



Northwest
Academic Catalogue
2021-22



Northwest Seminary and College exists to prepare effective ministry leaders in context for service to churches and agencies in the Fellowship and beyond.

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About

Northwest Seminary and College is the theological education and leadership development agency of the Fellowship of Evangelical Baptist Churches of British Columbia, Alberta, Saskatchewan, the Yukon, and the Territories. We are also a founding member of Associated Canadian Theological Schools (ACTS), Trinity Western University's Graduate School of Theology.

Accreditation

1959

Northwest was [chartered](#) by the Province of British Columbia to grant theological degrees.

1997

Northwest's course-based graduate degree programs were accredited by the Commission on Accreditation of the Association of Theological Schools (ATS) through our partnership with ACTS Seminaries.

2014

ATS granted Northwest official experimental approval of its competency-based theological education (CBTE) *Immerse* Master of Divinity program for a period of five years.

2019

ATS voted to reaffirm the accreditation of Northwest's *Immerse* MDIV and approve the Korean language Doctor of Ministry program.

2020

ATS accredited Northwest's CBTE Master of Arts in Biblical Leadership (MABL).

Ongoing

After relaunching its first undergraduate studies programs in over twenty years, Northwest currently is an "applicant" with the Commission on Accreditation of the Association for Biblical Higher Education (ABHE).

Governance

Northwest's Board of Governors is comprised of a group of faithful and gifted individuals who oversee our school's affairs, property, business, and revenue. They write and administer the policies that guide the vision, values, and strategies of our school, and they ensure that our President works in accordance with executive limitations. All members of our Board of Governors are elected at the general convention of the Fellowship of Evangelical Baptists of British Columbia and the Yukon and Territories. They meet three times a year, in March, June, and November.

Our current Board of Governors

Dennis Wasyliw, chair (SouthRidge Fellowship)
Paul Becket (Northwest Langley Baptist)
Trecia Brown (Dunbar Heights Baptist)
Garry Grams (Oakridge Fellowship)
Paul Park (South Delta Baptist)
Dustin Laird (Redemption Community)
Colin van der Kuur (Newton Fellowship)
Rick Burdett, FEBPac Board Rep (South Delta Baptist)
Robert Foerger, FEB Prairies Rep (Calvary Baptist)

Faculty Roster

Archie Spencer, Th.D - Professor in the John H. Pickford Chair in Theology
Brian Rapske, Ph.D - Professor of New Testament
Don (Dongshin) Chang, Ph.D - Assistant Professor of Biblical Studies
Elsie Froment, Ph.D - Director of Research & Research Professor
Howard Andersen, Ph.D - Academic Dean & Professor of Biblical Languages
Jehoon Kim, Ph.D (Cand.) - Assistant Professor, Korean Language Programs
Jonathan Numada, Ph.D - Assistant Professor of Biblical Studies
Larry Perkins, Ph.D - Emeritus President and Emeritus Professor of Biblical Studies
Mary Naylor, D.Th - Coordinator of Intercultural Leadership Development
Michael Morelli, Ph.D - Assistant Dean & Assistant Professor of Theology, Culture & Ethics
Ruth McGillivray, MA - Interim President and Chief Operations Officer

Course-Based Programs

Korean language Doctor of Ministry

The Korean language Doctor of Ministry (KDMIN) develops leaders who effectively help congregations, mission agencies, and Christian organizations share the gospel in their unique contexts and participate in the advance of God's Kingdom on earth. It is an interdisciplinary program with three essential emphases:

1. The mission of God and Kingdom-oriented leadership
2. Global leadership studies
3. Cultivation of a leader's character, gifts, and strengths

As a student explores and learns in an interdisciplinary world of global leadership and intercultural relationships, they will develop competence in knowledge, skill, and character.

Knowledge

Integrate global leadership theories and practices with Christian theology to:

1. Evaluate leadership theories and practices with a Christian worldview and apply cross-cultural leadership principles and practices to Korean ministry contexts in North America and other global centers
2. Assess and apply global leadership concepts to your practice of Christian leadership
3. Formulate clearly and biblically, through dialogue with scholars, practitioners, and peers, the relationship between Christianity and culture, and how your vocational leadership in a local church or other Christian institution in Korea or Canada can address this within a global context and/or perspective

Skill

Effectively lead and manage a cross-cultural organization in ways consistent with the Bible to:

1. Skillfully lead others, and show integrity, as you commit to participating in the global mission of God
2. Wisely navigate the complexities of leadership in various cultural and institutional contexts using the Bible as your guide, while also adapting how you communicate, depending on the setting
3. Disciple people in their institutional settings to become effective, missional agents within their own contexts and intercultural contexts

Character

Form (intercultural) relationships that demonstrate:

1. Ethical decision-making shaped by sensitivity to the Holy Spirit's direction, personal integrity, and a commitment to servant leadership, particularly the *agape* principle (love of God for us and love of us for God)
2. Analyses and thoughtful responses to how cultural dynamics influence interpersonal communication and relationships
3. Discernment when adapting to and relating to people from diverse cultures
4. Engagement with multi-faith interactions in respectful and evangelistic ways

Admission and Registration

To be admitted into the KDMIN program, applicants normally are required to have a Master of Divinity degree with a grade point average of at least a 3.0 (B average) and three years of ministry experience. Applications can be completed online, on the Northwest website. Applicants are required to provide:

1. Official academic transcripts for undergraduate and graduate degrees
2. References
3. A personal photo
4. A summary of the applicant's conversion and vocational ministry experience
5. An application fee (\$150 CAD)

Applicants may also be considered for admission if they have at least 72 semester hours of graduate studies that include the completion of a master's degree that reflects broad-based work in biblical studies, theological studies and ministry practice. The master's degree is required to have an GPA of 3.0 (B average) and all additional courses must have received a grade of at least a B or 3.0.

Courses

Registration for courses is completed online. Students can register for their term courses via their Northwest MyAccount, which is provided when they arrive in Canada and/or are ready to begin their program.

The terms run September to February and March to August. Tuition is due before the start of each term.

Number	Courses	Hours
KDM900	Introduction to the Program, Development of Research Competence, & Preparation of a Dissertation Proposal	3
KDM 905	Leadership and Globalization: Global Leadership Theory and Its Practice Within a Christian Frame of Reference	3
KDM 920	Global Leadership Issues I: Mentoring, Coaching, and Equipping	3
KDM 906	A Biblical Theology of Kingdom Leadership Serving the Mission of God	3
KDM 907	Global and Cross-Cultural Dimensions of Christian Leadership & Leadership Development	3
KDM 921	Global Leadership Issues II: Power, Conflict, Governance, and Staffing in Global Leadership Contexts	3
KDM 908	Global Leadership and Spiritual/Ethical Formation	3
KDM 909	Global Leadership, Institutional Culture and Change	3
Or		
KDM 913	Pastoral Counseling in Global Context	3
KDM 910	Global Leadership, Religious Values and the Marketplace	3
KDM 911	Global Leadership and Communications	3
Or		
KDM 912	Christian Leader as Global Theologian	3
KDM 914	Biblical Theology in Context	3
	Total semester hours :	33
Thesis Project		
KDM 950	Thesis Project Seminar I	3
KDM 951	Thesis Project Seminar II	3
	Total semester hours :	6
Extensions or Reinstatements		
KDM 952	Dissertation Extension: If candidates do not complete their thesis project by the end of their respective courses they automatically are registered to continue in KDMN 952a (November) or KDMN 952b (May) for an additional year.	0
KDM 954	Dissertation Reinstatement: The candidate has three years in which to register for KDMN 954 and complete their thesis project.	0
	Total credit hours:	39

Tuition and Fees

Fees	Amount (CAD)
Application*	\$150
Tuition Deposit**	\$1000
Tuition per credit hour (a typical semester is 10.5 credit hours)	\$545
Logos Bible Software*	\$868
Library/Technology***	\$120
Graduation*	\$200

* Non-refundable, one-time fee

** Once a person has been (1) accepted into the KDMIN program, (2) has been granted a study permit by Immigration Canada, (3) has arrived in Canada, and (4) has registered for their first term courses, then the tuition deposit will be applied toward that term's tuition. If the person is denied a study permit by Immigration Canada, the tuition deposit will be refunded in full.

*** Annual fee

In order to qualify for a tuition deposit refund, the following is required:

1. Provide the [Northwest Registrar's Office](#) with official documentation showing that (a) they applied to Immigration Canada for a study permit within 30 days of the date of their letter of acceptance from Northwest, and (b) they were denied a study permit by Immigration Canada; and
2. Request the refund within one year of the date of their letter of acceptance from Northwest.

In all other circumstances the tuition deposit is not refundable. Northwest complies with provincial government regulations regarding the consumer protection of applicants' deposits.

Tuition rates are subject to change annually.

Graduation Requirements

To be eligible for graduation, students must complete eleven courses (33 credits) with a grade point average of at least 3.0, plus a thesis project and oral examination (6 credits) with a minimum grade of B-. The program will appear on the student's transcript as Doctor of Ministry in Global Christian Leadership (Korean).

In order to graduate, students must complete an [Application for Graduation](#) prior to the application deadline. There is a \$200 graduation fee which is payable upon submission of this form. There will be an additional \$50 fee for applications past that date. Once the form is filled out and submitted to the Registrar's Office, the Registrar will do a program audit to determine program completion. Please note it is the responsibility of the student to ensure that they have completed all program requirements prior to the date of graduation.

Final grades will not be available in any official form until all financial accounts are paid. No telephone, email, or over-the-counter requests for grade information will be accepted by the Registrar's Office. Once accounts are paid, academic transcripts can be requested via the [Academic Transcripts Request](#) form. Note the posted fees there for transcripts.

Learning Resources

On Campus

Since renovating and expanding its offices, Northwest has started to build its own Korean language resource library, which all students are welcome to use. Also, while on campus, students can access the TWU library, which has approximately 350 Korean language volumes in its collection. These texts primarily focus on Christian worldview.

DBPia

A large, top-rated Korean language information portal for academic journals, articles, theses, and other such content. It provides access to 4,064 journals and 3,580,645 articles in the areas of humanities, history, philosophy, religious studies, theology, sociology, politics, education, media studies, psychology, literature, and interdisciplinary studies. [Click here](#) to access these resources.

National Digital Library

A collection of the Republic of Korea's intellectual and informational resources. Documents that do not conflict with copyright restrictions can be viewed and printed free of charge. [Click here](#) to access these resources.

IKTINOS

The Institute of Korean Theological Information Network Service provides an index and abstract database of Korean theological and religious publications. [Click here](#) to access these resources.

Korean Bible Society

This website provides a history of Korean language Bible translations, access to various translations, dictionaries, glossaries, and the useful content. [Click here](#) to access these resources.

RISS

The KERIS Research Information Service Systems provides access to journals, theses, books, etc. on various topics. Subject specific sections and searches are available. [Click here](#) to access these resources.

EBSCO Religion and Philosophy Journal Collection

A comprehensive collection of theology and philosophy journals, articles, and magazines that span over 100 years. Topics covered are biblical studies, religious history, world religions, major denominations, epistemology, political philosophy, philosophy of language, moral philosophy, and the history of philosophy.

Although this collection of journals and eBooks primarily is an English, German, and French language resource, KDMIN students who have sufficient language proficiency may benefit from access to this content. [Click here](#) to access these resources.

EBSCO Religion eBook Collection

A large e-Book collection with over 9200 titles ranging from introductory texts for undergraduate students to complex works for advanced scholars. Most relevant areas covered in the collection for our students are biblical studies, theology, practical theology, philosophy and ethics, religious history, Christian denominations, Judaism, and world religions.

Although this collection of journals and eBooks primarily is an English, German, and French language resource, KDMIN students who have sufficient language proficiency may benefit from access to this content. [Click here](#) to access these resources.

Academic Progress Review

Reviewing Academic Progress

Northwest's Registrar reviews the academic progress of students at the end of each term. Reviews take into account the cumulative GPA of students and assesses student progress according to the following criteria:

1. A GPA equal to the graduation requirement for the KDMN program (3.0 GPA for course work and B- for the thesis project). This includes any courses transferred into the program.
2. Students with provisional admission similarly must achieve minimally a 3.0 GPA for any additional courses required.

Northwest's Registrar will notify the KDMN Program Director and Co-Director if a student is below the minimum GPA requirements, who will use the following criteria to determine the next course of action:

1. How far below the GPA requirement is this student?
2. How far along in the program is this student?
3. Has there been any instance of academic dishonesty by this student?

Academic Probation

With the above in view, if Academic Probation is determined to be the best course of action, the primary goal will be to restore students to academic success and to help them maximize their learning and growth. At the same time, Northwest sees it as a point of institutional integrity to not permit further registrations and collect further tuition fees from students who are not demonstrating the ability to complete the KDMN program successfully. Possible measures to take with students who are struggling to flourish academically are as follows:

1. Repeat the course(s) affected
2. Take additional course work
3. Restrict their level of enrolment to help them carry an academic load within the limits of their own schedule and abilities
4. Require students to step out for at least one course cluster, and in some cases, not allow any further registration if a student has a poor academic track record (including a GPA significantly below the graduation requirement, such as more than 1 full point below the requirement) or has shown to be academically dishonest (e.g. has committed plagiarism).

In the case of a failed thesis project, once the processes outlined in the Thesis Project Manual for remediating core issues are exhausted, there is no further means available to the student for completing the program.

Once a course of action is determined, an interview with the student will occur and a letter will be placed in the student's file in order to keep a record of this meeting.
Note: students on Academic Probation may not be eligible for financial aid.

KDMIN Forms (Quick Links)

[Application Form](#)
[Confirmation of Enrollment](#)
[Intent to Withdraw](#)
[Graduation Form](#)
[Change of Program](#)
[Thesis Project Change](#)
[Academic Transcript Request](#)

Competency-Based Theological Education Programs

All of our competency-based theological education (CBTE) programs are completed in the ministry field, the actual contexts where students can cultivate, in real-time, in real-life, the knowledge, skill, and character they need to be transformative leaders in their vocational settings.

Given the highly contextualized nature of our CBTE programs, application for, admission into, and graduation from each of the CBTE programs Northwest offers can differ from program-to-program.

Depending on who we partner with to provide ministry contexts and mentors for our students, program application, admission, graduation, and curriculum may vary. However, all of the information provided here gives the clearest, most comprehensive view of the CBTE programs we offer our students and partners.

