This course will introduce the learner to understand and work within the three areas of public engagement for social & systemic change: organizing, advocacy and activism. One feature of this course, in addition to its practical application, will be students' opportunity to engage with faith-rooted practitioners and guests who are currently shaping social & systemic change at various civic levels. Utilizing existing case studies and generating issues from within the class, students will implement course content and objectives through direct application. *Three hours.*

TJA 611 Congregational Public Theology and Community Development

In a holistic mission of redemption, the church has the privilege and responsibility of working to see its communities and neighborhoods flourish. In this course, students will be introduced to the characteristics and normative practices of congregational public theology and will evaluate a variety of strategies and models of community development with a goal of understanding how the local church can be a positive

force for change in a neighborhood. Using congregational public theology, the tenets of Christian Community Development, and competencies in cross-cultural communication students will develop practical, contextual and strategic plans for impacting a community through the church. *Three hours.*

TJA 612 Non-Profit Leadership, Organization and Social Advocacy

The people of God can work for the redemption and flourishing of others through the local church, the public or non-profit world, and the corporate world. In this course, students will be exposed to different models of non-profit leadership, be equipped with basic skills in non-profit organization, and wrestle with financial models that go beyond the donation model. In addition to the non-profit world, students will be exposed to the potential redemptive power of business models for social change, specifically the discipline of social entrepreneurship. This course offers learners the opportunity to increase their understanding of economic and social value creation through social entrepreneurship to address poverty alleviation, education, international development, healthcare, and sustainability issues. *Three hours.*

TJA 700 Summative Research in Theology, Justice, and Social Advocacy

This course is a summative learning experience required by all TJA students. In this course students will apply their learning from previous TJA courses to redemptively address a current social problem in a specific context. Students learn a repeatable process for organizational problem-solving and cultural analysis while creating the summative project of their TJA studies. This course is designed for students to engage in a semester-long research project in an area of injustice or social advocacy. The research project requires students to develop research questions, conduct research methods, analyze data, and report on findings. *Two hours. Suggested prerequisites: TJA 501 Redemption and Justice in the Old and New Testament; TJA 502 Seminar in Cultural Analysis (or TJA 511); and at least one of the following: TJA 600 Justice in the Public Square: Christian Advocacy; TJA 611 Congregational Public Theology: Church-Based Community Development; TJA 612 Non-Profit Leadership, Organization, and Social Entrepreneurship.*

TRAINING AND MENTORING

Denver Seminary is committed to equipping leaders for Kingdom service who are theologically minded, godly in character, and highly competent in their work as they respond to the needs of the world. This requires purposeful partnerships between each student, the Seminary, and other contexts of learning (the student's life, church, parachurch, non-faith-based organizations).

Each TM course builds upon the last as all students create integrative and theologically informed learning experiences for growth in Christian character. Students will increasingly practice and hone the learning skills of discerning, developing, managing, and reflecting upon their whole-life mentored experiences in relationship to matters of lifelong character formation and Christian maturity. Additionally, MDiv students design two semesters of professional skill development in a self-selected professional context. Upon completion of the entire TM course sequence, the student will have developed a greater capacity for self-directed and life-long learning.

After taking Introduction to Mentored Formation (TM 500), Training and Mentoring courses require collaboration between a student, the professor, and an external mentor. In each semester, the student is required to meet in-person and one-on-one with their self-selected mentor. It is required that the student confirm their mentor's partnership before the start of the semester. Distance mentoring does not satisfy this requirement. It is not permitted for a mentor to be another current Denver Seminary Master's student, a spouse, or a relative. Full guidelines for the Training and Mentoring process are in the Denver Seminary Training and Mentoring Handbook that is provided to students in the first course (TM 500).

TM 500 Introduction to Mentored Formation

This course provides theological and educational frameworks for Christian formation, which prepare students for the pursuit of character and professional skill development through mentored learning.

Students discern, develop, manage, and reflect upon their own unique learning experience in various contexts of their life with God. The tools provided equip students to integrate and pursue intentional, whole-life growth and to influence others to do the same. Students hone their ability to select and engage mentors, write customized learning plans, and engage in theological reflection. *Not offered in summer semester. One hour.*

TM 501 Mentored Formation

In this self-directed semester, students draft a learning plan and collaborate with a professor in the first week. This process designs cognitive, experiential, and relational learning practices which will be approved for credit and engaged throughout the semester. The student, professor, and mentor hold a reflective meeting in the second half of the semester. *Prerequisite: TM 500 Introduction to Mentored Formation. Not offered in summer semester. One hour.*

TM 601 Mentored Formation

Building on their experience and feedback from prior semesters, students collaborate with the professor to develop a new learning plan, engage it throughout the semester, and exercise reflection skills. This course may be utilized for one of the two required professional skill plans for the MDiv student. The student will meet with the professor in the middle of the semester to practice a prepared theological reflection.

Prerequisites: TM 500 Introduction to Mentored Formation and TM 501 Mentored Formation. Approval by the student's ongoing professor is required for summer registration. One hour.

TM 602 Mentored Formation

Building on their experience and feedback from prior semesters, students collaborate with the professor to develop a new learning plan, engage it throughout the semester, and exercise reflection skills. This course may be utilized for one of the two required professional skill plans for the MDiv student. The student will meet with the professor in the middle of the semester to practice a prepared theological reflection.

Prerequisites: TM 500 Introduction to Mentored Formation; TM 501 Mentored Formation; TM 601 Mentored Formation. Approval by the student's ongoing professor is required for summer registration. One hour.

TM 603 Mentored Formation

Building on their experience and feedback from prior semesters, students collaborate with the professor to develop a new learning plan, engage it throughout the semester, and exercise reflection skills. This course may be utilized for one of the two required professional skill plans for the MDiv student. The student will meet with the professor in the middle of the semester to practice a prepared theological reflection.

Prerequisites: TM 500 Introduction to Mentored Formation; TM 501 Mentored Formation; TM 601 Mentored Formation; TM 602 Mentored Formation. Approval by the student's ongoing professor is required for summer registration. One hour.

TM 604 Mentored Formation Summative Experience

In this final semester of a student's mentored formation, students collaborate with the professor to develop a new learning plan, engage it throughout the semester, and exercise reflection skills. This course may be utilized for one of the two required professional skill plans for the MDiv student. Near the end of the semester, students prepare a guided reflection paper to present at their final mentor team meeting. This summative assignment will require students to synthesize their formational learning to date as well as generate goals for life-long learning and formation. The meeting is attended by the professor, mentor, and at least one formative friend who can provide feedback on the student's growth, strengths, and needs.

Prerequisites: TM 500 Introduction to Mentored Formation; TM 501 Mentored Formation; TM 601 Mentored Formation. Approval by the student's ongoing professor is required for summer registration. One hour.

TM 605 Mentored Formation Elective

An elective course in training and mentoring for those who wish to focus on professional skill development. In collaboration with a TM professor, students will discern a mentor, a learning goal that aligns with the degree program, and develop a learning plan utilizing cognitive, experiential, and relational learning practices which will be situated in a professional context. This plan will be approved for credit and engaged throughout the semester alongside a mentor. The intended outcome of the semester is to strengthen a student's capacity for life-long learning so that holistic, professional formation continues post-seminary. *Prerequisite: TM 500 Introduction to Mentored Formation; TM 501 Mentored Formation; and instructor permission to register. One hour.*

Doctor of Ministry Course Descriptions

Course Numbering

Doctor of Ministry course numbers are 1100-level and above and begin with the following course prefixes.

FC	Foundation Courses
MF	Mentored Formation
AP	Advanced Preaching
BC	Black Church Leadership
ED	Educational Leadership
LD	Leadership
MM	New Missional Movements
PS	Pastoral Skills
SF	Spiritual Formation
TA	Theology & Apologetics for Ministry
TR	Trauma-Informed Ministry
ST	Special Topics
EL	Electives
DT	Doctoral Thesis

Term of Instruction

The instructional year consists of two semesters. The winter semester begins in late October and ends the following March; one-week seminars are on campus in January. The summer semester runs from early May to early September; one-week seminars are on campus in July. Global campus tracks and courses do not require in-person intensives.