Because CBTE differs from course-based forms of education, our CBTE programs do not have "classes" or "courses," but "outcomes." Outcomes include instructional seminars and/or content, but they also offer many other learning experiences and activities that extended beyond the in-person or virtual classroom.

Outcomes emphasize learning ends rather than learning means. For this reason, outcomes do not describe what a student will do in a three-credit course/outcome. Instead, they describe what a student will accomplish as a result of achieving the competencies (i.e. "learning objectives" in course-based terms) that comprise a specific outcome (i.e. "class" or "course" in course-based terms).

The learning experiences and activities (i.e. “assignments” and “course content” in course-based terms) for each outcome are provided to help students achieve each outcome and its associated competencies. That is to say, once the learning ends are established by the outcome and competencies, the learning means (experiences and activities) to reach those ends are given to students.

Graduate CBTE Programs

Immerse Master of Divinity

Our Immerse CBTE Master of Divinity (Immerse MDIV) is comprised of 27 outcomes, for a total of 83 credits hours of accredited, graduate-level study. Most Immerse MDIV students complete their studies in four years. It currently is offered in English, French, and Spanish.

All Immerse MDIV students are required to complete the 12 outcomes comprising our Immerse CBTE Master of Arts in Biblical Leadership (Immerse MABL) before they begin the 15 outcomes unique to the Immerse MDIV.

The outcome descriptions provided here show the full 27 outcomes comprising our Immerse MDIV, with the 12 outcomes comprising the Immerse MABL labeled as such in order to show how an Immerse MDIV student would proceed through their studies.

Outcome	Description	Credits	Degree
CBT500 - Cornerstone	Program orientation.	1	MABL & MDIV
CBT501 - Faith	Students have a rich Christian faith that inspires vision for their lives and ministries. Their vision is framed by biblical and theological truth and energized by a hopeful and compelling way of being in the world. Students connect with people who are not followers of Jesus and are appreciated by the people they serve and lead because of their integrity, skilled expression of faith, and discernment in answering common questions about and objections to Christianity. As a part of this, students know how reliable and useful doctrine shapes communication of the church’s faith to those who are new or not yet followers of Jesus.	3	MABL & MDIV
CBT502 - Scripture	Scripture is foundational and formative for students’ views and practices of discipleship and evangelism. Their compelling communication of what they believe is consistent with God’s self-revelation in and through scripture. They are formed by the Word of God, faithful to the Word of God’s content and intent, and they can reliably interpret biblical texts. Rooted in this passion for and skillful handling of scripture, they can multiply leaders who have similar passions and skills.	3	MABL & MDIV

CBT504 - Call	Students have articulated a biblically informed definition and practice of calling. They have a clear sense of a call to leadership from God and they pursue it with focus and commitment. Individuals, groups, and institutional systems respond affirmatively to their leadership, and when they lead, they guide and support people in their discovery and pursuit of God's call in trustworthy and intentional ways.	3	MABL & MDIV
CBT507 - God	Students' biblically and theologically formed perceptions of and relationships with the Triune God shapes their worship of the Father, Son, and Holy Spirit and their participation in God's redemptive action in the world. Their engagement with scripture and historical and modern theology has helped them develop a frame for their own faith and how they lead others to grow in their relationships with and worship of God and participate in God's transformative work	3	MABL & MDIV
CBT508 - Humility	As an essential part of their commitment to being a follower of Jesus, students have developed a biblical definition and practice of humility that they have prayerfully applied to their leadership and service in and outside the church. They maintain the integrity and influence of their commitment through self-awareness, self-assessment, and accountability to others. They model a posture of humility and care wherever they serve, while discipling others, and when communicating the gospel to diverse peoples and groups.	3	MABL & MDIV
CBT509 - Communication	Students practice responsible, skilled, and confident communication of the meaning and applicability of biblical texts in a variety of settings that grows out of belief in the importance of preaching and teaching the Word of God. They have developed an effective and authentic style of communicating and teaching the Scriptures using a variety of mediums. They display confidence and appropriate vulnerability in interpersonal communication, presentation of the gospel one-on-one, teaching small groups, or communicating the meaning and applicability of biblical texts to medium or larger-sized groups.	3	MABL & MDIV
CBT601 - Gospel	Students comprehend the gospel message, communicate it with skill and fluency to others, and wisely respond to important questions about the gospel, such as: why is the gospel "good news" for me, you, and the world? As they embody and share their faith in their contexts, they help people to discover who Jesus is and commit to becoming followers of Jesus. They also apply the power of the gospel to their wider contexts as they carefully and creatively consider how the gospel confronts and challenges aspects of the world which do not align with God's desire for the world and its people.	3	MABL & MDIV

CBT605 - Discipleship	Students enthusiastically and effectively mentor, equip, and empower others in their life, faith and ministry so they are able to discern and respond to God's presence and action in their lives. They live, lead, and serve with conviction and integrity, and look to the self-sacrificing model of Jesus to shape their personal and professional relationships. Through responsible ethics and strong interpersonal skills, they cultivate leadership environments permeated with integrity, purpose, affirmation, creativity, and joy, and consequently, they lead in environments where leaders are multiplied.	3	MABL & MDIV
CBT609 - Leadership	Students develop biblically and theologically congruent definitions and practices of leadership that undergird their leadership style and its practical expressions. They have identified their leadership strengths and areas for growth, and demonstrated commitment to self-assessment and lifelong learning in order to sustain and adapt in leadership. When they lead, they embody integrity, self-awareness, creativity, and wisdom so that the structures they develop and lead are effective in achieving goals and influential in preparing others to lead.	3	MABL & MDIV
CBT701 - Culture	Students skillfully, sensitively, and respectfully engage with similarities and differences when serving in and across multiple cultures, subcultures, and/or contexts. This includes their ability to enter relationally and perceptively, with Christ-like integrity and insight, into an unfamiliar context, and conversely, help others adapt comfortably to settings that are foreign to them. When they engage with a cultural context, learners express their convictions in ways that are compelling and transformative within that given culture.	3	MABL & MDIV

CB1703 - Community	Students' understanding, engagement, and cultivation of community is reinforced by their comprehension of the doctrine of the Trinity, the life and ministry of Jesus, the theology and practice of baptism and communion, and the biblical themes of community, partnership, and fellowship. The quality of their relationships and participation in groups and structures that create community in and outside the church instill the kinds of virtues integral to thriving communities of followers of Jesus (faith, hope, love, service, integrity, humility, justice, honesty, etc.). Students demonstrate vision and competence when building congregational and/or institutional community that meets people's needs and fosters worship of God, service, leadership, and teaching. Through such leadership, they motivate people to intentionally pursue discipleship with Jesus and multiply others who can do the same.	3	MABL & MDIV
CB1704 - Wisdom	Students discern and apply biblical wisdom in personal, relational, and structural aspects of life in the church and in the world. They engage critical thinking skills to examine cultural values and norms and share practical wisdom and transformative insight in ways that foster rapport, trust, and disciple-making. Students lead ministry teams to collectively pray for, and discern, God's wisdom so they can be a prophetic presence in culture. As they express God's wisdom, they show humility, grace, and passion for justice and peace in ways that encourage, guide, and equip people who are and are not followers of Jesus.	3	MABL & MDIV
CB1710 - Capstone	Program completion.	1	MABL & MDIV
	Total credit hours:	38	
IMS503 - Vision	Students demonstrate the ability to discover and deliver a Kingdom-oriented vision at a personal and corporate ministry level, ensuring the fulfillment of the God-appointed mission to reach lost people, disciple believers, and multiply leaders. Operating from the conviction that a leader's personal clarity regarding mission always precedes broader ministry vision, students create an integrity-based personal mission statement that informs their daily activities and choices. Upon further development of vision-creation skills and tools, students master the process of facilitating the creation and communication of an inspiring vision within Christian organizations, enabling these organizations to clearly define their structures, culture, and activities in order to achieve the mission.	3	MDIV

IMS505 - Incarnation	<p>Students integrate a deep understanding of the incarnation into their daily lives and relationships. Students are able to articulate the theological significance of Jesus as God Incarnate, with an appropriate application of this theological truth to their family, community, church, and leadership. Personal conviction regarding the incarnation is revealed by a consistent service-oriented and sacrificial lifestyle, demonstrated ability to structure incarnational ministry, and skillful leadership of others in church ministry to reach beyond themselves in order to fulfill the mission to disciple followers of Jesus.</p>	3	MDIV
IMS506 - Church	<p>Students display conviction about the nature of the church as God's instrument to reach the world with the gospel and see believers developed in their faith, while showing skill in multiplying leaders who can sustain the structures of the church. Specifically, students master the skill of discerning principles that define the nature, mission, values, vision, community, organization, and witness of a local church as part of the universal church. Students develop personal passion for the church akin to the Messiah's passion for his people, showing relational integrity in the way they help believers develop in their understanding of the church, their identity within it, and the critical role that leadership plays in sustaining a congregation. Further, students discern how the witness of the congregation is embodied in preaching, celebrating the ordinances, and equipping the people to be "ministers" of the gospel in every aspect of life, exercising a prophetic voice within society.</p>	3	MDIV
IMS602 - Holiness	<p>While it is impossible to truly master holiness, students display an abiding commitment to personal holiness in response to the expectation of God and in keeping with his character. As a matter of personal integrity, students display an impeccable ethical standard with respect to their personal, familial, and ministry relationships. Lost people find in the student an example that compels questions and draws them to Christ. Students show skill in helping believers grow in their own commitment to holiness as disciples of Christ and in developing structures that aid in multiplying leaders similarly committed. Student perspectives on holiness build upon an understanding of God's holiness as seen throughout the Scriptures.</p>	3	MDIV

IMS603 - Hope	<p>Against secular and religious eschatological confusions, students are mastered by the life-changing conviction of the Christian's hope—the bodily resurrection of Jesus Christ and his promised glorious appearing—and its present and future implications. Students are energized to live the life of the new creation with conviction, in persistent personal godliness and devotion to Christ in all circumstances, and in courageous gospel witness in ministry to the troubled and the lost. In the knowledge that the increase greatly honours God, students skillfully disciple other believers and multiply leaders to the same integral pattern of godliness, devotion and witness. This will be achieved by deliberately cultivating a range of relationships and creatively structuring varied means by which, by God's grace, a personal impact in modeling and instruction of the hope-filled life of the kingdom can occur.</p>	3	MDIV
IMS604- Prayer	<p>Students master the practice of prayer, in a variety of its historic forms, displayed in both personal private practice and communal corporate leadership. Students develop both conviction about prayer and skill in its practice, both publicly and privately, learning to relate to God and others prayerfully and with integrity. A significant focus of student prayer life is for the mission of the church, such that lost people are reached by the gospel, built up in the faith, and multiplied as leaders for the church. Students understand prayer in broad terms, in keeping with biblically faithful patterns of spiritual discipline seen within the church across its history. Students display a disciplined and growing relationship with God through prayer, a quality of relationship with others as they care prayerfully for them, and an effective group ministry empowered by prayer, working to see the same replicated in those they are leading.</p>	3	MDIV
IMS606 - Groups	<p>Students will master an understanding and application of group ministry in the life of a local church. Specifically, they will have a grasp of the range of philosophies of small group ministry, along with an awareness of the missional, discipling, and connecting strengths of each philosophy. The student will have experience being involved in a small group, skill in leading a small group, and capabilities in designing small group ministries for the church. Further, this learning outcome will initiate discussion of conflict management and motivation of volunteers.</p>	3	MDIV
IMS607 - Revelation	<p>Students master a clear understanding of the self-revelation of God as Father, Son, and Holy Spirit in all its aspects within creation, developing a conviction about God that forms the sole basis of the student's faith, life, and ministry. Students demonstrate skill in helping others grow in knowledge of the extent and content of this revelation, in multiplying leaders who are committed to knowing God's revelation, and in developing structures through which God can be more fully revealed.</p>	3	MDIV

IMS608 - Grace	<p>Students master a gracious manner of living, informed by a deep understanding of the grace of God as specifically described in the New Testament Epistles. Students personally appropriate the grace of the gospel as evidenced by their demonstrated conviction to reach lost people with the Good News of Jesus. Students show skill in the art of gracious living, understanding that God's grace is the great leveling-ground for all who believe in him. Students draw others toward themselves through their gracious manner, and their integrity spurs others toward a deeper life of discipleship. Students prove the ability to multiply gracious living among others in their ministry context and are capable of organizing their ministry in such a way as to have grace infuse the very structure of the ministry itself.</p>	3	MDIV
IMS702 - Worship	<p>Students master a commitment to a lifestyle of worship as key to discipleship. Students passionately CBE204 - Pursue God in a manner that is rooted in the biblical conviction that God alone is worthy of worship. Students demonstrate integrity before God that attracts others to a deeper life of discipleship. Students have the ability to structure God-honouring worship services for their ministry context through which believers are edified and lost people are presented with the good news of the gospel, and to develop others who can similarly lead.</p>	3	MDIV
IMS705 - Family	<p>Students master an understanding of the theological concept of the family of God and how it is echoed in earthly family structures. Students show conviction surrounding the theological concept of adoption that drives their passion to reach those outside of God's family with the good news of the gospel. Students understand family health, demonstrating such through integrity-filled living within his/her own family unit, irrespective of its present composition. Students demonstrate that their family relationships are not being side-tracked for the sake of effective ministry. Students understand the importance of healthy families, resulting in the creation of family-friendly ministry structures that (1) help individuals grow in their own understanding of healthy families, (2) demonstrate skillful application of biblical counselling to families in trouble, and (3) multiply healthy family units of a variety of compositions within the student's ministry context.</p>	3	MDIV

IMS706 - History	Students master the major movements in time of broader Christian history and, more specifically, Fellowship Baptist history to the present. The purpose in gaining this “sense of historical and theological place” will be for students to cultivate a life and ministry that is wisely and graciously mindful of ecclesial and theological differences, but equally possessed of great conviction of and integrity to biblical truth and derivative Baptist principles and commitments. Students model personal devotion to Biblical truth in outreach and discipleship and skillfully create structures and circumstances for modeling, instruction, and multiplication of believers, in alignment with the Fellowship Baptist statement of faith.	3	MDIV
IMS707 - Creation	Students master a clear understanding of the Providential Care of God as Creator, in all its aspects in Creation. Shaped by this conviction, students personally appropriate God as the sole basis for their wellbeing and integrity in their role in creation. The Scriptures, creeds and historical/systematic theology provide the student with the framework and materials necessary for their work in helping others grow in knowledge of their creational place and mandate as stewards of Creation. Students demonstrate competence in building ministry structures that sustain the stewardship mandate, and in multiplying leaders who are committed to knowing their place in God’s providential plan and their role in caring for God’s Creation.	3	MDIV
IMS708 - Justice	Students master a personal commitment to the biblical concept of justice, including God’s justice, congregational justice, and social justice, demonstrating the character traits that evidence this commitment. Students display conviction regarding God’s perfect justice, which nurtures a passion to reach lost people with the gospel. Students understand God’s justice as portrayed in the Old Testament prophetic literature, leading to their skillful communication of the biblical teaching on the subject. Students also understand humanity’s role in God’s system of justice, which inspires the development of ministry structures that promote social justice. Students pursue just living, and their lives inspire those around them to pursue justice and to teach others to do the same.	3	MDIV

IMS709 - Love	Students demonstrate proficiency in the a personal and relational practice of pastoral care, displaying personal skills that are rooted in the Biblical conviction regarding the nature of God's sacrificial love for his people and reflect an authentic understanding of the appropriate expression of love in multiple ministry contexts. Students display personal accountability in attitude and action in both the personal ministry of discipleship and the structural behaviour of leadership, built out of a growing sense of self-awareness and accountability that is applied in all areas of life. Students display capacity for loving others toward faith and multiplying the ability for others to do the same.	3	MDIV
Total credit hours:			83

Immerse Master of Arts in Biblical Leadership

Our Immerse CBTE Master of Arts in Biblical Leadership (Immerse MABL) is comprised of 12 outcomes, for a total of 38 credits hours of accredited, graduate-level study. Most Immerse MABL students complete their studies in two years. It currently is offered in English.

As noted above, our Immerse MABL is made up of 12 of the 27 outcomes that comprise our Immerse MDIV. This means students who complete our Immerse MABL can transition easily into the Immerse MDIV if they feel called to do so and circumstances permit.

See the 12 Immerse MABL outcomes in the table below. If students would like to see the full 27 Immerse MABL and MDIV outcomes to envision what movement from the MABL to MDIV could look like, view the table provided in the previous section.

Outcome	Description	Credits
CBT500 - Cornerstone	Program orientation.	1
CBT501 - Faith	Students have a rich Christian faith that inspires vision for their lives and ministries. Their vision is framed by biblical and theological truth and energized by a hopeful and compelling way of being in the world. Students connect with people who are not followers of Jesus and are appreciated by the people they serve and lead because of their integrity, skilled expression of faith, and discernment in answering common questions about and objections to Christianity. As a part of this, students know how reliable and useful doctrine shapes communication of the church's faith to those who are new or not yet followers of Jesus.	3

CBT502 - Scripture	Scripture is foundational and formative for students' views and practices of discipleship and evangelism. Their compelling communication of what they believe is consistent with God's self-revelation in and through scripture. They are formed by the Word of God, faithful to the Word of God's content and intent, and they can reliably interpret biblical texts. Rooted in this passion for and skillful handling of scripture, they can multiply leaders who have similar passions and skills.	3
CBT504 - Call	Students have articulated a biblically informed definition and practice of calling. They have a clear sense of a call to leadership from God and they pursue it with focus and commitment. Individuals, groups, and institutional systems respond affirmatively to their leadership, and when they lead, they guide and support people in their discovery and pursuit of God's call in trustworthy and intentional ways.	3
CBT507 - God	Students' biblically and theologically formed perceptions of and relationships with the Triune God shapes their worship of the Father, Son, and Holy Spirit and their participation in God's redemptive action in the world. Their engagement with scripture and historical and modern theology has helped them develop a frame for their own faith and how they lead others to grow in their relationships with and worship of God and participate in God's transformative work.	3
CBT508 - Humility	As an essential part of their commitment to being a follower of Jesus, students have developed a biblical definition and practice of humility that they have prayerfully applied to their leadership and service in and outside the church. They maintain the integrity and influence of their commitment through self-awareness, self-assessment, and accountability to others. They model a posture of humility and care wherever they serve, while discipling others, and when communicating the gospel to diverse peoples and groups.	3
CBT509 - Communication	Students practice responsible, skilled, and confident communication of the meaning and applicability of biblical texts in a variety of settings that grows out of belief in the importance of preaching and teaching the Word of God. They have developed an effective and authentic style of communicating and teaching the Scriptures using a variety of mediums. They display confidence and appropriate vulnerability in interpersonal communication, presentation of the gospel one-on-one, teaching small groups, or communicating the meaning and applicability of biblical texts to medium or larger-sized groups.	3

CBT601 - Gospel	Students comprehend the gospel message, communicate it with skill and fluency to others, and wisely respond to important questions about the gospel, such as: why is the gospel “good news” for me, you, and the world? As they embody and share their faith in their contexts, they help people to discover who Jesus is and commit to becoming followers of Jesus. They also apply the power of the gospel to their wider contexts as they carefully and creatively consider how the gospel confronts and challenges aspects of the world which do not align with God’s desire for the world and its people.	3
CBT605 - Discipleship	Students enthusiastically and effectively mentor, equip, and empower others in their life, faith and ministry so they are able to discern and respond to God’s presence and action in their lives. They live, lead, and serve with conviction and integrity, and look to the self-sacrificing model of Jesus to shape their personal and professional relationships. Through responsible ethics and strong interpersonal skills, they cultivate leadership environments permeated with integrity, purpose, affirmation, creativity, and joy, and consequently, they lead in environments where leaders are multiplied.	3
CBT609 - Leadership	Students develop biblically and theologically congruent definitions and practices of leadership that undergird their leadership style and its practical expressions. They have identified their leadership strengths and areas for growth, and demonstrated commitment to self-assessment and lifelong learning in order to sustain and adapt in leadership. When they lead, they embody integrity, self-awareness, creativity, and wisdom so that the structures they develop and lead are effective in achieving goals and influential in preparing others to lead.	3
CBT701 - Culture	Students skillfully, sensitively, and respectfully engage with similarities and differences when serving in and across multiple cultures, subcultures, and/or contexts. This includes their ability to enter relationally and perceptively, with Christ-like integrity and insight, into an unfamiliar context, and conversely, help others adapt comfortably to settings that are foreign to them. When they engage with a cultural context, learners express their convictions in ways that are compelling and transformative within that given culture.	3

CBT703 - Community	Students' understanding, engagement, and cultivation of community is reinforced by their comprehension of the doctrine of the Trinity, the life and ministry of Jesus, the theology and practice of baptism and communion, and the biblical themes of community, partnership, and fellowship. The quality of their relationships and participation in groups and structures that create community in and outside the church instill the kinds of virtues integral to thriving communities of followers of Jesus (faith, hope, love, service, integrity, humility, justice, honesty, etc.). Students demonstrate vision and competence when building congregational and/or institutional community that meets people's needs and fosters worship of God, service, leadership, and teaching. Through such leadership, they motivate people to intentionally pursue discipleship with Jesus and multiply others who can do the same.	3
CBT704 - Wisdom	Students discern and apply biblical wisdom in personal, relational, and structural aspects of life in the church and in the world. They engage critical thinking skills to examine cultural values and norms and share practical wisdom and transformative insight in ways that foster rapport, trust, and disciple-making. Students lead ministry teams to collectively pray for, and discern, God's wisdom so they can be a prophetic presence in culture. As they express God's wisdom, they show humility, grace, and passion for justice and peace in ways that encourage, guide, and equip people who are and are not followers of Jesus.	3
CBT710 - Capstone	Program completion.	1
	Total credits:	38

Master of Arts in Biblical Leadership - Church Planting (ACTS 29/SEMBEQ)

The Master of Arts in Biblical Leadership - Church Planting (SEMBEQ/A29 MABL) was designed in collaboration with SEMBEQ and Acts 29/Academy in Context. It is comprised of 12 outcomes, for a total of 38 credits hours of accredited, graduate-level study. Most SEMBEQ/A29 MABL students will complete their studies in two years.

Outcome	Description	Credits
CBT500 - Cornerstone	Program orientation.	1
CBE502 - Conviction & Commendation	In this outcome, you will develop and demonstrate a conviction of calling to gospel ministry and church planting. Those around you will also show they recognize in you a desire for the kingdom, knowledge of God's Word, and a demonstrable commitment to gospel ministry, regardless of the cost.	3

CBE503 - Theological Clarity	In this outcome, as one aspiring to lead God's people, you will become and demonstrate that you are a theologically formed disciple and active in allowing a Biblical understanding of God, Christ and salvation to shape all areas of your life and ministry. You will also develop and demonstrate your ability to communicate with others in a way that is both gracious and theologically informed.	3
CBE511 - Spiritual Vitality	In this outcome, you will cultivate a deep and growing relationship with Christ through the Spirit in each aspect of your life – demonstrating a life full of the fruit of the Spirit and shaped by Christ's gospel.	3
CBE514 - Marriage, Family & Home	In this outcome, you will grow to understand the theological concept of the family of God and how it is echoed in earthly family structures. You will also show you understand family health, demonstrating it through integrity-filled living within your own family.	3
CBE515 - Relationships	In this outcome, you will demonstrate, establish, and maintain relationships with others both inside and outside of the faith. You will also grow in and demonstrate relational skills, and love, patience, and sincerity with others.	3
CBE602 - Missional Lifestyle	In this outcome, you will demonstrate a commitment to missional living that leads you to make sacrifices for the sake of being in relationship with others to the extent that the regular rhythm of your life provides opportunities for mission. You will also develop the ability to lead others to live in a similar manner.	3
CBE603 - Ability to Teach	In this outcome, you will demonstrate the ability to teach the Scriptures, appropriately exegeting both their text and their audience.	3
CBE604 - Visionary Leadership	In this outcome, you will gain a biblically-supported vision for gospel-centred leadership and develop the ability to discover, articulate, and implement and effect vision for your church, considering the gifts and abilities of the church and the opportunities and challenges of the community.	3
CBE605 - Discipleship	In this outcome, you will develop and implement an effective plan for discipleship, equipping others and multiplying leaders who multiply leaders and grow in a Christ-like manner.	3
CBE611 - Organizational Leadership	In this outcome, you will develop the ability to build and maintain effective and efficient structures that help to develop the growth and mission of the church.	3
CBE612 - Maturity	In this outcome, you will grow in a Christ-like maturity that allows you to be confident and self-critical, demonstrating the ability to operate with others in humility, submit to accountability, and receive criticism.	3
CBE613 - Entrepreneurial Aptitude	In this outcome, you will demonstrate entrepreneurial qualities such as vision, innovation, work ethic and the ability to start new ventures.	3
CBT710 - Capstone	Program completion.	1
	Total credits:	38

Master of Arts in Translation of Scripture

The Master of Arts - Translation of Scripture was designed in collaboration with the Canadian Institute of Linguistics and is comprised of 13 outcomes, for a total of 43 credits hours of accredited, graduate-level study. Most MATS students will complete their studies in two years.

Outcome	Description	Credits
BIB501 - Biblical Interpretation	The student can analyze complex translation problems and articulate how the understanding of scripture is a hermeneutical activity that is constructed on certain theological, social and cultural assumptions of the interpreter so as to can detect theological bias and explain its presence in translations in a humble and fair manner.	3
BIB502 - Old Testament Foundations for Translation	The student demonstrates a sufficient understanding of the geographical, cultural, social, and theological background of the Old Testament to accurately apply its relevance for translation.	3
BIB503 - New Testament Foundations for Bible Translation	The student demonstrates a sufficient understanding of the geographical, cultural, social, and theological background of the New Testament to accurately apply its relevance for translation.	3
BIB601 - Biblical Exegesis for Translation	The student demonstrates a godly approach to scriptural exegesis, incorporating an ability to use biblical Hebrew and Greek exegetical tools so that they can effectively interact with various lexicons, concordances, word study aids, and critical commentaries to exegete Biblical texts for translation.	3
LIN501 - Discourse Analysis	The student can summarize the theoretical foundations of discourse analysis and can apply the study of discourse analysis to the task of Bible translation in order that they can analyze discourse features of both the biblical languages and the receptor language, recognizing that biblical genres may not necessarily have direct counterparts in the receptor language.	3
LIN502 - Pragmatics and Semantics	The student is able to analyze meaning at the word and sentence levels, and to explain how people interpret utterances in context. The student is able to apply different approaches to analyze meanings in natural language through the use of various models of semantics and pragmatics.	3
LIN601 - Syntax	Students will demonstrate an ability to identify the relevant morphology, syntax, stems, words, phrases, and sentences of one language in order to ensure they are factored into a quality translation in another language.	6
TNS501 - Translation	The student demonstrates an ability to understand the integrated nature of Bible translation, articulate theoretical foundations, translate different genres of Biblical text, in order that they may execute the steps needed to ensure the quality translation of scripture.	3
TNS512 - Computer Applications for Translation	The student can install and use key Bible translation software, and can assist translators in installing and using such software.	1
TNS602 - Orality and Scripture Engagement	The student demonstrates the ability to problem solve possible solutions in order to increase the use of an oral or written translation's acceptance by the community.	3

CNL501 - Intercultural Mentoring	The student will demonstrate the skills necessary for effective Christian mentorship in intercultural contexts, communicate effectively, and mentor people through conflict towards a resolution.	3
CNL502 - Leadership, Administration, and Management	The student demonstrates a biblical perspective on leadership, planning and management within a translation organization. They will be equipped to develop a shared vision for ministry, mentor those around them and possesses the practical planning, management, monitoring and evaluation tools necessary for ensuring progress is made towards the organization's vision.	3
CNL800 - Bible Translation	The student will demonstrate the ability to work with a translation team, including initial exegesis, evaluating a submitted back translation, providing systematic feedback, and working with a team to check a portion of scripture to the point of publication.	6
	Total credit hours:	42

Master of Divinity (Northview Church)

The Master of Divinity designed for Northview Church (Northview MDIV) is comprised of 29 outcomes, for a total of 87 credits hours of accredited, graduate-level study. Most Northview MDIV students complete their studies in four years. It currently is offered in English.