FOUNDATIONAL CLASSES (REQUIRED)

FC 1150 Foundational Seminar

This course provides an introduction to Denver Seminary and its distinctives and to the Doctor of Ministry program and experience. Students identify the obstacle or opportunity in their ministry context that will serve as the foundation for their thesis. Focused time will also be spent on developing supportive relationships for the DMin journey. *Three hours.*

FC 1151 Biblical and Theological Reflection on the Practice of Ministry

Provides students with a nuanced biblical/theological framework for ministry and an opportunity to reflect on their own ministry context from within this framework. Utilizing the concept of the reflective practitioner and drawing upon their ministry experience, students will demonstrate an advanced ability to allow biblical/theological reflection to inform and empower their practice of their ministry, specifically in the more complex and intractable challenges presented by their ministry context and the topic of their thesis. Particular attention is given to the mission of God and how it intersects with the student's own cultural and ministry context. *Three hours.*

FC 1152 Relational and Vocational Foundations of Ministry

Guides students to reflect on their own personal and vocational strengths and weaknesses and explore areas in which they need to grow and mature in relationship with faith, calling, self, and others. Students will develop skills in self-awareness and reflection via a comprehensive assessment of their emotional health, relational patterns, and leadership vitality. *Three hours.*

MENTORED FORMATION (REQUIRED)

MF 1151 Rhythms of Reflection

Course focuses on the rhythms that guide a healthy walk with Christ and relationships with others. Students will develop a plan of action for health and wholeness so they may engage the world through redemptive relationships. *One hour.*

MF 1152 Cross-Cultural Listening and Learning

Learning and practice in the areas of cross-cultural listening and reflection. Particular emphasis will be made on exploring and identifying personal stereotypes and biases and understanding power dynamics. *One hour.*

MF 1153 Peer-Mentored Character Formation

Students discern, develop, manage, and reflect on a customized learning experience that is focused on character development and engaged with the assistance of a peer mentor. *One hour.*

MF 1154 Combined Formation

This course combines Rhythms of Reflection, Cross-Cultural Listening and Learning, and Character Formation into one course. *Three hours.*

ADVANCED PREACHING

AP 1151 Preaching in a Postmodern Culture: Difficult Texts, Topics, and Times

Gives students exposure to and practice in the interpretation and exposition of biblical texts, current topics and painful life situations deemed especially challenging to both preachers and contemporary listeners. Students will demonstrate ways they can address these situations biblically and appropriately through preaching. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

AP 1152 How People Grow

Examines biblical and theological bases and the major theoretical models of human development and life span encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship. Special attention is given to the roles of community and relationship with the Triune God and others in the growth process. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

AP 1153 Developing Clear and Compelling Sermon Structure

Students will analyze five commonly used approaches for structuring a sermon, assess the merits of each, and ascertain which might be most effective for their context generally and for any sermon particularly. In addition to these "macro-structure" approaches, attention will be given to the "micro-structure" within and between the sermon's main points, for maximum clarity and effectiveness. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

AP 1154 Preaching, Power, and Personality

Provides students with instruction and practice in preaching skills within exploration of the various understandings of the role and responsibilities of the preacher within a faith community. Special attention will be given to the types and sources of a preacher's authority, the power dynamics of preaching, and how personality impacts preaching. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations. Three hours.*

BLACK CHURCH LEADERSHIP

BC 1151 The Black Church in America

An examination of the African-American church in the United States historical context. The course describes the major movements and influencers that have shaped the Black church into what it is today and discusses contemporary challenges and opportunities, with application to the student's ministry.

Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations. Three hours.

BC 1152 Theology and Hermeneutics in African American Perspective

A survey of the major theological perspectives and hermeneutical approaches that shape understanding of the Black church and African American experience. Special emphasis will be made on assessing and critiquing these perspectives and approaches through the lens of biblical Christianity and on developing a comprehensive, biblically faithful, practical theology of race, ethnicity, and culture. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations. Three hours.*

BC 1153 Spiritual Formation in Black Church Contexts

Examines biblical and theological bases and the major theoretical models of human development and life span—encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship—with particular application for effective spiritual formation within African American cultural and organizational contexts. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations. Three hours.*

BC 1154 Preaching, Power, and Personality

Provides students with instruction and practice in preaching skills within exploration of the various understandings of the role and responsibilities of the preacher within a faith community. Special attention will be given to the types and sources of a preacher's authority, the power dynamics of preaching, and how personality impacts preaching. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations. Three hours.*

EDUCATIONAL LEADERSHIP

ED 1151 Educational Program Design

Examines the process of designing curricular programs within a school system. Addresses the development and evaluation of vision and mission statements, core values, and the role guiding documents and principles have in the development of curricular frameworks and courses of study.

Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.

ED 1152 Personnel Development in Educational Organizations

Equips leaders with a biblical and missiological framework for recruitment, the hiring process, placement, supervision, evaluation, and professional development of school personnel. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

ED 1153 Leading Systems/Leading Change

Helps students understand the nature of organizational culture and systems, the dynamics of change, and why so many people resist change. Students analyze how Christian organizations function as emotional

systems and how systems respond to and are affected by change. The role conflict plays in change is examined along with the practical skills Christian leaders can use to become more effective in leading through conflict to bring effective change in the ministry contexts in which they serve. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

ED 1154 Contemporary Issues in Christian Education

Addresses current and emerging issues and trends in Christian education to prepare leaders to engage demographic, technological, cultural, and contextual challenges within their educational settings. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

LEADERSHIP

LD 1151 Theological and Theoretical Foundations of Leadership

Provides a foundational theology of Christian leadership and an overview of key leadership theories and leadership models. The course will help students reflect on their own leadership style develop and apply a theology and philosophy of leadership to their ministry context. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

LD 1152 Leadership Development and Team Building

Exposes students to the spectrum of leadership development and team-building theories and the principles and practices necessary to effectively develop flourishing leaders and healthy teams within ministry contexts. Topics will include adult learning styles and strategies, team structures, decision-making, and relationships. Special emphasis will be given to theological understanding of human flourishing, spiritual gifts, and the priesthood of believers. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

LD 1153 Leading Systems/Leading Change

Helps students understand the nature of organizational culture and systems, the dynamics of change, and why so many people resist change. Students analyze how Christian organizations function as emotional systems and how systems respond to and are affected by change. The role conflict plays in change is examined along with the practical skills Christian leaders can use to become more effective in leading through conflict to bring effective change in the ministry contexts in which they serve. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

LD 1154 Dynamics of Organizational Communication

Students explore the ways organizations and their leaders communicate and fail to communicate. Topics include how verbal and nonverbal language communicates core values, how vision and direction are caught or missed, and legal issues: clergy-penitent privilege, mandatory reporting, financial records (and who has access to them), counseling notes, what can be subpoenaed; expectations for staff use of social media; conflict management amid electronic communication; privacy or accessibility of phones, laptops, etc. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

NEW MISSIONAL MOVEMENTS

MM 1151 Biblical Theology of Missio Dei

A biblically structured understanding of the thread of mission throughout Scripture, also surveying the development of *missio Dei* theology. Students will understand the paradigm shift that happened in the twentieth century from traditional mission postures to an understanding of *missio Dei* (participation with God), identifying it within Scripture, and integrating implications in their context. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

MM 1152 Missional Paradigms and Practice

An in-depth exploration of the resulting paradigms from an understanding of *missio Dei* and missional postures, including attractional vs. missional systems, cultural distance, and mission-forward strategies. Students will understand the resulting implications of new paradigms and application to their context. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

MM 1153 Ecclesial Practice and Missional Architecture

A survey of contextual ecclesiology as well as missional posture in prevailing systems, including shared leadership thinking in missional context (APEST) and sustainability models such as co-vocational strategies and business/church ecosystems. Students will be exposed to various models of ecclesiology with an emphasis on the missional outcomes and participation with God in context. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

MM 1154 Missional Discipleship

What does discipleship look like within a missional framework? This course explores and explains missional discipleship methods utilizing transformative learning theory in concert with missional paradigms. Particular emphasis will be given to preparing students to disciple others in their community/context to live missionally, and the steps needed to plant, launch, or pivot their current organizational context to a missional posture. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