Outcome	Description	Credits
IMS500 - Cornerstone	This program begins with an introductory course, CBT500 - Cornerstone, which orients the student in specific aspects of the Immerse program requirements. Students will begin to develop an understanding of the program features of context and competency-based learning, working with their mentor team, using the online platform. Students will discover and sharpen their skills in research, writing and reflective learning at a graduate level. By the end of CBT500 - Cornerstone, students will CBE101 - Be Prepared to start the mastery based learning that occurs through the program.	3

IMS501 - Embracing Fellowship With God

Students will demonstrate a life that has been authentically and ongoingly impacted by cherishing the fellowship and love-driven intimacy with the Triune God, making His mission their mission. They will understand and be able to explain the scope of salvation from God including the holiness of God and the need of humanity. They will be equipped to relish the Spirit-empowered, sanctifying process of dying to self (mortification) and living in Christ (vivification). They will see God as central in all of life and the worship of God as the unifying activity of all that they are and do, and apply this knowledge for the good of others and ultimately for glory of the Father, Son, and Holy Spirit. From a life of Embracing Fellowship with the Triune God (Father, Son and Holy Spirit), students will be conduits for helping others in their quest to do the same, especially in the context of popular spiritualities.

3

IMS502- Disciple-Making Disciple

Students will master the scope and vitality of being disciple-making disciples of Jesus Christ, both for themselves and for those whom they serve, rooted in a robust philosophy of discipleship and informed by the wealth of the Christian tradition. They will personally flourish in discipleship as a unifying call for life (bridging doctrine, the drama of redemption, and holistic doxology) and for all areas of the life of the Church (from the corporate gatherings to small groups; from the 'church gathered' to the 'church scattered'). They will multiply their own discipleship in the lives of others, both through intentional church structures as well as through intentional interpersonal relationships. They will adeptly analyze discipleship structures, develop a biblically-based philosophy of discipleship, and adopt those structures to maximize their usefulness in aiding discipleship.

3

IMS503 - Doing Justice and Mercy

Students will master the integration of justice and mercy, grounding them in God's character and activity and then extrapolating them to themselves, the relationships of individuals, groups, churches and the world, with special attention to the poor and oppressed. They will actively embrace the God of Justice and Mercy and wisely, humbly, and lovingly engage in areas of congregational justice and social justice. They will understand complexities of ministry efforts to serve (seeing how helping sometimes hurts in the long-run) and will proactively engage in activities of community development that provide holistic blessing. They will articulate the tensions of the beauty of the world and the world's brokenness, rooted in the biblical narrative of Creation, Rebellion, Redemption, and Re-Creation. They will develop a biblical-theological template for the relationship between 'Word' and 'Deed', demonstrating the unifying themes of discipleship and worship.

3

IMS504 - Personal Passion	<p>Students will align the discovery and development of their personal passion with the Love of God, rooted in the gospel and related to those in their spheres of influence. Students will value their identity in Christ and their individual uniqueness while embracing a holistic passion to strive toward health in all areas of their lives: body and soul; physical and emotional; spiritual and relational. This would include everything from diet and exercise to spiritual exercises and the delight in fulfilling how God has created and is sustaining the student. They will understand and embrace with transparency their gifting (both natural and spiritual) and strategically leverage that knowledge to excel in developing those gifts while giving close attention to the advancement in areas of lesser (though still important) gifting, and identifying potential misuses of giftedness (i.e., using 'strengths' apart from the Spirit thereby turning the strength into a weakness). Students will develop and implement a holistic plan – body and soul — to nourish themselves physically. Students will learn about both: assessing their own personal passion (individual soul-print) from those who have gone before and enabling others to discern aspects of their own 'soul-print' as image bearers of God.</p>	3
IMS505 - Invested Leaders	<p>Students will consistently navigate the complexity of issues that comprise leadership and governance in the church as well as the key Biblical passages that inform such topics. Students will embody the servant-hearted characteristics of the 'deacons' in the early church as described by Luke and Paul, leading change, compelling action in others, and managing conflict as it arises. Rooted in a mature biblical and theological perspective, students will evaluate and move to improve the structures of the church with seasoned wisdom, taking into consideration the complexity of the wide range of issues, from fiscal responsibility to people's expectations. Students will identify and understand areas that destroy/compromise influence and credibility and organize their lives to protect against the loss of influence. Students will reflect the God-honouring ability to navigate the complexity of issues within their lives and ministry while maintaining a well-ordered heart and a manageable and productive schedule. Students will articulate and defend a Biblical definition of the church including her essential character, distinctive elements, and primary ordinances (baptism and communion).</p>	3
IMS506 - Inclined Toward the Least-Reached	<p>Students will embrace the glory of God — to be seen and rejoiced in among all people groups — as a driving motivation for their lives and ministries. Students will understand the history of God's mission and the current state of world missions with special attention on least reached people groups. Students will yearn for worship to multiply among all people groups, for God's glory and people's good. Students will skillfully navigate the challenges of reaching the least reached (including but not limited to Christian apathy and claims of pluralism and universalism) while passionately motivating others to be prayerfully engaged in the Body of Christ: sending or going.</p>	3

**IMS507 -
Persevering Faith**

Students will be people of deep Christian faith (professing, practicing and persevering faith), displaying vision and godly practice in their lives and ministries that is rooted in biblical and theological truth energizing a compelling and on-going way of being. Students will grow in their understanding of the doctrines related to The Faith (Soteriology) while reflecting humility and joy as they are compelled by those doctrines to understand them better and to articulate their own testimony more clearly. Students will understand and address challenges to The Faith, arising from difficulties in life and from advocates of no-faith (atheism or hard agnosticism), presenting reasoned and relationally-compelling evidence of embodied faith. Students will CBE101 - Be Prepared to articulate and argue for The Faith — both ‘in season and out of season (i.e., at all times)’ — with patience and persistence while persuading others to likewise embrace The Faith of Jesus. Students will welcome open-hearted/non-judgmental dialogue, listen graciously, and interact biblically and lovingly with believers who, because of life circumstances (pain, suffering, etc.) have substantial doubts about the faith resulting in their wanting to leave the faith and/or the church.

3

**IMS508 -
Transforming
Teacher**

Students will, with sanctifying self-reflection, understand, critique and leverage the nature of the teacher-learner dynamic within specific cultures (cultures represented in student’s ministry) and social structures (home, church, small group, sports, etc.) for the clarity of communication and the Gospel-transformation of the audience. Students will embrace and humbly and effectively embody the convictional knowledge, Christ-like character, skillful competence paradigm as a holistic goal of teaching while assessing how logos, ethos, pathos influence the teaching dynamic with biblical integrity and describe how these are used by the Holy Spirit to persuade the hearers. Students will adeptly navigate and clarify crucial yet often contentious couplets: (Sovereignty and Responsibility; Law and Gospel; Faith and Works; Words and Deeds) and reflect love, patience, and humility as they interact with people on these and other contentious issues. Students will reflect the convictional knowledge, Christ-like character, and skillful competence of being a ‘Transforming Teacher’ in a multitude of settings and audiences (age, gender, religious backgrounds, cultural backgrounds, socio-economic backgrounds). Students will develop an effective, personalized workflow that will lead to a healthy, productive, God-honouring and transformational impact in their lives and ministry.

3

IMS509 - Alien

Students will recognize and embrace their identity as 'aliens and strangers' in the world — yet also adopted by God in Christ — as vital for personal identity (one's relationships and the ordering of one's loves and perceptions) and for societal identity (including the diverse scope from gender to nationalism). Students will integrate and analyze the theme of 'aliens' / 'strangers' / 'sojourners' in the Biblical storyline, in light of God's character and in contrast to the conflicting societal storylines. Students will embrace their identity as 'aliens' / 'strangers' / 'sojourners', compassionately empathizing with others, including those who are geo-political immigrants or refugees, and passionately longing for the world to be re-made into the final home for those adopted by God through Christ. Students will imitate Paul's 'alien' perspective in this world: being sorrowful yet always rejoicing (2 Cor 6:10). Students will prayerfully multiply in others the broken-yet beautiful truth of the Christian's identity: Alien: Unsettled Sojourner. Students will expose false identities as they express Christ's call for people to identify with Him and in Him.

3

IMS601 - Learning the Scriptures

Students will grow in their affections for God through His Word, demonstrating skill in interpretation within a well-versed familiarity with the major themes of the Biblical Storyline (Creation, Rebellion, Redemption, Re-Creation) and with the key criticisms leveled against Scripture's claim to be the Living and Active Word of the One, True, Living and Loving God. Students will be conversant with the history and scope of critiques of Scripture's authority, from the academy as well as from popular culture including Scholastic Criticism (e.g. Source, Form) to the myriad sources of Biblical skepticism (science, other religions and worldviews, and popular assumptions) discerning how to winsomely engage people holding these views. Students will demonstrate a love for God's Word reminiscent of the Psalmist in Psalm 19 and Psalm 119, by being dutifully, willingly, and joyfully obedient and delightfully observant of the Christian Scriptures. Students will be adept at identifying examples of both faithful and unfaithful hermeneutics (in regards to being true to Scripture's self-attestation of authority) while reading and applying the Bible according to authorial intent in line with its genres. Students will effectively explain and teach the Bible, modeling and leading others to do the same.

3

IMS602 - Public Theologian-Shepherd

In order to grow healthy, godly ministry leaders who are involved in ministry and engaged with culture, students will understand and embrace the ideals of being a 'public theologian-shepherd': protecting and providing for themselves and the flock while being aware of the Church's public posture in light of how society perceives the Church, individually and institutionally. Students will be well-versed in the necessary aspects of Spiritual nourishment (personal integrity and holiness) from the Word while identifying teachings and actions that are detrimental to their lives and the life of the congregation. Rooted in a deep love for Christ and His Church, students will acquire keen and compassionate insights on the public's perception of the Church and grow in their ability to engage with those outside the Church in a Christ-like manner. Students will skillfully fashion and present sermons/teachings that nourish Christians, protect them from false teachings, and present Jesus and the life of discipleship in a clear and compelling manner to those in the public sphere.

3

IMS603 - Speaking the Gospel

Students will master the content of (and be mastered by) the Good News of the Gospel in its beautiful healing hope as it breaks our pride of autonomy, presenting compelling articulation of the Gospel with clarity and with congruent attitudes and actions. Students will minister in light of the 'power of God' (Romans 1:16), centering their ministry mindset on the sufficiency and necessity of the proclamation of the Word of God with all ministry directly connected to speaking the Gospel while dependent on God through prayer. Students will prayerfully develop and faithfully and fiscally administer structures to provide a context for Gospel speaking. Students will be conversant with the multitude of challenges to the Gospel and have extensive competency in two religions/worldviews which are contrary to the grace of the Gospel of the Triune God. Students will consistently and winsomely present Christ to unbelievers in multiple situations by articulating the Gospel in a way that calls for an all-encompassing response in all areas of life. Students will discover and work towards developing the type of culture within their ministry setting that encourages and inspires the development of believers to continually communicate the Gospel in the power of the Spirit.

3

IMS604 - Family Focus

Students will recognize the centrality of familial relationships (both biological and spiritual) as vital for 'success' in ministry and in life as well as for God's mission for people around the world. Students will describe the theological concept of the family of God and assess how it is to be echoed in earthly family structures. Students will be committed to family health, demonstrating such through integrity-filled living within his/her own family unit, irrespective of its present composition. Students will demonstrate that their family relationships are not being side-tracked for the sake of effective ministry, but are actually part of their life ministry. Students will embrace the importance of healthy families evaluating the present circumstances, resulting in providing pro-active input toward family-friendly ministry structures. Students will identify and analyze selected contemporary cultural and social issues with which the families of today have to deal.

3

IMS605 - Intentional Catalyst	Students will appreciate the range of 'one another's' in Scripture while catalyzing spiritual growth within smaller groups and deepening the unity of the local church and her gospel mission. Students will evaluate group dynamics with cultural intelligence and interpersonal appreciation to foster loving one another in grace and truth, appropriately navigating conflict while promoting the overall glory of God and the good of the local church. Students will multiply humble holiness, passionate convictions and patient graciousness, particularly in those who are servant-leaders in the congregation. Students will mobilize and effectively train other leaders with a biblically rooted vision for groups, including how groups spur on growth and multiplication.	3
IMS606 - Culturally Savvy	Students will demonstrate the ability to contextualize ministry forms (preaching, spiritual formation, discipleship) and ministry approaches (philosophy of ministry, evangelism, mercy ministry) in such a way that Christ is magnified in that culture in the power of the Spirit. Students will identify and appraise the practical out-workings of cultural influences/trends/worldviews in the hearts and lives of people. Students will embrace and internalize the good in culture to communicate God's kindness and discern the negatives of culture to communicate God's righteousness, while creatively demonstrating that the life of Faith is Good, True, and Beautiful. Students will, with relational integrity, skillfully communicate the Faith appropriately to the cultural setting to foster other Christians' growth in being culturally savvy. Students will identify, describe, and analyze recent cultural trends in light of the Biblical story and Christian theology and recommend how these can be repurposed toward persuasive gospel conversations.	3
IMS607 - Humble Hope	Students will describe, embrace, and articulate the hope that produces humility and longevity because of the resounding confidence in God to restore all things one day. Students will evaluate various eschatological storylines (both Christian and from prevailing worldviews in their context) and graciously compare implications of those storylines for current issues of living. Students will, based on a theology of suffering, multiply in their relationships a hopeful way of being especially in light of the multitude forms of current suffering. Students will be well-versed in the issues surrounding the Problem of Evil, articulating clearly the framework for the issues from the Scriptures while not going beyond the bounds of Scriptures. Students will, like Paul when confronted with suffering, be 'sorrowful, yet always rejoicing', and discern how God is redeeming the stories of hurting people. Students will identify selected hope-driven values in cultural activities and/or religious values and practices with respect to their telos (i.e., goal or purpose) and recommend a counter argument for the hope in God (cf. Paul's approach in Acts 17).	3

IMS608 - Persistent Prayer	<p>Students will grow in the practice of prayer (individually and with others) according to the Scriptures, in the Holy Spirit, through the Son, and to the Father, training others to do the same. Students will be exposed to a variety of historical Christian revival movements and the impact of prayer to propel these revivals, and will biblically and theologically evaluate the use of prayer today. Students will grow in their conviction about prayer and their passionate love for and practice of prayer, rooted in the Gospel and fueling their lives and strategically undergirding their ministries. Students will, in their lives and ministry, display prayerful dependence on God, yielding to the Holy Spirit, seeking to multiply the fame of the name of Jesus both inside and outside the church. Students develop a workable action plan for personal prayer that is biblical, realistic, comprehensive, and contextualized.</p>	3
IMS609 - Artist	<p>Students will, as much as possible in the post-Fall world, embrace and reproduce the Cultural Mandate to rightly rule over the earth, contributing to the Goodness and Beauty that should foster thankfulness and worship toward God. Students will describe the Cultural Mandate in Genesis (how the Fall has marred the work and frustrated the workers) vis- -vis the Great Commission in Matthew (to make disciples). Students will emulate a temperate optimism in the creative process for faithfully fulfilling the role of imago Dei in today's already-not-yet tension. Students will reach out to and interact with the culture with a joyful attitude and practical aid as a member of God's Kingdom even where His rule is not recognized. Students will mentor another believer to use his/her giftedness to impact their culture with the Gospel.</p>	3
IMS709 - Applying the Gospel	<p>Students will be fluent in the message of the Gospel and how the regenerating and renewing work of Jesus changes everything they are and do. Students will demonstrate consistent application – analyzing, articulating, and appropriating the gospel in their ministry and relationships – from the foundation of Gospel-Identity. With societal and cultural values – and idols – as a backdrop, students will be able to distinguish between and appraise religious moralism (legalistic duty) and irreligious antinomianism (licentious liberty) with a third way: gospel-rooted living, showing this in their lives as well as their words. Students will identify, explain, and evaluate how the Holy Spirit drives gospel-centrality, including issues surrounding 'justification' and 'sanctification' and how Gospel-Identity and the Holy Spirit lead toward worship in all arenas/areas of life.</p>	3

IMS702 - Gospel-Grounded Counsellor	<p>Students will gain a solid practical and theological understanding of pastoral counseling which is deeply rooted in God's Word. They will acquire confidence in applying this understanding to a wide range of challenging personal and ecclesiological situations and developing mastery of the specific Biblical passages pertinent to those situations. Students will explain how lasting change in a person's life is a necessity, cooperative effort between the Holy Spirit and the person, rooted in Gospel Truth. Students will analyze the differences between Biblical counselling and psychological counselling. Students will compassionately, knowledgeably, and prayerfully experience in helping navigate others through many of the main issues facing people today, including: suffering and loss, marriage, mental illness, gender identity, and sex. Students will apply healthy boundaries in their personal relationships and within ministry, resting in their gospel-identity.</p>	3
IMS703 - Reflecting the Reign of Christ	<p>Students will master a holistic understanding of the Reign of Christ, willingly and joyfully embracing Christ's reign in every area of their lives (work, study, home, play, etc.). Students will develop an exegetically ground biblical theology of the Kingdom of God. Students will order and organize their ministry and private lives for God's glory and maximum effectiveness. Students will embody a humble zeal for the reign of Christ for themselves, for others within the Body of Christ, and for those outside the Body of Christ, identifying the contours of Biblical Theology (Creation – Rebellion – Redemption – Re-Creation) and applying them to the issues of Christ and Culture, including the multiplicity of contexts and sub-cultures (social, political, popular, religious, economic, etc.). Students will develop, articulate, and apply a theologically informed philosophy of work, recreation, and leisure in their lives.</p>	3
IMS704 - Lifelong Learner	<p>Students will embrace the role of learning in the life-long endeavor of ministry and life and the role of the mind in shaping themselves, others, and societies. Students will embrace the privilege of bearing God's image and the importance of the soul in the life of the mind (individually) and the influence of ideas (culturally). With an eye toward being well-grounded in a life-time of learning the Christian Scriptures, students will have a functional knowledge of Biblical Hebrew and Greek, utilizing the latest software tools for exegesis in preparation for knowing, communicating, and living out the transforming truths of God's Word. As students learn, their intellectual advancement will be outpaced by their love for God (as seen in their relationships outside 'the study') and their love for others (both those in the church and outside the Church).</p>	3

IMS705 - Informed Orthodoxy	<p>Students will trace the benchmarks in Church History, including key figures and crucial issues, appreciating the impact that they have for the life of the Faith today. Students will appreciate how songs have contributed to the shaping of the Church: orthodoxy, orthopraxy, and doxology. Students will embrace the wisdom from the ages (and understand mistakes from the past) in order to enhance humility and hope for our current age, including Anabaptist and Mennonite perspectives. Students will be adept at analyzing the complexity of history (e.g., interconnected issues of culture, religion, economics, environment, worldview, etc.) and applying pertinent insights for the world today. Students will cultivate a life and ministry that is wisely and graciously respectful of ecclesial and theological differences, but equally possessed of great conviction and integrity to biblical truth, and personal beliefs and practices.</p>	3
IMS706 - Spiritual Warrior	<p>Students will prayerfully and passionately embrace their role in battling for the Kingdom of God, recognizing that the weapons are not against 'flesh and blood' but spiritual and focusing on people's hearts and minds, in light of the spiritual world in which we live. Students will understand the origin and role of spiritual beings (angels and demons) in God's world and God's Kingdom. Students will continuously embrace a battle mindset of both loving one's enemies and fighting for God's Kingdom with the Word of God and not the swords of men. Students will lead others to have a biblically robust perspective on being a Spiritual Warrior and reflecting a God-glorifying passion for fighting the fight of the Faith. Students will identify Satan's tactics to rob, kill, and destroy God's children and discern how to respond victoriously.</p>	3
IMS707 - Steadfast Love	<p>Students will grow in their steadfast love for God (recognizing that He first loved them) and, rooted in that love, reflect a sincere and resolute love for those around them, while embracing simultaneously the beauty of the fact that God is Love and the difficulty of consistently conforming to and communicating that 'difficult doctrine'. Students will understand, describe, and relish the Scope of God's love and how it undergirds doctrine, spurs on discipleship, and fuels doxology. Students will biblically defend and articulate the unifying force of love for life and ministry, with respect to orthodoxy, orthopraxy, and doxology. Students will humbly and graciously reflect God's love flowing through them to others in their lives, homes, and ministries. Students will identify the connections between God's authority/Lordship and His love for humanity. Students will synthesize how God's love unites with His other characteristics to produce a coherent and whole understanding of who God is and will evaluate the distortion that occurs when God's love is disconnected from His other characteristics.</p>	3

IMS708 - Winsome Writer	<p>Students will, with biblical integrity and prayerful engagement, develop skillful use of the written word in its multiple mediums, logically reasoning toward truth, passionately persuading the emotions, and effectively motivating action in others, with the goal of others loving the Word of God with heart, mind, soul, and strength. Students will analyze the recent history of the written word and how written communication can be for good or for ill. Students will appreciate the diversity of the written word in the Digital Age, passionately seeking to 'become all things to all people' in order that some might be saved (1 Cor 9:22). Students will, through multiple mediums (from social media to research papers) and in dependence upon the Holy Spirit, grow in their proficiency to clearly and persuasively multiply the conviction that Jesus is Lord. Students will assess the impact that the various Scriptural genres and Speech Act Theory has on the effective interpretation, understanding, and teaching of the written Word.</p>	3
IMS709 - Ambassador	<p>Students will embrace their role as already-not-yet co-heirs with Christ, being 'against the world, for the world', advocating for the Kingdom of God, and compelling all to join and compassionately caring for those who refuse. Students will embrace their identity, with its implications, as co-heirs with Christ in the Kingdom of God and will differentiate the values and distinguishing markers between the Kingdom of God and the kingdoms of the world. Students will effectively address barriers that prevent people from entering the Kingdom of God, from subtle, underlying resistance embedded in the human heart to the more obvious forms of rejection bolstered by societal values. Students will be motivated by the grace they have received, to acknowledge, appreciate, and internalize God's ultimate sovereignty over all the kingdoms of the world as a means of giving hope to those living in the waywardness of the world's kingdoms. Students will prayerfully, skillfully and winsomely articulate the Goodness, Truth, and Beauty of God's Kingdom and its superiority to other kingdoms, in the hopes of compelling people to abandon all other kingdoms so that they might also be co-heirs with Christ.</p>	3
Capstone	<p>As a completion and affirming Capstone, students will (1) complete all aspects of the BCMB Credentialing process, thus further affirming and validating their call to ministry and capacity for ministry; and (2) finalize all seminary requirements for graduation.</p>	3
Total credit hours:		87

Master of Divinity (17:6 Network)

The Master of Divinity designed for the 17:6 Network (17:6 MDIV) is comprised of 29 outcomes, for a total of 87 credits hours of accredited, graduate-level study. Most Immerse MDIV students complete their studies in four years. It currently is offered in English.

Outcome	Description	Credits
IMS500 - Cornerstone	Students will develop and sharpen their skills in research, writing, and speaking in preparation for graduate level work in Antioch Project Immerse. Gaining understanding in each of these areas through instruction, students will grow in their ability to communicate their insights and ideas. Students will also make progress and grow in making evangelism a priority and building their circle of influence. Students will demonstrate their knowledge and understanding of the Bible as they share the story of the Bible with a friend. By the end of CBT500 - Cornerstone, students will CBE101 - Be Prepared to start the growth- and mastery-based learning that occurs through Antioch Project Immerse.	3
IMS501 - Systems	Students will demonstrate the theological knowledge and practical skills needed to effectively mobilize evangelism in the local church and create organization and systems that support evangelism as a focal piece of its ministry. Students understand Biblical perspective on the value of the local church as a community in which men, women, and children can team together, as members of the local body, to create an environment that reaches out to and is welcoming and inclusive of non-Christians and Christians alike. Students develop the heart and skills to maximize the opportunities they encounter to further spread the gospel through the local church based on Biblical strategies. Students demonstrate the ability to create, operate and evaluate experiences and environments that are welcoming and inclusive of non-Christians. Students embody the values of a Christ-follower in the way they interact with and lead others in outreach and evangelism. Students understand the theological basis for outreach through the church and faithfully serve the church's mission by sharing biblical truth and helping those around them take the next step in their walk with God.	3

IMS502 - Transformation

Students demonstrate understanding of the Biblical concept of sanctification and can clearly articulate how it relates to the larger doctrine of salvation. Students display an understanding of the Biblical concept of spiritual growth to maturity and of the role of the Holy Spirit in producing Christ-like character. Students grasp the importance of their own personal walk with God and of their continued development in character, skills, understanding and integrity as they grow in responsibility in ministry and life. Students strive toward becoming more like Christ and inspire others to do the same by exemplifying Christ-like character in all they do. Students wisely communicate and share openly about the change God has brought in their life and encourage those around them to grow in a deeper relationship with God. Students understand and demonstrate ability to effectively communicate with and develop others in spiritual transformation, not simply in large concepts, but also in the details of walking with God in heart, soul, mind and strength.

3

IMS503 - Commitment

Students demonstrate understanding of the doctrine of the Lordship of Jesus Christ. Further, students demonstrate commitment to Christ's Lordship and His mission by sacrificing for expansion of the gospel and the good of His people. Students understand the commitment to which Christ has called His followers and raise up new leaders who embody commitment to Christ's Lordship. Students repeatedly identify opportunities to choose God's ways over their own as they refine and solidify their commitment to Him. Students embody the attitude "to live is Christ, to die is gain" as they make decisions in everyday life. Students contribute to the local church and enhance the church through their loyalty, trust, and co-laboring. Students gain understanding and demonstrate skill in how to communicate, instruct and motivate people to take new steps in deeper commitment to Christ.

3

IMS504 - Call

Rooted in an understanding of the biblical concept of calling, students display conviction with respect to their personal vocational call to ministry leadership, displayed by a strong personal desire to lead, evidence of God's blessing on their leadership of both people and structures that are responsive to their leadership, and external recognition of sufficient skills and relational integrity for the task. Students choose to limit their personal freedoms and count the cost as they seek to live a life of integrity in high-level leadership. Students understand and value Christ's example and Biblical expectations of leaders by demonstrating a willingness to sacrifice for the good of others. Students demonstrate proficient ability in making wise decisions and produce a wise decision-making plan which they can use now and into the future, reflecting God's call on their lives. Students show conviction about this vocational calling that extends directly to reaching others with the gospel, developing others in the faith, and multiplying leaders for the same.

3

IMS505 - Relationships

Students demonstrate an understanding of the Biblical doctrine of humankind, including humanity's place in the created order and the plan of salvation, humanity's value and its problems. Students demonstrate a love for people modeled after Christ's love for us by treating people in a Biblical manner and appropriately putting the goals and interests of others above their own, both in their personal relationships and in their leadership. Students show a willingness to trust God to provide for their own needs in order to make appropriate sacrifices in relationships. Students evaluate their own counter-productive strategies in handling relationships and seek to cooperate with the Holy Spirit to change their manner of dealing with people. Students show a value for mutual encouragement in relationships by developing relationships with other Antioch Project students and creating a network of relationships with people who might encourage them to persevere in the Christian faith and in ministry.

3

IMS506 - Church

Students display conviction about the nature of the church as God's instrument to reach the world with the gospel and see believers developed in their faith, while showing skill in multiplying leaders who can sustain the structures of the church. Specifically, students master the skill of discerning principles that define the nature, mission, values, vision, community, organization, and witness of a local church as part of the universal church. Students understand the key factors of church growth and understand how to mobilize church members and leadership to cultivate growth through evangelism and discipleship and equipping of believers. Students develop personal passion for the church akin to the Messiah's passion for his people, showing relational integrity in the way they help believers develop in their understanding of the church, their identity within it, and the critical role that leadership plays in sustaining a congregation. Further, students discern how the witness of the congregation is exhibited in preaching, celebrating the ordinances, and equipping the people to be "ministers" of the gospel in every aspect of life, becoming an effective witness within its society.

3

IMS507 - God

Students appreciate the mystery of the Triune God as Father, Son, and Holy Spirit, and of His mission. This understanding leads students to know and love God personally, such that His mission becomes theirs. Students demonstrate personal passion for reaching lost people with the gospel that is rooted in knowledge of the passion God has to save his people. The Scriptures, creeds and historical and systematic theology provide students with the framework and materials necessary for their work in helping others grow in faith and mission. Students demonstrate competence in multiplying leaders who are also committed to knowing God and developing structures for ministry that sustain his mission as Father, Son, and Holy Spirit. Students further demonstrate a Biblical understanding of the Kingdom of God and of its conflict with the dominion of darkness. They understand and can practically explain God's work in history to this present age.