PASTORAL SKILLS

PS 1151 Preaching in a Postmodern Culture: Difficult Texts, Topics, and Times

Gives students exposure to and practice in the interpretation and exposition of biblical texts, current topics and painful life situations deemed especially challenging to both preachers and contemporary listeners. Students will demonstrate ways they can address these situations biblically and appropriately through preaching. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

PS 1152 How People Grow

Examines biblical and theological bases and the major theoretical models of human development and life span encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship. Special attention is given to the roles of community and relationship with the Triune God and others in the growth process. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

PS 1153 Leading Systems/Leading Change

Helps students understand the nature of organizational culture and systems, the dynamics of change, and why so many people resist change. Students analyze how Christian organizations function as emotional systems and how systems respond to and are affected by change. The role conflict plays in change is examined along with the practical skills Christian leaders can use to become more effective in leading through conflict to bring effective change in the ministry contexts in which they serve. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

PS 1154 Soul Care in a Broken World

This seminar explores how a ministry leader can care for the souls of others. Students learn in both theory and practice how to walk with those who suffer, with those who are seeking discernment of God's will, with those whose image of God is distorted, with those who are stuck in immaturity or sin, and with those who have a desire to mature in their relationship with Jesus. Students will explore how to implement soul care in a variety of contexts. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

SPIRITUAL FORMATION

SF 1151 Biblical and Historical Foundations of Spiritual Formation

This seminar explores the theory and practice of spiritual formation that is deeply rooted in Scripture and in the orthodox Christian tradition. Students learn to recover the treasures of the spiritual life that are hidden in the fields of Scripture and history and how these recovered treasures can powerfully shape their lives and ministries. Implications for life in the church and mission to the world will be discussed. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

SF 1152 How People Grow

Examines biblical and theological bases and the major theoretical models of human development and life span encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship. Special attention is given to the roles of community and relationship with the Triune God and others in the growth process. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

SF 1153 Fostering Community Formation

This course examines the role of community in individual and corporate formation and explores how spiritual formation can effectively be cultivated by leaders and participants in a variety of group settings including families, small groups, congregations, parachurch ministries, and educational environments. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

SF 1154 Soul Care in a Broken World

This seminar explores how a ministry leader can care for the souls of others. Students learn in both theory and practice how to walk with those who suffer, with those who are seeking discernment of God's will, with those whose image of God is distorted, with those who are stuck in immaturity or sin, and with those who have a desire to mature in their relationship with Jesus. Students will explore how to implement soul care in a variety of contexts. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

THEOLOGY AND APOLOGETICS FOR MINISTRY

TA 1151 Becoming a Pastor Theologian: Deepening Doctoral Ministry

This course focuses on how to deepen theological proficiency and expertise in order to become effective pastor theologians. Particular emphasis will be given to developing students' doctrinal ministry in the areas of worship, teaching and discipleship. *Prerequisite: FC 1151 Biblical and Theological Reflection on the Practice of Ministry or FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TA 1152 How People Grow

Examines biblical and theological bases and the major theoretical models of human development and life span encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship. Special attention is given to the roles of community and relationship with the Triune God and others in the growth process. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TA 1153 Apologetics in Ministerial and Missional Context

This course prepares students to engage with theological, philosophical, and cultural challenges against the truth claims of the Christian faith. Students will learn how to advance apologetic engagement in the context of pastoral ministry and mission. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TA 1154 Theology of Suffering and Disability in the Context of Ministry

In this course students will learn how to engage with ministerial challenges brought on by the problems of evil and suffering. Students will be equipped to encourage and empower congregants struggling with suffering and disability. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TRAUMA-INFORMED MINISTRY

TR 1151 Understanding Trauma and Attachment

An introduction to types of trauma, causes of trauma, how trauma is diagnosed, the effects of trauma on human development and behavior, attachment theory, and the role of attachment in fostering or healing trauma. Special attention will be given to understanding trauma and attachment from biblical and theological perspectives. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TR 1152 How People Grow

Examines biblical and theological bases and the major theoretical models of human development and life span encompassing spiritual, cognitive, emotional, and physical growth and their interrelationship. Special attention is given to the roles of community and relationship with the Triune God and others in the growth process. *Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.*

TR 1153 Leading Systems/Leading Change

Helps students understand the nature of organizational culture and systems, the dynamics of change, and why so many people resist change. Students analyze how Christian organizations function as emotional systems and how systems respond to and are affected by change. The role conflict plays in change is examined along with the practical skills Christian leaders can use to become more effective in leading through conflict to bring effective change in the ministry contexts in which they serve. *Prerequisites: FC*

1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.

TR 1154 The Practice of Trauma-Informed Ministry

Covers practical considerations for effective trauma-informed care for a variety of types of trauma and trauma-impacted populations such as racial trauma, family trauma, socioeconomic trauma, church trauma, and intense crisis, along with everyday trauma awareness. Students will learn how to implement trauma-informed environments, programs, and practices, and prevention in their particular ministry context.

Prerequisites: FC 1151 Biblical and Theological Reflection on the Practice of Ministry; FC 1152 Relational and Vocational Foundations of Ministry. Three hours.

SPECIAL TOPICS

ST 1251 – 1258 Special Topics

These course numbers are reserved for courses within unique or limited-time tracks. *Three hours.*

ELECTIVES

EL 1251 – 1258 Special Topics

These course numbers are reserved for courses of special or one-time opportunity that do not otherwise appear in the catalog. *Three hours.*

EL 1290 Individualized Study

This course number is reserved for courses designed to free the student for independent investigation under the guidance of a professor. *One to three hours.*

EL 1216 Ministry in a Sexually Broken Culture

An exploration of healthy and maladaptive human sexuality from biological, psychological, sociological, theological, and familial perspectives. Topics include issues of gender, sexual orientation, sexual identity, sexual behavior, pornography, sexual disorders and addictions, and resources for ministry and pastoral care. Biblical perspectives are affirmed within the context of socio-cultural trends, values, and norms. Students will address issues that are relevant to the populations with whom they work. *Three hours.*

EL 1220 Reclaiming Ecclesiology: Faithful Foundations for Effective Ministry

This course integrates biblical, theological, historical, and sociocultural perspectives and principles toward a robust functional (rather than purely systematic) ecclesiology. In other words: What, really, is the church? What is its purpose? What should a “lived-out” church look like, individually, corporately, and culturally, particularly in an age when believers’ relationships are shaped by social media, technology, and myriad Christian enterprises? Particular emphasis will be made on personal application to each student’s particular context and role, whether pastors or church staff, para-church leaders, or laity. *Three hours.*

THESIS

DT 1151 Obstacles and Opportunities in Ministry: Research Possibilities

In this course students develop a researchable question and methodology to address the obstacle or opportunity they have identified within their ministry context. Students are introduced to various research methods, the process of writing a literature review, and will develop a road map for completion of their

project and thesis. *Prerequisite: FC 1151 Biblical and Theological Reflection on the Practice of Ministry or FC 1152 Relational and Vocational Foundations of Ministry of Ministry. Three hours.*

DT 1152 Guided Research

Using the literature map developed in DT 1151, students pursue individual research of the precedent literature pertaining to their thesis topic. The course culminates in writing chapter three of their thesis and presenting their research findings. *Prerequisite: DT 1151 Obstacles and Opportunities in Ministry: Research Possibilities. Three hours.*

DT 1153 Thesis Completion

Students register for DT 1153 after all other coursework has been completed. Each student must complete their project and pass an oral defense of the completed thesis before their thesis committee. Course is graded pass/fail. Receiving a failing grade in any two semesters of DT 1153 or DT 1154 will result in dismissal from the program. *Prerequisite: DT 1152 Guided Research. Three hours.*

DT 1154 Thesis Continuation

Students who do not complete the thesis in DT 1153 will register for DT 1154 for each subsequent semester until successful completion of the project and oral defense within program completion time limits. Course is graded pass/fail. Receiving a failing grade in any two semesters of DT 1153 or DT 1154 will result in dismissal from the program. *Prerequisite: DT 1153 Thesis Completion. No credit.*

Doctor of Philosophy Course Descriptions

Course Numbering

Doctor of Philosophy course numbers are 1100-level and above.

Term of Instruction

The instructional year is forty-five weeks in length which is divided into three semesters of fifteen weeks each (e.g., Fall, Spring, and Summer). All Doctor of Philosophy courses require a student to be enrolled in the Doctor of Philosophy program as either a full time or temporary non-degree seeking student with approval from the PhD CES Program Chair. See the Doctor of Philosophy Temporary Admission of a Non-Degree Seeking Student policy with this Academic Catalog.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION COURSES

CO 1101 Leadership in Counselor Education and Supervision

This seminar-style course seeks to introduce students to the multiple facets of Counselor Education and Supervision, and what it means to be a leader within the field. Ethics unique to Counselor Education and Supervision are addressed, along with topics related to professional development. In particular, students will delve into the integration of spirituality within the five core areas of Counselor Education and Supervision, as identified by CACREP: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. *Three hours.*

CO 1102 Theological Foundations of Counselor Education and Supervision

This seminar-style course explores the foundations of Christian theology and how these topics can inform counseling, counselor educator, and supervision interventions in both secular and faith-based environments. Ethical considerations concerning spiritual views and interventions in counseling, counselor education, and supervision, along with ASERVIC standards, are addressed. *Three hours.*

CO 1203 Advanced Research Methods

This course introduces students to various research methods and research designs in counseling, using both quantitative and qualitative approaches, including the process of selecting a topic, generating questions and hypotheses, and selecting samples for study. Students will create a proposal for a research project related to their areas of interest. Students also will learn how to critique research journal articles with emphasis on research design. *Three hours.*

CO 1204 Supervision and Consultation in Counseling

This course examines theoretical and applied aspects of clinical supervision and consultation. Students will synthesize and apply knowledge of supervision and consultation processes as they develop their own personal style. Additional focus will be given to the ethical and legal aspects of supervision, as well as issues related to supervision across various modalities. *Three hours.*

CO 1300 Residency I

Students participate in a week-long, in-person, experience focused on cohort development, professional identity development, and residential course instruction. Students will also have the opportunity to interact with their Personal Formation advisors during residency. *Prerequisite: Enrollment in PhD in CES program. Corequisites: CO 1305 Instruction in Counselor Education; CO 1306 Cultural Foundations of Counselor Education. No credit.*

CO 1305 Instruction in Counselor Education

This course prepares students to teach counseling and related courses through the in-depth study of adult learning theory, instructional principles, andragogy, and evaluation procedures in counselor education. This course also includes live teaching experience, observation, and evaluation as students work to develop their own philosophy of teaching. *Three hours.*

CO 1306 Cultural Foundations of Counselor Education

This course emphasizes how to teach courses in multicultural counseling in light of current adult learning theories. The course emphasizes andragogical best practices at the critical intersections of social justice and advocacy and the development of strengths-based counseling approaches to diverse and unique populations. *Three hours.*

CO 2107 Advanced Counseling Theories

Beginning with a focus on current theories and approaches to adult learning and principles of course development, this course helps students develop an advanced and more thorough understanding of classical as well as modern and emerging counseling theories. Emphasis is given to how to teach counseling theories in light of current adult learning theories and andragogical best practices. Clinical skill evaluation is embedded in course assignments to assess skill level prior to clinical internship.

Prerequisite: CO 1305 Instruction in Counselor Education. Three hours.

CO 2108 Quantitative Research Methods

The course includes instruction and practice in quantitative methods, including experimental design, multiple regression, and multivariate statistics. The course also includes an examination of quantitative research studies, the development of advanced quantitative research skills and emphasizes on ethical practices related to the entirety of the quantitative research process. *Prerequisite: CO 1203 Advanced Research Methods. Three hours.*

CO 2209 Qualitative Research Methods

This course includes an introduction to qualitative research methods including ethnography, phenomenology, grounded theory, focus groups, and case studies. The course also includes an examination of qualitative research studies, the development of advanced qualitative research skills, and emphasizes on ethical practices related to the entirety of the research process. *Prerequisite: CO 1203 Advanced Research Methods. Three hours.*

CO 2210 Clinical Internship

Students complete direct service to clients in individual, couple, family, or group formats in a clinical area (population, treatment modality, presenting problem, or context) qualitatively different from their post master's experience. Students also participate in weekly individual or triadic supervision, and regular group supervision in which sessions are reviewed, discussed, and evaluated. Please see PhD in Counselor Education and Supervision Handbook for additional details about internship requirements and expectations. *Prerequisites: Clinical Training Approval. Three hours.*

CO 2300 Residency II

Students participate in a week-long, in-person experience focused on Biblical and Theological Integration, as it relates to the roles and identity of Counselor Educators. Students will also have the opportunity interact with their Personal Formation advisors during residency. *Prerequisites: Enrollment in PhD in CES program; CO 1300 Residency I. No credit.*

CO 3125 Advanced Marriage and Family Counseling

Moving beyond the master's-level course in marriage and family counseling, this course addresses more complex relational and familial issues related to sexuality, non-traditional coupling and family arrangements, high conflict couples, religious values related to marriage and family. Emphasis is given to how to teach master's-level marriage and family counseling courses in light of current adult learning theories and andragogical best practices. *Three hours.*

CO 3135 Advanced Psychopathology and Diagnosis

Moving beyond the master's-level course in psychopathology and diagnosis, this course addresses more complex, pervasive, and severe forms of psychopathology. Emphasis is given to how to teach master's-level psychopathology and diagnosis courses in light of current adult learning theories and andragogical best practices. *Three hours.*

CO 3145 Advanced Assessment

Students learn how to administer, interpret, and report various assessments used in counseling and counselor education. Emphasis is given to how to teach assessment courses in light of current adult learning theories and andragogical best practices. *Three hours.*

CO 3199 Emerging Issues in Clinical Practice

This seminar-style course addresses current trends or "hot topics" related to mental health practice, addressing diagnostic criteria, treatment methods, social justice and advocacy in counseling, and ethics *Three hours.*

CO 3211 Proposal Development

Students will identify a dissertation topic, research question, and basic methodology. In some situations, this course may also entail self-study in more advanced research methods relevant to the student's chosen methodology. Students will complete the first draft of the first three chapters of their dissertation, which will be used in submission of their dissertation proposal.

Prerequisites: CO 2108 Quantitative Research Methods; CO 2209 Qualitative Research Methods. Three hours.

CO 3221 Seminar in Program Evaluation and Grant Writing

Focused on students who desire to be more involved with either clinical or academic administration, this course provides practical application for theoretical models for program evaluation in various contexts. Additionally, students will learn how to find, write, and apply for grants related to mental health and/or counselor education. *Three hours.*

CO 3232 Advanced Andragogy

Students will learn instructional theory and experience the practice of different styles of andragogy through the use of in-class instruction opportunities. Emphasis will be given to non-traditional and emerging teaching methods and modalities in both residential and online delivery of counselor education.

Prerequisite: CO 1305 Instruction in Counselor Education. Three hours.

CO 3299 Seminar in Counselor Education

Current issues in counselor education will be studied. Experiential pieces will include involvement in counselor education administration, such as committee involvement, interviews of Master of Arts student applicants, CACREP report compilation, etc. *Three hours.*

CO 3300 Residency III

Students participate in a week-long, in person experience focused on dissertation proposal preparation. Students will also have the opportunity to interact with their Personal Formation advisors during residency. *Prerequisites: Enrollment in PhD in CES program; CO 2300 Residency II. Corequisite: CO 3312 Seminar in Integration of Faith and Counselor Education. No credit.*

CO 3312 Seminar in Integration of Faith and Counselor Education

This course explores current trends in the field of integrative counseling, addressing ways to integrate spirituality into the counselor education process in both faith-based and secular settings. *Three hours.*

CO 3325 Contemporary Issues in Counselor Education and Supervision

This course provides PhD students an opportunity to explore special topics in the field of Counselor Education and Supervision that may not be covered at length within the core curriculum. Counselor Education is a rapidly changing field; therefore, topics presented may vary each time the elective is offered based on feedback received from content experts in the field. Multiple topics may be covered as related to the contemporary issues arising within a given cohort's experience and the landscape of the field of Counselor Education and Supervision. *Three hours.*