3

IMS508 - Humility	<p>Students master, as much as is possible for sinful humanity, the attitude of humility as a personal conviction that forms the primary foundation of character. Students develop a Biblical definition of humility as a primary leadership principle and display the integrity of this attitude by relating the mindset of obedience as a follower of the Lord to the practice of leadership. The context of humility reflected in the Christ-like character of “serving and giving” provides the framework for students to serve in congregational leadership structures, where they demonstrate loyalty to their leaders and followers and develop an approach to personal accountability in their words and work. Students will measure the integrity of their commitment through seeking feedback from credible leaders who know their lives as well as continued accountability through their mentors.</p>	3
IMS509 - Communication	<p>Students demonstrate understanding of the key issues in communicating with others and demonstrate ability to effectively communicate at various levels of communication ranging from interpersonal communication to small group and large group communication as well as written communication. Students demonstrate the ability to assess a situation and draw out key information to communicate in a manner that is credible, understandable and motivating to the receiver. Students facilitate discussion in a small group setting and foster discussion about theological and biblical truth out of their personal convictions. Students discover barriers to effective informal and formal communication of the Scriptures and develop a strategy to overcome these barriers and lead to effective communication of Scriptural truth. Students connect God’s gracious love, mercy and condescension, in His communication of who He is, to God’s call on the Christian leader to assume the burden to sacrifice his own preferences and remove as many barriers as possible in order to communicate in such a way that others may understand the gospel message and Scriptural truth.</p>	3
IMS601 - Evangelism	<p>Students will develop a deeper heart for the lost and actively seek ways to personally build relationships through which to share the gospel with non-Christians. Students will gain understanding of the theological concepts behind the message of salvation. Students actions reflect an understanding of how God’s sovereignty and man’s responsibility to spread the gospel work together to bring people to Christ. Students understand the importance of community to increase effectiveness in evangelism and choose to include their Christian friends in the process of reaching out to their non-Christian friends. Students develop strategies for engaging people in dialogue about the gospel and learn to relate to non-Christians in a way that opens up opportunities for the gospel to be heard. Students will demonstrate the ability to explain the gospel in a way that makes sense to people of different worldviews.</p>	3

IMS602 - Training Students understand the Biblical concepts of discipline/ instruction (Hebrew: *musar*), disciple (Greek: *matheteuo*), teaching (Greek: *didasko*), and discipline and nurture (Greek: *paideia* and *nouthesia*). Students grasp the importance of training for the development of Christ followers in the Christian faith. Students demonstrate a grasp of the processes God uses in growing and developing His people. Students show skill in helping believers grow in their own walk with God and in developing systems that aid in multiplying leaders who do the same. Students implement the Biblical principles for discipleship and training as they meet with and help fellow believers to grow deeper in Christ-likeness. Students show skill in designing events that enable building values, character, and skill in others. Students show a passion for raising up leaders out of younger generations to enable the impact of God's Kingdom in the future.

3

IMS603 - Values Students understand the Biblical view of This World/This Age in contrast to the Kingdom of God. Students understand the nature of values and their role in shaping the decision making process and spiritual growth of believers. Students demonstrate an understanding of the educational process by which values are shaped. Students create opportunities to train church members in Biblical values through real-life experiences. Students understand and implement the key components of cultivating a church culture that celebrates, encourages, and exemplifies the values of the Kingdom vs the values of the world. Students catch the vision of a Value Shaping Ministry and discover their role in multiplying life changing churches across the U.S. and around the world.

3

IMS604 - Spiritual Warfare Students develop the ability to think critically about and discern the spiritual realities behind the physical, tangible circumstances that are present in relationships and organizations. Students demonstrate the understanding and ability necessary to lead a deliverance session. Students discover, through in-depth training an understanding of the reality of spiritual warfare in western culture and in a multicultural context as well as discover issues in possible demonization. Students demonstrate a theological understanding of creation, the fall, the work of Christ and the covenant of grace. Students demonstrate an ability to pray in-line with Scripture and appropriate the victory Jesus won for us on the cross. Students cultivate a deeper prayer life, demonstrating both a reliance on God and deepening Biblical understanding of the multi-faceted nature of prayer in the life of the Christian. Students demonstrate a sincere and deepened understanding of holiness, sin, depravity of man, the cosmic warfare and the need for a savior and the ability to communicate these truths to people in a relevant and understandable manner.

3

IMS605 - Influence	<p>Students understand the Biblical teaching about how to partner with God in helping the people of God. Students understand and embody the key characteristics that lead to godly influence with people under their leadership and with non-Christians. Students acquire a biblical framework for: lay and pastoral counseling, the true source of problems people face and patterns and strategies people use to deal with life. Students acquire a biblical understanding of one's responsibility in dealing with his own problems, how to communicate and motivate change, and how to communicate effectively for change, especially through using questions, not merely giving direction. Students develop mentoring relationships with people wanting help and invest time in helping those people work through their problems from a Biblical framework and in the process help the person to grow in understanding of a personal walk with Christ and reliance on the Holy Spirit. Students demonstrate a conviction to sacrifice for the good of others and to rely on the Holy Spirit, not themselves, for help when they are counseling others. Students demonstrate wisdom and discernment in counsel given and reliance on Scripture and Biblical principles, not simply personal opinions.</p>	3
IMS606 - Society	<p>Students understand and identify the key issues and challenges that Christianity faces in contemporary Western society. Students gain understanding of Western society's shift away from Christian viewpoints and morals and determine the role Christ followers should play in impacting society. Students demonstrate an understanding of God's desires for society and are willing to stand up for God's ways against opposition. Students understand and display the ability to discern the main perspectives and religions impacting contemporary society. Students build a foundation of ethical convictions and live out of these convictions even under pressure. As Christian leaders, students handle the push against Biblical Christianity in the media and political arena, with grace and integrity, and also attract outsiders to the church as they respond rightly.</p>	3
IMS607 - Revelation	<p>Students master a clear understanding of the self-revelation of God as Father, Son, and Holy Spirit in all its aspects within creation, developing a conviction about God that forms the sole basis of the student's faith, life, and ministry. Students demonstrate skill in helping others grow in knowledge of the extent and content of this revelation, in multiplying leaders who are committed to knowing God's revelation, and in developing structures through which God can be more fully revealed. Students accurately interpret God's special revelation of Scripture by thorough study and exegesis of passages.</p>	3

**IMS608 -
Righteousness**

Students demonstrate an understanding of the biblical concept of righteousness both in their relationship to God in general as well as in practical daily living. Students recognize how justification by faith gives them freedom to live out their personal biblical convictions through obedience from the heart. Students demonstrate understanding of basic principles and methods of leadership and identify key principles of righteous leadership in both the temporal and spiritual realms. Students personally examine their lives and choose to live righteously before God and justly towards people, while leading with wisdom toward goals. Students develop the value that the true effectiveness of leadership qualities can only be reached when they are used from a godly perspective to the glory of God. This includes the pursuit of displaying God's righteousness in all areas of life.

3

**IMS609 -
Leadership**

Students master a theological and biblical conviction about leadership sufficient to undergird their personal practice of spiritual leadership and to ensure the multiplication of leaders in the church. Students grasp the biblical understanding of church life and of the fundamentals an organization needs to move forward and sustain health. The student understands the importance of developing the right character and skills to help the church accomplish its mission. Students display the priority commitments of a leader: to the Lord, to His mission and to the welfare of the followers. Students show skill in exercising influence by effectively leading across, downward and upward. Students demonstrate the ability to set direction and keep a team or group focused on accomplishing the mission, while maintaining a spirit of unity and edification. Students observe and gain an understanding of organizational leadership concepts and skills required of church staff and pastoral leadership. Students develop a value for a lifetime of learning and personal growth.

3

IMS701 - Culture

Students display a theological and practical understanding of how God works in the world to move the Gospel through people groups and cultures. Students demonstrate understanding of cultural context and demonstrate the ability to craft communication of the Gospel in such a way that the message both connects with the people of a different culture and maintains Biblical integrity. Students demonstrate the ability to enter relationally, sensitively and with Christ-like integrity into an unfamiliar cultural context in a way that opens the door for effective communication of the Gospel. Students show competence in communicating God's Word in a contextualized manner in both formal and informal settings for the purpose of reaching people with the gospel and helping others grow in their faith. Students display their familiarity with God's global mission and are capable of leading a church, in whole or in groups, toward appropriate and value-added missions involvement.

3

IMS702 - Team	<p>Students grasp the doctrine of the Body of Christ and how it relates to life in a local church. Students develop conviction regarding the priority of membership in the local church and the necessity of cooperating with other believers in the church, both locally and globally, to accomplish God's mission. Students see being a member of God's team through the local church as a crucial community component which God uses to grow believers to maturity and expand His Kingdom. Students learn to resolve conflict using Biblical methods and gain the understanding and skill to manage tensions that arise in a team as they face challenges and solve problems. Students build convictions about church discipline and understand how to plan and implement appropriate justice in various situations in church life. Students develop a Biblical strategy for fostering unity, commitment, and goodwill amongst a group of believers who are striving to accomplish a specific goal.</p>	3
IMS703 - Community	<p>Students develop conviction regarding the concept of Christian community, particularly as it is seen in the doctrine of the Trinity, the life and ministry of Jesus, and Paul's themes of partnership and koinonia. Students display integrity as members of the Christian community through the quality of their relationships and their participation in the groups and structures that develop community within the church. Students begin to build a cohort of fellow ministers who might encourage them through a lifetime of ministry endeavors. Students grasp the relationship between life in community and the nature of Christian identity, identify ways in which community serves as a means to reach the lost and build disciples, and show skill in multiplying leaders who can build such community. Students form and implement a Biblical strategy to build congregational community, and are able to challenge, exhort, and support the congregation to develop the kind of partnership described in the Bible.</p>	3
IMS704 - Steward	<p>Students demonstrate understanding of Biblical stewardship of time, money and talents. Students capitalize on opportunities to use their resources for the expansion of the Kingdom. Students evaluate their gifting, strengths, personality and abilities to determine how to best use their God given abilities to serve the Church. Students' perspective reflects a Biblical view of money and correlation between money and Lordship. Students evaluate their schedules, prioritize what is important to God and look to Him for guidance in their use of the time He has given them. Students identify God's grace in the many gifts they have received from Him and honor God by faithfully stewarding what God has given them.</p>	3

IMS705 - Family	<p>Students demonstrate an understanding of the Biblical concept of the family of God and its implications for human families. Students understand and support God's purposes for men and women and the roles they play in God's Kingdom. Students show ability to encourage growth in individuals through considering their God-given makeup, whether male or female. Students understand Scriptural principles and God's design for family, demonstrating such through integrity-filled living within his/her own family unit, irrespective of its present composition. Students demonstrate that their family relationships are not being side-tracked for the sake of effective ministry, but rather demonstrate the pattern of blending life together in a faith-based walk with the Holy Spirit, including the whole family in what God is doing and in the mission of His Kingdom. Students understand the importance of their own family in pace-setting for their followers the example of a Christian family on mission together for Christ and His Kingdom, filled with love and treating each other rightly, according to Scripture. Students value the multiplication and development of Christ-centered, thriving families, resulting in the creation of family-friendly ministry structures that train and develop children and adults in their personal relationship with Christ and in teaming together in their families to understand, value and build God-honoring, thriving families. Students understand the multi-faceted impact that the American educational schooling process has on their own children and on the people (adults and children) they lead in the church. Given the impact of the American educational system, students are able to strategize and communicate wise direction for ministry.</p>	3
IMS706 - History	<p>Students master the major movements in time of World, United States, and Christian history and the influence of these movements on the culture, arts, and mentalities of western people today. Students demonstrate an understanding of how God has worked to bring redemption and reformation for His people and ultimately glorify Himself. Students show understanding that God is still shaping history today and in control of every aspect of life today and into the future. Student demonstrate an attitude of hope in the Lord, not in circumstances, and of courage (boldness to do what is right) that characterizes their approach to life, to people and to the future. Students understand and appreciate the development of various Christian movements and their place in creating the world we have today.</p>	3
IMS707 - Worldview	<p>Students master the major philosophies and worldviews that oppose Christian values and beliefs and gain a deeper appreciation for God's truth and righteous living. Through the investigation of Scripture, students examine their personal worldview and the convictions that derive from it. As a result, students become aware of wrong beliefs they have held, re-align them with Scripture and develop deeper convictions of biblical truths. Students consider a presuppositional approach to apologetics and develop the ability to handle differences of culture and worldview in a graceful manner. Students will consider the viewpoints of other people, discern their worldview and will be able to graciously offer them a biblical perspective on life issues.</p>	3

IMS708 - Wisdom	Students demonstrate understanding of the biblical concept of wisdom and are able to distinguish it from the world's approaches to wisdom. Students pursue wisdom and internalize the conviction that biblical wisdom is the foundation for success. Students demonstrate understanding of biblically identified foolish patterns that are causes for contemporary problems. Students evaluate sources of problem situations and identify key guidelines and issues gleaned from Scripture in following Christ and leading others. Students diagnose the development of problems in organizations and understand wise strategy for preventing and solving problems. Students develop the value of seeking advice from people who demonstrate a biblically wise approach to life.	3
IMS709 - Change	Students demonstrate an understanding of the stages and strategies for effective change at an organizational level and master the ability to differentiate between strategies that lead to effective change and those which lead to decline. Students demonstrate understanding of unique aspects of leadership related to leading change in missions, church planting and the life of an existing church body. Students develop a strategy and process for training people to lead in change. Students display an understanding of biblical guidelines and boundaries on leading change. Students understand the implications of Christ and His mission for leading the world to change and demonstrate a heart connected to the vision of the 17:6 Network to "turn the world upside down."	3
IMSCapstone	Program completion.	3
	Total credit hours:	87

Graduate Certificate in Christian Studies - Spiritual Care for Seniors

The Certificate in Christian Studies – Spiritual Care for the Seniors develop biblically grounded, theologically formed, and culturally engaged chaplains who competently and compassionately provide spiritual care for the seniors and teams they serve by sharing life's journey and the hope of Christ with others. This Certificate has 4 essential outcomes, for a total of 12 credit hours of accredited, graduate-level study.