CO 3400s Advanced Clinical Internships

Students who have a provisional license/credential or less by the start of CO 2210 Clinical Internship are encouraged to take this internship. Students must complete four separate internship experiences covering a minimum of three different core areas, as defined by CACREP (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Students complete direct service to clients in individual, couple, family, or group formats in one of the following clinical areas that is qualitatively different from their post-master's experience: population, treatment modality, presenting problem, or context. Students will participate in weekly individual or triadic supervision, and regular group supervision in which sessions are reviewed, discussed, and evaluated. Please see PhD in Counselor Education and Supervision Handbook for additional details about internship requirements and expectations. *Prerequisite: CO 2210 Clinical Internship. Three hours*

CO 3500s Instruction Internships

Required for all students in the Doctor of Philosophy in Counselor Education and Supervision program. Students must complete four separate internship experiences covering a minimum of three different core areas, as defined by CACREP (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Students must either serve as a co-instructor or sole instructor in a higher education counseling or related course, gaining experience in leading a classroom, grading, curriculum and instructional design, development, and implementation, student meetings, etc. Students will participate in weekly individual or triadic supervision, and regular group supervision in which teaching experiences are reviewed, discussed, and evaluated. Please see PhD in Counselor Education and Supervision Handbook for additional details about internship requirements and expectations. *Prerequisites: CO 1305 Instruction in Counselor Education; CO 2210 Clinical Internships. Three hours.*

CO 3600s Supervision Internships

Required for all students in the Doctor of Philosophy in Counselor Education and Supervision program. Students must complete four separate internship experiences covering a minimum of three different core areas, as defined by CACREP (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Students must complete direct service of individual and/or group supervision of either master's-level students or post-graduate individuals in pursuit of their counseling license. Students will participate in weekly individual or triadic supervision, and regular group supervision in which supervision sessions are reviewed, discussed, and evaluated. Please see PhD in Counselor Education and

Supervision Handbook for additional details about internship requirements and expectations.
Prerequisite: CO 1204 Supervision and Consultation in Counseling. Three hours.

CO 3700s Research Internships

Students must complete four separate internship experiences covering a minimum of three different core areas, as defined by CACREP (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Students must complete their experience hours on a single research project. The research topic may be separate from or related to the student's dissertation but must be separate from the work the student is credited for in Dissertation Proposal or Dissertation itself. Students will participate in weekly individual or triadic supervision, and regular group supervision in which research progress is reviewed, discussed, and evaluated. Please see PhD in Counselor Education and Supervision Handbook for additional details about internship requirements and expectations. *Prerequisite: CO 1203 Advanced Research Methods. Three hours.*

CO 3800s Leadership Internships

Students must complete four separate internship experiences covering a minimum of three different core areas, as defined by CACREP (counseling, teaching, supervision, research and scholarship, and leadership and advocacy). Students will gain experience in a leadership role within a local, state, regional, or national counseling organization (i.e., Clinic, agency, association, etc.). Students will participate in weekly individual or triadic supervision, and regular group supervision in which leadership involvement is reviewed, discussed, and evaluated. Please see PhD in Counselor Education and Supervision Handbook for additional details about internship requirements and expectations. *Prerequisite: CO 1101 Leadership in Counselor Education and Supervision. Three hours.*

CO 3450, 3550, 3650, 3750, 3850 Internship Continuation (Intersession)

Students who are enrolled in Internship III and are beginning their course work prior to the start of the spring semester can enroll in CO XX50. *Eligibility and availability as determined by the Counseling Division; instructor permission. No credit.*

CO 4000 Dissertation

Under the supervision of their Dissertation Chair, students will execute their research study, making substantive work toward the completion of their project and especially the dissertation proposal and proposal defense. *Prerequisite: CO 3211 Proposal Development.*

CO 4100 Dissertation I

Under the supervision of their dissertation advisor, students will execute their research study, making substantive work toward the completion of their project. *Prerequisite: CO 3211 Proposal Development. Six hours.*

CO 4150 Dissertation Continuation

Students who are not ready to register for CO 4200 and have completed CO 4100 should register for CO 4150 each semester until they are ready to enroll in CO 4200. *Prerequisite: CO 4100 Dissertation I. Three hours.*

CO 4200 Dissertation Defense

Under the supervision of their dissertation advisor, students finalize their study and complete the writing of their dissertation. The summation of this course results in the submission of the dissertation and passing of the dissertation defense. *Prerequisites: CO 3211 Proposal Development; CO 4100 Dissertation I. Six hours.*

EX CE Counselor Education and Supervision Comprehensive Exam

This is the course code for the Doctor of Philosophy in Counseling Education and Supervision comprehensive exam. Course registration policies and timelines apply. *No credit.*

Faculty and Administration

Please see <https://denverseminary.edu/about/directory/> for full faculty bios.

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Re. Dr. Jan McCormack Endowed Chair of Chaplaincy and Pastoral Care; Assistant Professor of Chaplaincy and Pastoral Care

Sung Wook Chung, DPhil; Professor of Christian Theology

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Knut Heim, PhD; Professor of Old Testament

Richard Hess, PhD; Distinguished Professor of Old Testament

David Hionides, PhD; Senior Director of Institutional Research and Educational Systems; Assistant Professor of Theology

Tim Koller, PhD; Associate Dean of Academic Affairs; Assistant Professor of Leadership

David Mathewson, PhD; Associate Professor of New Testament

Kathleen Mulhern, PhD; Teaching Fellow, Spiritual Formation

Dieumème Noëlliste, PhD; Professor of Theological Ethics

Elizabeth Norris, PhD; Assistant Professor of Counseling

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Patty Pell, PhD; Associate Professor of Theology, Justice, and Social Advocacy

Wilmer Ramírez, PhD; Associate Dean for Diversity and Programming with Ethnic Communities

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Darlene Seal, PhD; Assistant Professor of New Testament

Ryan Tafilowski, PhD; Assistant Professor of Theology

Michell Temple, PhD; Dr. Vernon C. Grounds Endowed Chair of Christian Counseling, Associate Professor of Counseling

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Angie Ward, PhD; Director of Doctor of Ministry Program

Adam Wilson, PhD; Associate Professor of Counseling

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Counseling

James Means, PhD; Professor Emeritus of Pastoral Ministries and Homiletics

Sarah Miller, MA; Professor Emeritus of Bibliography

Joan Wells, PhD; Professor Emeritus of Counseling

Keith Wells, PhD; Professor Emeritus of Theological Bibliography and Research

Bradley Widstrom, EdD; Professor Emeritus of Christian Studies

ADJUNCT FACULTY

Jeremy Ahn

Doctor of Ministry

Yoon Kynug An

Counseling

Bethany Alberecht

Counseling, Supervision

Michael Anderson

*Counseling, Chaplaincy
and Pastoral Care*

Daniel Baeq

Doctor of Ministry

Brandon Benziger

Old Testament

Josh Bleeker

*Leadership, Educational
Ministry*

Brian Boecker

Counseling, Supervision

Wendy Buchholz

Counseling

Stacey Campbell

Leadership

Kristen Christensen

Counseling, Supervision

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Christian Thought

Jeffrey Clark

Christian Studies

Stacey Cooper

*Spiritual Formation and
Soul Care*

Amy Craig

Counseling

Megan Devore

Christian Thought

Whitney Dittmar

Counseling, Supervision

Charles Dodrill

Soul Care

Elizabeth Dodrill

Counseling

Darrel Dooyema

Christian Apologetics

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Doctor of Ministry

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New Testament

Michael Everson

Counseling

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Homiletics

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Michelle Gonzales

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Old Testament

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Counseling

John Hague

Counseling

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Old Testament

Tracy Hilts

*Chaplaincy and
Pastoral Care*

Luke Hoselton

New Testament

Won Seok Jung

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Doctor of Ministry

David Katz

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Christian Studies

Sunhee Kim

Old Testament

Songmin Kim

Mentored Formation

Tae Wan (Joseph) Kim

Counseling, CPE

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Timothy Lee

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Christian Thought

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Leadership

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Counseling

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New Testament

Kathleen Mulhern

*Spiritual Formation
and Soul Care*

Bobbie Nelson

Counseling

Todd Nice

Counseling, Supervisor

Jeff Oetter
Old Testament

Jason O'Rourke
*Chaplaincy and
Pastoral Care*

Albert Pace
Counseling

Hannah Pachal
New Testament

Glenn Packiam
Doctor of Ministry

Naomi Paget
*Chaplaincy and
Pastoral Care*

Heidi Petak
Doctor of Ministry

David Reeves
*Chaplaincy and
Pastoral Care*

Douglas Resler
Pastoral Ministry

Julia Sadusky
Counseling

Jessica Schroeder
Biblical Studies

Andrew Shepardson
Apologetics and Ethics

Anna Smith
Counseling

Paige Smith
Counseling

Ramona Spilman
Doctor of Ministry

Jessica Katz
Old Testament

Jon Kever
*Chaplaincy and
Pastoral Care*

Luke Howard
*Chaplaincy and
Pastoral Care*

Igal German
Old Testament

Deborah Swanson
Spiritual Formation and Soul Care

Lewis Temple
*Chaplaincy and
Pastoral Care*

Jennifer Thorstad
Counseling, Supervision

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Joan Wells
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Counseling

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Doctor of Ministry

Kristin Williams
Counseling

Matthew Wolf
Homiletics

Joseph Wolyniak
Spiritual Formation and Soul Care

Heather Young
Counseling, Supervisor

William Osborne
Old Testament

David Stackhouse
*Chaplaincy and
Pastoral Care*

Degree Program Contacts

DEGREE PROGRAM CONTACTS

For questions related to degree programs, concentrations, majors, or graduate certificates, contact:

Doctor of Ministry	Angie Ward
Doctor of Philosophy Counselor Education and Supervision	
Master of Theology New Testament Old Testament Theology	David Mathewson Hélène Dallaire Sung Wook Chung
Master of Divinity Anglican Studies Biblical Preaching Biblical Studies Chaplaincy Spiritual Formation Leadership New Testament No Concentration Old Testament Pastoral Care and Counseling Theology Theology, Justice, and Social Advocacy	Kathleen Mulhern David Hionides Richard Hess Eva Bleeker Kathleen Mulhern Timothy Koller David Mathewson David Hionides Hélène Dallaire Eva Bleeker Ryan Tafilowski Patty Pell
Master of Arts (Biblical and Theological Studies) (Christian Apologetics) (Christian Studies) (New Testament) (Old Testament) (Theology)	Nathan Scherrer Tim Koller Tim Koller David Mathewson Hélène Dallaire Ryan Tafilowski
Master of Arts in Counseling (Clinical Mental Health) Counseling (School Counseling) Leadership Pastoral Care Spiritual Formation Theology, Justice, and Social Advocacy	Paula Tipton Loretta Sanchez Tim Koller Eva Bleeker Kathleen Mulhern Patty Pell
Graduate Certificates Anglican Studies Biblical Hebrew and Semitic Languages Biblical Languages Biblical and Theological Studies	Kathleen Mulhern Hélène Dallaire Hélène Dallaire Nathan Scherrer

Christian Apologetics	Tim Koller
Christian Formation	Kathleen Mulhern
Christian Public Witness	Tim Koller
Christian Thought and Ministry	Patty Pell
Hebrew Exegesis	Hélène Dallaire
Leadership	Tim Koller
New Testament Greek	David Mathewson
Old Testament/Hebrew Bible	Hélène Dallaire
Pastoral Care and Counseling	Eva Bleeker
Professional Chaplaincy	Eva Bleeker
School Counseling	Loretta Sanchez
Spiritual Direction	Kathleen Mulhern
Theology, Justice, and Social Advocacy	Patty Pell

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CHANGES TO THIS CATALOG

The Board of Trustees, upon the recommendation of the Seminary administration or faculty, reserves the right to amend or add to any of the regulations governing admission, curriculum, residence requirements, or fees, and to make such changes applicable to accepted applicants or matriculated students. Denver Seminary is not liable for any typographical errors or omissions in this catalog.

2025-2026 Academic Calendar – Doctor of Ministry Program

Winter 2025

Summative Presentation draft of thesis due for winter graduates.....	September 5
Late Registration Fee Begins	September 22
Graduation application deadline for winter graduates	October 1
Payment/payment plan deadline.....	October 24
Schedule Change Fee Begins	October 25
Late Payment Fee Begins.....	October 27
Summative Presentation completed for fall graduates	October 31
Classes begin (online and pre-seminar preparation)	November 3
Add/Drop Deadline and last day to drop a course to receive a 100% tuition refund (5:00 PM).....	November 7
Last day to drop a course to receive a 75% tuition refund (5:00 PM).....	November 21
Final draft of DMin thesis due for fall graduates	November 25
Last day to drop a course to receive a 50% tuition refund (5:00 PM).....	December 5
Deadline to drop a course with a “W” grade.....	December 26
Registration for Summer 2026 Semester opens	January 1
Intensive seminars – Week 1	January 12-16
Intensive seminars – Week 2	January 20-23
Deadline to drop a course with the possibility of a “WP” grade	January 23
Graduation application deadline for spring graduates	February 1
Last day of semester	March 6

Summer 2026

Summative Presentation draft of thesis due for spring graduate	March 6
Late Registration Fee Begins	March 23
Summative Presentation completed for spring graduates.....	March 31
Payment/payment plan deadline	April 24
Final draft of DMin thesis due for spring graduates.....	April 25
Schedule Change Fee Begins	April 25
Late Payment Fee Begins.....	April 27
Classes begin (online and pre-seminar preparation).....	May 4
Add/Drop Deadline and last day to drop a course to receive a 100% tuition refund (5:00 PM).....	May 8
Commencement	TBD
Last day to drop a course to receive a 75% tuition refund (5:00 PM).....	May 22
Last day to drop a course to receive a 50% tuition refund (5:00 PM).....	June 5
Deadline to drop a course with a “W” grade.....	June 26
Registration for Winter 2026 Semester opens	July 1
Intensive seminars – Week 1	July 13-17
Intensive seminars – Week 2	July 20-24
Deadline to drop a course with the possibility of a “WP” grade.....	July 24
Last day of semester	September 4

Future Academic Calendar Dates – Doctor of Ministry Program

Academic Year	Winter Semester	Summer Semester	Winter Graduate Application Deadline	Spring Graduate Application Deadline	Summer Graduate Application Deadline
2025-2026	11/3/25-3/6/26	5/4/26-9/4/26	October 1, 2025	February 1, 2026	May 1, 2026
2026-2027	11/2/26-3/5/27	5/3/27-9/3/27	October 1, 2026	February 1, 2027	May 1, 2027
2027-2028	11/1/27-3/3/28	5/1/28-9/1/28	October 1, 2027	February 1, 2028	May 1, 2028

2025-2026 Academic Calendar

Fall 2025

Late Registration Fee Begins	July 14
PhD New Student Orientation.....	August 15
Payment/payment plan deadline.....	August 15
Schedule Change Fee Begins	August 16
Late Payment Fee Begins.....	August 18
New student orientation	August 21
Advanced Standing Exam (Littleton Campus).....	August 21
Classes begin	August 25
Convocation.....	August 26
Add/Drop Deadline and last day to drop a full-term course to receive a 100% tuition refund (5:00 PM) ..	August 29
Labor Day—no classes.....	September 1
Last day to drop a full-term course to receive a 75% tuition refund (5:00 PM).....	September 12
MDiv Summative Experience Paper due.....	September 19
Last day to drop a full-term course to receive a 50% tuition refund (5:00 PM).....	September 26
MA comprehensive exams.....	September 26
PhD CES comprehensive exams	Sept. 26-Nov. 3
Graduation application deadline for fall graduates	October 1
First draft of ThM thesis due.....	October 13
First draft of MA thesis due	October 13
Deadline to drop a full-term course with a “W” grade or convert from credit to audit.....	October 17
ThM comprehensive exams	November 7
Deadline to drop a full-term course with the possibility of a “WP” grade.....	November 14
Thanksgiving break—no classes.....	November 25-28
Final draft of ThM thesis due.....	November 30
MDiv Summative Interview completed	December 1
Final draft of MA thesis due	December 1
Last day of classes	December 12

Intersession 2026

Late Registration Fee Begins	November 24
New Year’s Day—no classes.....	January 1
Payment/payment plan deadline.....	January 5
Term dates	January 5-23
Late Payment Fee Begins.....	January 6
Schedule Change Fee Begins	January 6
Martin Luther King Day—no classes.....	January 19