Outcome	Description	Credits
CBT506 - Chaplaincy	The learner will be able to articulate the purpose, role, responsibilities and value of spiritual care, and develop a theology of Chaplaincy ministry that will direct how they serve as Chaplains, sharing life's journey and the hope of Christ with others.	3

CBT603 - Hope	As Chaplains our work is to foster hope in those we serve. The culture we are working in is one that is marked by suffering. The learner demonstrates confidence in communicating the basis for their hope in Christ, so they are able to share that hope in personalized and compelling ways with Seniors in their care who come from a wide variety of backgrounds and faiths.	3
CBT708 - Justice	As Chaplains to seniors we work with a vulnerable population, as such the understanding and practice of justice is paramount. The learner demonstrates a strong understanding of Biblical justice and the value of personhood, as well as the legal rights of seniors in Canada, in order to advocate for them wisely and effectively.	3
CBT709 - Love	Students master a personal and relational practice of pastoral care that is rooted in the nature of God's sacrificial love for his people, and reflects appropriate and authentic expressions of love in their ministry context.	3
Total credit hours:		12

Graduate Certificate in Christian Studies - Intercultural Disciple Making

The Certificate in Christian Studies - Intercultural Disciple Making designed in collaboration with Fellowship International, our denomination's global mission agency, is comprised of 4 outcomes, for a total of 12 credits hours of accredited, graduate-level study. It currently is offered in English.

Outcome	Description	Credits
CBT551 - Prayer, Vision, Planning, and Evaluation	The student develops a Kingdom-oriented vision based on a theology of the mission of God resulting in Disciple Making Movements principles and practices adapted to a cultural context and worked out through healthy relationships in life and ministry.	3
CBT552 - Missional Praxis	The student regularly uses a missional praxis to develop their theology through the application of Disciple Making Movements principles and practices that takes into account their cultural context and impacts their relationships in life and ministry.	3
CBT553 - Cross-Cultural Sensitivity	The student has cultural sensitivity in life and ministry to relate effectively and comfortably in that cultural context as they implement Disciple Making Movements principles and practices in culturally sensitive and theologically reflective ways.	3
CBT554 - Team and Partnerships	The student plays a key role in a functional team that applies Disciple Making Movements principles and practices. They approach teams and partnerships in a theologically reflective manner within a specific cultural context and cultivate partnership relationships in life and ministry.	3
Total credit hours:		12

Admission and Registration

Northwest requires the following for entry into all graduate level CBTE programs:

- At least 60 credits of undergraduate studies which, upon review by Admissions (and in unique cases the Northwest Dean's Office), convincingly demonstrate the knowledge, character, and skill competencies needed to enter and excel in a graduate-level CBTE program at Northwest.
- Completion of any pre-program assessments required for entry into in a graduate-level CBTE program offered by Northwest.
- A ministry context

Because a ministry context is essential for CBTE studies, prospective students must be able to confirm support from and/or an invitation from a ministry context (e.g. a church, para-church ministry, or denomination) in order to apply and register for one of our CBTE programs. Once support from and/or invitation from a ministry context has been confirmed, students will receive what is needed to apply for their program of choice.

If a student is interested in applying for a Northwest CBTE program, they can contact Northwest Admissions in order to receive more information about how to secure a ministry context in order to be able to apply and register for a CBTE programs.

Tuition and Fees

Immerse Master of Divinity and Immerse Master of Arts in Biblical Leadership

Fees	Amount (CAD)
Assessment*	\$425
Application*	\$200
Orientation	\$250
Tuition per year**	\$6500
Seminars***	\$500
Library/Technology****	\$120
Mentor Community	\$200
Graduation	\$200

- * Assessment and applications fee are non-refundable, one-time fees
- ** Tuition discounts may apply
- *** Per seminar attended
- **** Annual fee

Tuition rates are subject to change annually.

Master of Divinity (Northview Church and 17:6 Network); Graduate Certificate in Christian Studies - Intercultural Disciple Making; and, Graduate Certificate in Christian Studies - Spiritual Care for Seniors

Fees	Amount (CAD)
Application*	\$200
Tuition per year	\$6500
Logos Bible Software	\$868
Library/Technology**	\$120
Graduation*	\$200

- * Non-refundable, one-time fees
- ** Annual fee

Tuition rates are subject to change annually.

Master of Arts in Translation of Scripture

Fees	Amount (CAD)
Application*	\$200
Tuition per year	\$5700
Logos Bible Software	\$868
Library/Technology**	\$120
Graduation*	\$200

- * Non-refundable, one-time fees

** Annual fee

Tuition rates are subject to change annually.

Graduation Requirements

In order to graduate, students must complete all of their program requirements and pay all program related fees by August 31 in the year they intend to graduate.

Applications for graduation are due May 1 of the year that students intend to graduate. [Click here](#) to access the online form to apply for graduation.

Undergraduate CBTE Programs

Korean language CBTE Bachelor of Arts in Christian Leadership (Completion)

Our Korean language CBTE Bachelor of Arts in Christian Leadership completion program (KBACL) is comprised of 31 outcomes, for a total of 93 credits hours of accredited, undergraduate-level study. To receive their full KBACL, students must have 30 credits of general studies at an accredited institution (see specific general studies requirements in the sub-section titled “Transfer Credit” in our General Information section below). Full time students can complete their studies in four years.

Outcome	Description	Credits
CBE101 - Be Prepared	Learners are aware of their strengths, weaknesses, advantages, and disadvantages and approach them in constructive ways. They capably manage their schedules and have the reading, writing, and research skills essential for growth and excellence in their ministry contexts.	3
CBE102 - Know the Gospel	Learners describe how the gospel applies to and transforms their contexts. Who they are, what they believe, and what they do is shaped by the Gospel. They can share the gospel message with people in confident, clear, and relatable ways.	3
CBE103 - Know God	Learners have a committed relationship with the one God Christians worship, who is revealed as Father, Son, and Holy Spirit. They are connected with and are shaped by this present and active God in their everyday lives and they help other people to do the same.	3
CBE104 - Study the Bible	Learners know the major themes, narratives, events, and people of the Bible, regularly read the Bible, and can interpret what they read. They apply scripture to their personal contexts, are formed by their engagements with scripture, and share scriptural truths with Christians and non-Christians.	3

CBE105 - Be a Disciple	Learners recognize why it is important for every Christian to be connected with and lead by Jesus in all areas of their lives and can explain how this connection and leading happens. Their personal growth and ability to influence other people is formed by a genuine relationship with Jesus.	3
CBE106 - Be in Community	Learners grasp the biblical and theological meaning of "church," are connected with and intentionally serve those they identify as their churches, and identify signs of healthy and unhealthy community in their lives. The churches they serve and worship in are an essential part of their worship of God and growth as disciples of Jesus.	3
CBE107 - Be Relational	Learners perceive the interconnectedness of loving God and loving one's neighbour as oneself in their context. God's love shapes how they care for themselves and how they approach their relationships with God and other people in and beyond their own age, stage, and style of life.	3
CBE108 - Consistently Worship God	Learners identify and describe expressions of worship in and outside the church and regularly practice formative worship disciplines (e.g. Sabbath). They know how to CBE108 - Consistently CBE108 - Consistently Worship God in their contexts in ways that honour God, deepen their relationships with God, and shape their identities, thoughts, and actions.	3
CBE109 - Know Your Context	Learners know the key aspects of a worldview and can compare and contrast major worldviews to determine what they believe to be true about their lives and the world they live in. Their personal beliefs and actions align with a Christian way of living and they thoughtfully represent their beliefs to people who hold perspectives similar to and different from their own.	3
CBE110 - Know Who You Are	Learners are conscious of how their identities can be formed in and outside the church and they can discern what and who predominantly shapes their identities. They intentionally focus their senses and expressions of identity on God's presence and work in their lives, as well as their worship, service, and relationships in their church communities.	3
CBE201 - Discover Revelation	Learners recognize and respond to the numerous ways God is revealed to everything God has created, especially to Christians and the church. This recognition and response to God's self-revelation defines learners' senses of who God is,, feeds their faith, and inspires who they are and what they do.	3
CBE202 - Interpret the Old Testament	Learners are informed readers and capable appliers of the Old Testament who can describe its structure, content, and major theological themes. Their ability to identify the historical, cultural, literary, and theological elements of Old Testament texts helps them form interpretations of specific passages that can be communicated to a small group, with emphasis given to the meaning of the passage in view and its practical implications for the people of God.	3

CBE203 - Interpret the New Testament	Learners are informed readers and capable appliers of the New Testament who can describe its structure, content, and major theological themes. Their ability to identify the historical, cultural, literary, and theological elements of New Testament texts helps them form interpretations of specific passages that can be communicated to a small group, with emphasis given to the meaning of the passage in view and its practical implications for the people of God.	3
CBE204 - Pursue God	Learners have grown in faith and character as they have applied theoretical knowledge of God's Triunity to their personal contexts, especially to how they are discipled by Jesus. This knowledge and application shapes how they lead other people (individuals and small groups) to similarly apply knowledge of God to their contexts and experience growth in their faith and character.	3
CBE205 - Engage the Church	Learners have formed a biblical, theological, and practical view of church that enables them to clarify and contribute to their church's expressions of worship, relationships, mission, and values. As a part of this clarification and contribution, learners have discerned aspects of their calling and gifts as they support their church leadership, serve their congregation, and reach out to the community of which their church is a part.	3
CBE206 - Walk By Faith	Learners have clear, dynamic views of the relationship between faith, works, gospel, and law that propel their committed pursuits of Jesus Christ. As their trust in God's grace has identifiably increased, so too has their ability and willingness to step outside of what is familiar and comfortable as they identify and respond to opportunities for good works that are given to them and made possible by God in their context.	3
CBE207 - Embody Hope	Learners have applied the implications of Jesus Christ's life, death, resurrection, ascension, and promised return to their personal contexts. This has enabled learners to discern and respond to the ways God gives us tangible and trustworthy hope in their lives, and through this discernment and response, see and participate in God's active renewal and redemption of God's creation.	3
CBE208 - Love Your Neighbour	Learners' understanding and commitment to the two greatest commandments (love God and love one's neighbour as oneself) has pushed them beyond what is familiar and comfortable, as they form relationships with people they would not typically call "neighbour," "friend," "brother," and/or "sister." Within these relationships, learners have perceptively, creatively, and appropriately relied on God to help them care for and encourage the other people in ways which lead to identifiable transformation.	3
CBE209 - Lead a Team	Learners have developed biblical and theological definitions of leadership and implemented them in their personal and ministry contexts. They can confidently and competently lead individuals and teams of people to relationships with Jesus that shape how they live and serve other people.	3

CBE210 - Articulate Your Call	Learners have discovered and developed their personalities, passions, and gifts in their ministry context as they near the completion of their second year of CBTE studies. They have personally, and in consultation with their mentors, discerned the next vocational step God has prompted them to take and they can describe and demonstrate intentional pursuit of this call.	3
CBE301 - Practice Prayer	Learners have developed robust definitions of frameworks for prayer that they consistently practice in a variety of settings (individual and communal) and circumstances (worship, struggle, hope, doubt, request, intercession, etc.). This identifiably strengthens learners' communicative relationships with God, revealed the power of prayer in action, transformed who learners are, and grown their care for and service to other people.	3
CBE302 - Seek the Holy Spirit	Learners' biblically and theologically informed belief in the Holy Spirit has heightened their awareness of the Holy Spirit's presence and action in their lives, in various settings and circumstances. Their self-reliance demonstrably decreases, and their reliance upon, responsiveness to, and growth with God demonstrably increases, as they see and respond to the Holy Spirit at work in their lives.	3
CBE303 - Strive for Holiness	Learners' illustrate that their belief in God's holiness and grace has revealed realities and effects of sin in their lives that they had previous been unaware of, underemphasized, ignored, or believed to be unalterable. Their heightened recognition of sin at individual, relational, communal, social, and global levels has caused learners to consistently reach out to God to be freed from their sins and be identifiably transformed as they are empowered to live in the ways God desires and enables them to live.	3
CBE304 - Live Responsibly	Learners' theoretical understanding of God's creating of and covenanting with creation has been practically applied to their contexts in ways which show that their expressions of love for God, neighbour, and self has extended to the social, cultural, and economics systems that influence, and in many cases, reject God and harm people. They have developed and implemented plans to reflect God's love to systems and structures in their own lives (where and when it is appropriate and possible to do so), and this has transformed learners and/or other people.	3
CBE305 - Connect with History	Learners' knowledge of major historical events, movements, and people in Christian history shapes their expressions of theological and denominational identity. Their informed engagement with Christian traditions makes them mindful of and hospitable toward other theological perspectives and denominational identities, helps them build their ministries on the foundations of the past, and teaches them to avoid the past's pitfalls.	3
CBE306 - Intentionally Worship God	Learners have a defined view of and approach to the church's primary expressions of worship (prayer, preaching, singing, baptism, communion, Sabbath, tithing, and acts of service). They support their church leaders as they help lead these aspects of the church's worship. As they are identifiably transformed by these expressions of worship, learners have recognized places in their lives where/when they have expressed worship to someone or something other than God and purposefully redirected their worship to God.	3

CBE307 - Share the Gospel with Cultures	Learners have a reliable method for learning about and connecting with diverse cultures in their context. They can share the Gospel with the people and groups who make up those cultures with thoughtful service, prayer, and communication. They form good relationships with people who express different perspectives, beliefs, and values, and create space in these relationships for insightful and transformative conversations about the Gospel.	3
CBE308 - Engage Media	Learners are equipped to live as committed followers of Jesus who love, serve, and lead other people in a society filled with technology and media. They can analyze how various technologies and media shape the perspectives, beliefs, values, and actions of people. This enables learners to use technology and media in ways that are consistent with their lives as disciples and leaders who foster the growth of themselves and other people.	3
CBE309 - Advocate for Justice	Learners have formed a biblical, theological, and practical definition and expression of justice that frames how they engage with other, often competing, definitions and expressions of justice in their context. Learners partner with people in their church to advocate for God's justice in their communities in ways which foster peace, friendship, hospitality, equality, reconciliation, and ultimately, belief in the good news of the Gospel.	3
CBE310 - Communicate Meaningfully	Learners' integrations of scriptural interpretation skills with communication theories and methods have enabled them to develop effective preaching and teaching plans that can be used to preach and teach at person-to-person, person-to-small-group, and person-to-medium-sized-group levels.	3
CBE410 - Reflect & Launch	Learners articulate how they have grown, and how they can continue to develop the strengths and weaknesses they discovered, during their four years of studies. They also develop a comprehensive plan that theoretically and practically outlines their next vocational steps as they are ready to complete their Bachelor of Arts in Christian Leadership.	3
	Total credit hours:	93

French language CBTE Bachelor of Arts in Christian Leadership (Completion)

Our French language CBTE Bachelor of Arts in Christian Leadership completion program (FBACL) is comprised of 30 outcomes, for a total of 90 credits hours of accredited, undergraduate-level study. To receive their full FBACL, students must have 30 credits of general studies at an accredited institution (see specific general

studies requirements in the sub-section titled “Transfer Credit” in our General Information section below). Full time students can complete their studies in four years.