Spring 2026

Late Registration Fee Begins	December 15
Payment/payment plan deadline.....	January 16
Schedule Change Fee Begins	January 17
Late Payment Fee Begins.....	January 19
New Student Orientation.....	January 22
Advanced Standing Exam (Littleton Campus).....	January 22
Classes begin	January 26
Add/Drop Deadline and last day to drop a full-term course to receive a 100% tuition refund (5:00 PM) ..	January 30
Graduation application deadline for spring graduates	February 1
Last day to drop a full-term course to receive a 75% tuition refund (5:00 PM).....	February 13
MDiv Summative Experience Paper due.....	February 20
Last day to drop a full-term course to receive a 50% tuition refund (5:00 PM).....	February 27
MA comprehensive exam	February 27
First draft of ThM thesis due.....	March 9
First draft of MA thesis due	March 16
Deadline to drop a course with a “W” grade or convert from credit to audit.....	March 20
Spring break—no classes.....	March 23-27
Early registration for 2025-2026 academic year for continuing students opens	April 6
ThM comprehensive exams	April 10

Early registration for 2025-2026 academic year for new students opens.....	April 13
Deadline to drop a course with the possibility of a “WP” grade.....	April 17
Good Friday—no classes	April 3
Final draft of ThM thesis due.....	May 1
MDiv Summative Interview completed	May 1
Final draft of MA thesis due	May 4
Open registration for 2025-2026 academic year for new students opens.....	May 14
Last day of classes	May 15
Commencement	TBD

Summer 2026

Late Registration Fee Begins (Summer Full Term and Summer Term I).....	April 6
Graduation application deadline for summer graduates.....	May 1
Summer payment/payment plan deadline for all summer sessions.....	May 8
Schedule Change Fee Begins	May 9
Late Payment Fee Begins.....	May 11
Late Registration Fee Begins (Summer Term II)	May 25
Memorial Day—no classes	May 25
PhD Residency	May 31-June 5
Juneteenth—no classes	June 19
Advanced Standing Exam (Littleton Campus).....	June 25
Independence Day—no classes.....	July 4

Summer Full Term

Term Dates	May 18-Aug. 21
Classes begin	May 18
Add/Drop Deadline.....	May 22
Last day to drop a full-term course to receive a 100% tuition refund (5:00 PM).....	May 22
Last day to drop a full-term course to receive a 75% tuition refund (5:00 PM).....	May 29
Last day to drop a full-term course to receive a 50% tuition refund (5:00 PM).....	June 5
Deadline to drop a full-term course with a “W” grade or convert from credit to audit.....	June 12
Deadline to drop a full-term course with the possibility of a “WP” grade.....	June 26

Summer Term I

Term Dates	May 18-June 26
Add/Drop Deadline.....	May 17
Deadline to drop a course to receive a 100% tuition refund (5:00 PM).....	May 17
Deadline to drop a course with a “W” grade or convert from credit to audit.....	May 19
Deadline to drop a course to receive a 75% tuition refund (5:00 PM).....	May 19
Deadline to drop a course with the possibility of a “WP” grade.....	May 21
Deadline to drop a course to receive a 50% tuition refund (5:00 PM).....	May 21

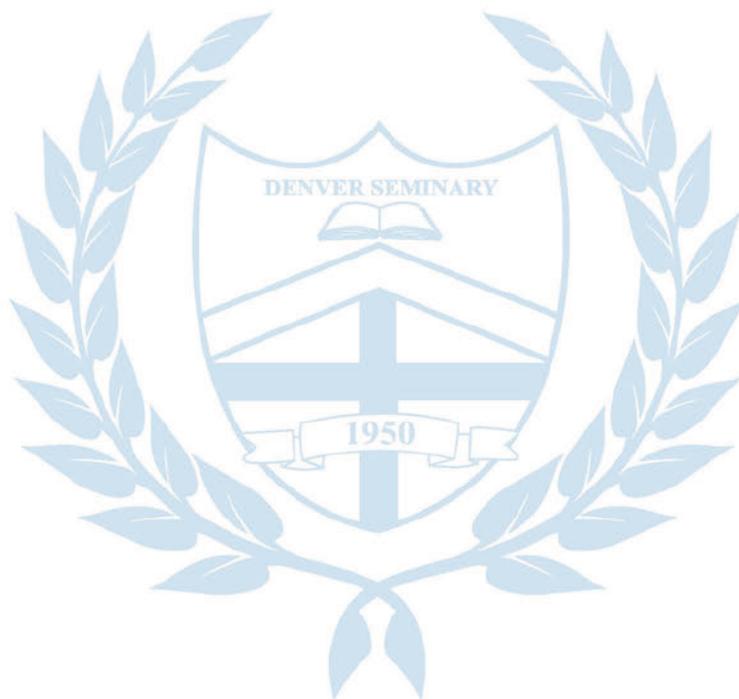
Summer Term II

Term Dates	July 6-Aug. 14
Add/Drop Deadline.....	July 5
Deadline to drop a course to receive a 100% tuition refund (5:00 PM).....	July 5
Deadline to drop a course with a “W” grade or convert from credit to audit.....	July 7
Deadline to drop a course to receive a 75% tuition refund (5:00 PM).....	July 7
Deadline to drop a course with the possibility of a “WP” grade.....	July 9
Deadline to drop a course to receive a 50% tuition refund (5:00 PM).....	July 9

Future Academic Calendar Dates

Academic Year	Fall Semester Aug-Dec	Intersession January	Spring Semester Jan-May	Spring Break March	Summer Full Term May-Aug	Summer Term I May-June	Summer Term II July-Aug
2026-2027	8/24-12/11	1/4-1/22	1/25-5/14	TBD	5/17-8/20	5/17-6/25	7/5-8/13
2027-2028	8/23-12/10	1/3-1/21	1/24-5/12	TBD	5/15-8/18	5/15-6/23	7/3-8/11
2028-2029	8/21-12/8	1/8-1/26	1/29-5/18	TBD	5/21-8/24	5/21-6/29	7/9-8/17

ENGAGE
YOUR WORLD



Denver Seminary prepares men and women to engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture.



DenverSeminary.edu

Littleton Campus
6399 South Santa Fe Drive
Littleton, Colorado 80120

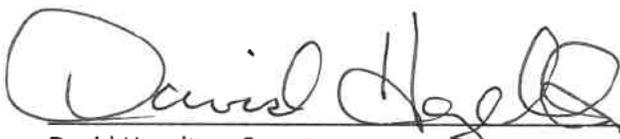
General Inquiries
P: 303.761.2482
F: 303.761.8060
E: info@denverseminary.edu
W: DenverSeminary.edu



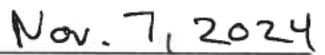
FINANCIAL SOLVENCY RESOLUTION (CORPORATE)

BE IT RESOLVED, that, having reviewed and considered Denver Seminary's audited financial statements for the year ended June 30, 2024 as well as the current and projected statements of financial position, in the Directors' opinion, Denver Seminary is solvent and there are reasonable grounds to believe that the Seminary will be able to pay its debts as and when they become due and payable.

I, David Hazelton, Secretary of Denver Seminary, incorporated under the laws of the State of Colorado, hereby certify that the foregoing is a true copy of a resolution duly adopted by the Board of Trustees of said corporation at a meeting held the seventh (7th) day of November, 2024, at which a quorum was present and voting, and that the same has not been repealed or amended, and remains in full force effect and does not conflict with the by-laws of said corporation.



David Hazelton, Secretary



Date

STATE OF MARYLAND
EXECUTIVE DEPARTMENT

ROBERT L. EHRLICH, JR.
GOVERNOR

R. KARL AUMANN
SECRETARY OF STATE



OFFICE OF THE SECRETARY OF STATE
STATE HOUSE
ANNAPOLIS, MARYLAND 21401
410-974-5521
TOLL FREE: 888-874-0013
FAX: 410-974-5190
TDD: 800-735-2258

January 13, 2005

Denver Seminary
P.O. Box 100,000
Denver CO 80250-0100

Dear Sir/Madam:

Thank you for providing this office with information on the Denver Seminary . The Office of the Secretary of State has determined that your organization is exempt as a religious organization from the registration requirements of the Maryland Solicitations Act. **Please note that religious organizations which are required to file an IRS Form 990 with the Internal Revenue Service are also required to file the document with this office.**

The exemption granted to your organization will continue indefinitely as long as the mission of the organization remains the unchanged and no professional solicitors are contracted to solicit on your organization's behalf. Should your organization hire a professional solicitor, both your organization and the professional solicitor would be required to register with the Office of the Secretary of State.

If you have any questions, please contact me at 410-974-5534 ext. 2.

Sincerely,

A handwritten signature in black ink that reads "Teresa Owens".

Teresa Owens
Auditor/Program Administrator
Charities and Legal Services Division



PRINCE GEORGE'S COUNTY, MARYLAND
FIRE/EMS DEPARTMENT – OFFICE OF THE FIRE MARSHAL
FIRE SERVICES BUILDING
 9400 Peppercorn Place - 5th Floor, Largo, MD 20774
 301-583-1830

Fire Safety Inspection Report / Correction Order

Follow-up Appointment Date:	APPROVED	Date: 08/08/2024
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Business Name	FIRST BAPTIST CHURCH OF GLENARDEN	Phone No.
Business Address	3600 BRIGHTSEAT Rd HYATTSVILLE MD, 20785	
Manager Name		Phone No.
Owner Name	ERNEST LEE	Phone No. (240) 997-5207
Owner Address	3600 BRIGHTSEAT ROAD HYATTSVILLE, MD 20785	Use Group: Assembly: 301-1,000 Individuals

PURSUANT TO SUBTITLE 11 (Fire Safety) of the Prince George's County Code, you are directed to comply with the following notice:
 THE OWNER/MANAGER MUST ACT IMMEDIATELY TO CORRECT THE LISTED ISSUES, PRIOR TO THE FOLLOW-UP APPOINTMENT.

Invoice #: 25-0077	Use & Occupancy Permit #:
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VIOLATION	CODE SECTION
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Inspector's Note	Inspected Sanctuary portion of 3600 Brightseat Road on 8/6/24. Was waiting on NFPA 25 annual sprinkler report. Inspection was completed today and the vendor provided a report without deficiencies. The assembly portion (sanctuary) of 3600 Brightseat Road is APPROVED.
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APPROVED X	DISAPPROVED	REINSPECT
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FIRE WATCH: If ordered to conduct a fire watch, the following steps shall be taken:

- Provide a responsible person capable of effectively communicating an emergency message to all occupants
- Premises shall be checked hourly for fire, around the clock, until fire safety systems are repaired.
- Log hourly fire watch activity. Email log each morning to OFM-Inspections@co.pg.md.us.

Sec. 11-114 Criminal penalty for violation - A violation of any provision of this Subtitle shall constitute a misdemeanor and any person, upon conviction thereof, shall be fined not less than \$100 and not more than \$1,000, or sentenced to not more than six (6) months in jail, or both. Each day that such violation continues shall be deemed a separate offense. (CB-107-1979)

For information on how to appeal this order, apply for a variance or the use of alternative measures call 301-583-1830

This list may not be complete — deficiencies found on subsequent inspections may be added.

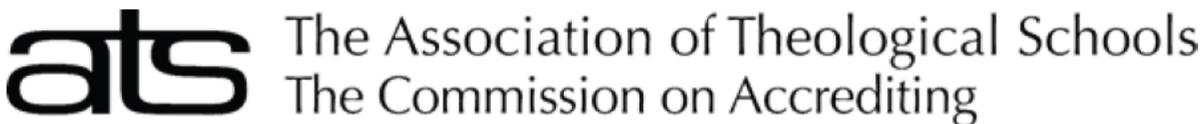
Received By:	Issued By:	ID#: 04562
Received By:	Issued By: JAMES REILLY	Phone No.: 301-583-1830
Title:	Title: FIRE FIGHTER/MEDIC MAJOR	

Koller, Tim

From: ATS Accrediting <Accrediting@ats.edu>
Sent: Thursday, June 9, 2022 3:58 PM
To: Young, Mark; Tom Tanner
Cc: Payne, Don; Koller, Tim
Subject: [COAATS] Action Letter, June 2022

Follow Up Flag: Follow up
Flag Status: Flagged

EXTERNAL EMAIL: [Do Not Click](#) links or open attachments unless you know the content is safe.



June 9, 2022

ATTN: Mark Young
Denver Seminary
6399 South Santa Fe Drive
Littleton, CO 80120
via email only

Dear President Young,

The Board of Commissioners met in Pittsburgh, Pennsylvania, on June 6-7, 2022, and included on its agenda Denver Seminary's comprehensive visit and the resulting report by the evaluation committee.

After reviewing the information in light of the pertinent Commission [Standards](#) and [Policies and Procedures](#), the Board voted:

1. To reaffirm the school's accreditation for a period of ten years, until 31 July 2032, with the next comprehensive evaluation visit in spring 2032.
2. To approve the following educational offerings:
 - a. Degree programs:
 - Master of Divinity
 - Master of Arts
 - Master of Arts in Christian Formation
 - Master of Arts in Counseling
 - Master of Arts in Counseling Ministries
 - Master of Arts in Cultural Engagement
 - Master of Arts in Leadership
 - Master of Theology
 - Doctor of Ministry
 - Doctor of Philosophy in Counselor Education and Supervision
 - b. Distance education approval: Comprehensive (half or more of a degree)
 - c. Additional locations: Denver DC at First Baptist Church of Glenarden's Ministry Center (3600 Brightseat Road, Landover, MD 20785), approved to offer complete master's degrees.
3. To affirm these distinctive strengths to be maintained during the next period of accreditation:

- a. A clear mission, complemented by five core commitments, that collectively shape decision-making and are often cited nearly verbatim by a wide range of constituencies, from trustees to students.
 - b. An innovative “50/50” online learning model that allocates roughly half of the instructional time to delivery of content and half to interactive learning assignments that demonstrate a significant level of “regular and substantive interaction.”
 - c. A commendable “training and mentoring program” for master’s degree students in which each student chooses a field mentor to serve as a “whole-life guide” to help that student achieve individual learning goals “toward lifelong learning and formation.”
4. To highlight the following issues needing special attention during the next period of accreditation:
 - a. A concern expressed by some female students regarding the extent to which their individual calls to ministry are affirmed by some faculty and fellow students (see Standard 1.5).
 - b. A “widespread feeling [expressed by both faculty and staff] that the school continues to be understaffed for its size and increasing complexity” (p. 119 of Self-Study Report), including the additional demands anticipated by moving toward a delivery model of “any degree, anywhere, anytime” (see Standard 10.1; see also Standard 8.4).
 5. To require the following reports to address areas needing improvement and/or further information:
 - a. To require a report by the 1st of November 2022, regarding “clearly stated learning outcomes” for the new PhD in Counselor Education and Supervision (see Standard 5.13).
 - b. To require a report by the 1st of November 2023, regarding a current “library collection development and access policy that is consistently used, regularly evaluated, and periodically updated to ensure that it meets the current and future needs of the school” (see Standard 6.8).
 - c. To require a report by the 1st of November 2024, regarding “a simple, systematic, and sustained [evaluation] process that (a) identifies key educational and institutional outcomes (including learning outcomes for each degree program); (b) systematically and regularly gathers evidence related to each outcome; (c) engages appropriate stakeholders (especially faculty for educational outcomes) on a sustained basis to analyze and reflect upon how well the evidence indicates that each educational and institutional outcome is being achieved; and (d) uses those analyses and reflections for educational and institutional improvement” (see Standard 2.6). The report should also include “one or more brief, cogently written plans that identify the parties responsible for evaluation and include a list of artifacts or instruments used to measure each outcome, a timeline that indicates how those artifacts or instruments are used, and clear benchmarks for evaluating success” (see Standard 2.7). Failure to submit a satisfactory report may result in the issuing of a warning (per *Policies and Procedures*, III.G.1).

Actions taken during the 2022 summer meeting of the Board of Commissioners are effective as of **June 7, 2022**.

Please contact me directly at tanner@ats.edu with any questions.

Sincerely,

Tom Tanner
 Director of Accreditation

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The Association of Theological Schools | The Commission on Accrediting
 10 Summit Park Drive | Pittsburgh, PA 15275-1110 | 412-788-6505 | accrediting@ats.edu | www.ats.edu