Outcome	Description	Credits
CBE101 - Be Prepared	Learners are aware of their strengths, weaknesses, advantages, and disadvantages and approach them in constructive ways. They capably manage their schedules and have the reading, writing, and research skills essential for growth and excellence in their ministry contexts.	3
CBE102 - Know the Gospel	Learners describe how the gospel applies to and transforms their contexts. Who they are, what they believe, and what they do is shaped by the Gospel. They can share the gospel message with people in confident, clear, and relatable ways.	3
CBE103 - Know God	Learners have a committed relationship with the one God Christians worship, who is revealed as Father, Son, and Holy Spirit. They are connected with and are shaped by this present and active God in their everyday lives and they help other people to do the same.	3
CBE104 - Study the Bible	Learners know the major themes, narratives, events, and people of the Bible, regularly read the Bible, and can interpret what they read. They apply scripture to their personal contexts, are formed by their engagements with scripture, and share scriptural truths with Christians and non-Christians.	3
CBE105 - Be a Disciple	Learners recognize why it is important for every Christian to be connected with and lead by Jesus in all areas of their lives and can explain how this connection and leading happens. Their personal growth and ability to influence other people is formed by a genuine relationship with Jesus.	3
CBE106 - Be in Community	Learners grasp the biblical and theological meaning of “church,” are connected with and intentionally serve those they identify as their churches, and identify signs of healthy and unhealthy community in their lives. The churches they serve and worship in are an essential part of their worship of God and growth as disciples of Jesus.	3
CBE107 - Be Relational	Learners perceive the interconnectedness of loving God and loving one’s neighbour as oneself in their context. God’s love shapes how they care for themselves and how they approach their relationships with God and other people in and beyond their own age, stage, and style of life.	3
CBE108 - Worship God	Learners identify and describe expressions of worship in and outside the church and regularly practice formative worship disciplines (e.g. Sabbath). They know how to CBE108 - Consistently CBE108 - Consistently Worship God in their contexts in ways that honour God, deepen their relationships with God, and shape their identities, thoughts, and actions.	3

CBE109 - Know Your Context	Learners know the key aspects of a worldview and can compare and contrast major worldviews to determine what they believe to be true about their lives and the world they live in. Their personal beliefs and actions align with a Christian way of living and they thoughtfully represent their beliefs to people who hold perspectives similar to and different from their own.	3
CBE110 - Know Who You Are	Learners are conscious of how their identities can be formed in and outside the church and they can discern what and who predominantly shapes their identities. They intentionally focus their senses and expressions of identity on God's presence and work in their lives, as well as their worship, service, and relationships in their church communities.	3
CBE111 - Interpret the Epistles	Learners are informed readers and capable appliers of the Epistles who can describe their structure, content, and major theological themes. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	
CBE201 - Discover Revelation	Learners recognize and respond to the numerous ways God is revealed to everything God has created, especially to Christians and the church. This recognition and response to God's self-revelation defines learners' senses of who God is,, feeds their faith, and inspires who they are and what they do.	3
CBE204 - Pursue God	Learners have grown in faith and character as they have applied theoretical knowledge of God's Triunity to their personal contexts, especially to how they are disciplined by Jesus. This knowledge and application shapes how they lead other people (individuals and small groups) to similarly apply knowledge of God to their contexts and experience growth in their faith and character.	3
CBE205 - Engage the Church	Learners have formed a biblical, theological, and practical view of church that enables them to clarify and contribute to their church's expressions of worship, relationships, mission, and values. As a part of this clarification and contribution, learners have discerned aspects of their calling and gifts as they support their church leadership, serve their congregation, and reach out to the community of which their church is a part.	3
CBE207 - Embody Hope	Learners have applied the implications of Jesus Christ's life, death, resurrection, ascension, and promised return to their personal contexts. This has enabled learners to discern and respond to the ways God gives us tangible and trustworthy hope in their lives, and through this discernment and response, see and participate in God's active renewal and redemption of God's creation.	3
CBE209 - Lead a Team	Learners have developed biblical and theological definitions of leadership and implemented them in their personal and ministry contexts. They can confidently and competently lead individuals and teams of people to relationships with Jesus that shape how they live and serve other people.	3

CBE210 - Articulate Your Call	Learners have discovered and developed their personalities, passions, and gifts in their ministry context as they near the completion of their second year of CBTE studies. They have personally, and in consultation with their mentors, discerned the next vocational step God has prompted them to take and they can describe and demonstrate intentional pursuit of this call.	3
CBE211 - Interpret the Pentateuch and Historical Books	Learners are informed readers and capable appliers of the narrative and legislative texts in the Old Testament who can describe their structure, content, and major theological themes. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE212 - Interpret the Poets, Sages, and Prophets	Learners are informed readers and capable appliers of poetic, wisdom and prophetic texts in the Old Testament who can describe their structure, content, and major theological themes. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE213 - Interpret the Gospels	Learners are informed readers and capable appliers of the Gospels who can describe their structure, content, major theological themes, and the implications of having four canonical Gospels. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE214 - Know History	Having developed the skills required to identify God's presence and action in history, scripture, the church, and the people who make up the church throughout the ages, learners' worship of God and their character is transformed by what they have seen God do in the past. They have learned how to "make friends" with Christians, from the Apostolic Fathers to the Reformers, through engagement with primary sources, and they can outline major periods and traditions in these eras to carry forward the accomplishments and/or traditions of the church and avoid the dangers that threaten her.	3
CBE303 - Strive for Holiness	Learners' illustrate that their belief in God's holiness and grace has revealed realities and effects of sin in their lives that they had previous been unaware of, underemphasized, ignored, or believed to be unalterable. Their heightened recognition of sin at individual, relational, communal, social, and global levels has caused learners to consistently reach out to God to be freed from their sins and be identifiably transformed as they are empowered to live in the ways God desires and enables them to live.	3
CBE307 - Share the Gospel with Cultures	Learners have a reliable method for learning about and connecting with diverse cultures in their context. They can share the Gospel with the people and groups who make up those cultures with thoughtful service, prayer, and communication. They form good relationships with people who express different perspectives, beliefs, and values, and create space in these relationships for insightful and transformative conversations about the Gospel.	3

CBE310 - Communicate Meaningfully	Learners' integrations of scriptural interpretation skills with communication theories and methods have enabled them to develop effective and responsible preaching and teaching plans that can be used to preach and teach at person-to-person, person-to-small-group, and person-to-medium-sized-group levels.	3
CBE311 - Interpret the Bible	Learners skillfully and humbly interpret biblical texts of various genres, including apocalyptic. They integrate the various contexts of a biblical text when interpreting scripture, are sensitive to the author's intent, and identify common exegetical errors. Rooted in a reliable method for reading the Bible, they can effectively communicate and apply the messages of scripture in various contexts, including their own lives and the lives of the people who make up their community in and outside the church.	3
CBE312 - Know the Son	Learners demonstrate a clear understanding of the person and work of Jesus Christ, using both scriptures and the works of major thinkers throughout church history. They understand doctrines like union with Christ, regeneration, repentance, justification, adoption, sanctification and perseverance. This understanding has formed them personally and been applied to their context.	3
CBE313 - Engage in Pastoral Care	Learners have a clear theological and scriptural understanding of the identity of a pastor, its role and calling; convincingly meeting the scriptural qualifications of an elder. They demonstrate a theological and practical understanding of pastoral ministry, wisely and ethically performing it.	3
CBE314 - Pray and Seek the Holy Spirit	Learners' biblically and theologically informed belief in the Holy Spirit has heightened their awareness of the Holy Spirit's presence and action in their lives, in various settings and circumstances. Their self-reliance demonstrably decreases, and their reliance upon, responsiveness to, and growth with God demonstrably increases, as they see and respond to the Holy Spirit at work in their lives.	3
CBE315 - Engage with History	Learners can summarize major periods and traditions from the Reformation to modernity, identifying key people and influences to their development in order to appreciate and carry forward the accomplishments of the church and avoid the dangers that threaten her. Identifying the tradition(s) of which they are a part, they summarize the primary ecclesiological and theological similarities and differences between their Christian tradition and other Christian traditions, perceiving ways Christian tradition influences every churchgoer. Their analysis and comparison leads them to discern what comes from the Bible and what comes from the tradition; and how these traditions influence worship in the church.	3
CBE410 - Reflect & Launch	Learners articulate how they have grown, and how they can continue to develop the strengths and weaknesses they discovered, during their four years of studies. They also develop a comprehensive plan that theoretically and practically outlines their next vocational steps as they are ready to complete their Bachelor of Arts in Christian Leadership.	3
	Total credit hours:	90

French language CBTE Certificate in Christian Foundations

Our French language CBTE Certificate in Christian Foundations (FCCF) is comprised of 10 outcomes, for a total of 30 credits hours of accredited, undergraduate-level study. Full time students can complete their studies in one year.

Outcome	Description	Credits
CBE101 - Be Prepared	Learners are aware of their strengths, weaknesses, advantages, and disadvantages and approach them in constructive ways. They capably manage their schedules and have the reading, writing, and research skills essential for growth and excellence in their ministry contexts.	3
CBE102 - Know the Gospel	Learners describe how the gospel applies to and transforms their contexts. Who they are, what they believe, and what they do is shaped by the Gospel. They can share the gospel message with people in confident, clear, and relatable ways.	3
CBE103 - Know God	Learners have a committed relationship with the one God Christians worship, who is revealed as Father, Son, and Holy Spirit. They are connected with and are shaped by this present and active God in their everyday lives and they help other people to do the same.	3
CBE104 - Study the Bible	Learners know the major themes, narratives, events, and people of the Bible, regularly read the Bible, and can interpret what they read. They apply scripture to their personal contexts, are formed by their engagements with scripture, and share scriptural truths with Christians and non-Christians.	3
CBE105 - Be a Disciple	Learners recognize why it is important for every Christian to be connected with and lead by Jesus in all areas of their lives and can explain how this connection and leading happens. Their personal growth and ability to influence other people is formed by a genuine relationship with Jesus.	3
CBE106 - Be in Community	Learners grasp the biblical and theological meaning of "church," are connected with and intentionally serve those they identify as their churches, and identify signs of healthy and unhealthy community in their lives. The churches they serve and worship in are an essential part of their worship of God and growth as disciples of Jesus.	3
CBE107 - Be Relational	Learners perceive the interconnectedness of loving God and loving one's neighbour as oneself in their context. God's love shapes how they care for themselves and how they approach their relationships with God and other people in and beyond their own age, stage, and style of life.	3

CBE108 - Consistently Worship God	Learners identify and describe expressions of worship in and outside the church and regularly practice formative worship disciplines (e.g. Sabbath). They know how to consistently worship God in their contexts in ways that honour God, deepen their relationships with God, and shape their identities, thoughts, and actions.	3
CBE109 - Know Your Context	Learners know the key aspects of a worldview and can compare and contrast major worldviews to determine what they believe to be true about their lives and the world they live in. Their personal beliefs and actions align with a Christian way of living and they thoughtfully represent their beliefs to people who hold perspectives similar to and different from their own.	3
CBE110 - Know Who You Are	Learners are conscious of how their identities can be formed in and outside the church and they can discern what and who predominantly shapes their identities. They intentionally focus their senses and expressions of identity on God's presence and work in their lives, as well as their worship, service, and relationships in their church communities.	3
Total credit hours:		30

French Diploma in Christian Leadership

Our CBTE Diploma of Christian Leadership (FDCL) is comprised of 20 outcomes for a total of 60 credits hours of accredited, undergraduate-level study. Full time students can complete their studies in two years. The Diploma in Christian Leadership (DCL) will consist of two ladder credentials:

- 1-year: Certificate of Christian Foundations (CCF)
- 2-year: Diploma of Christian Leadership (DCL)

Outcome	Description	Credits
CBE101 - Be Prepared	Learners are aware of their strengths, weaknesses, advantages, and disadvantages and approach them in constructive ways. They capably manage their schedules and have the reading, writing, and research skills essential for growth and excellence in their ministry contexts.	3
CBE102 - Know the Gospel	Learners describe how the gospel applies to and transforms their contexts. Who they are, what they believe, and what they do is shaped by the Gospel. They can share the gospel message with people in confident, clear, and relatable ways.	3
CBE103 - Know God	Learners have a committed relationship with the one God Christians worship, who is revealed as Father, Son, and Holy Spirit. They are connected with and are shaped by this present and active God in their everyday lives and they help other people to do the same.	3
CBE104 - Study the Bible	Learners know the major themes, narratives, events, and people of the Bible, regularly read the Bible, and can interpret what they read. They apply scripture to their personal contexts, are formed by their engagements with scripture, and share scriptural truths with Christians and non-Christians.	3

CBE105 - Be a Disciple	Learners recognize why it is important for every Christian to be connected with and lead by Jesus in all areas of their lives and can explain how this connection and leading happens. Their personal growth and ability to influence other people is formed by a genuine relationship with Jesus.	3
CBE106 - Be in Community	Learners grasp the biblical and theological meaning of “church,” are connected with and intentionally serve those they identify as their churches, and identify signs of healthy and unhealthy community in their lives. The churches they serve and worship in are an essential part of their worship of God and growth as disciples of Jesus.	3
CBE107 - Be Relational	Learners perceive the interconnectedness of loving God and loving one’s neighbour as oneself in their context. God’s love shapes how they care for themselves and how they approach their relationships with God and other people in and beyond their own age, stage, and style of life.	3
CBE108 - Consistently Worship God	Learners identify and describe expressions of worship in and outside the church and regularly practice formative worship disciplines (e.g. Sabbath). They know how to CBE108 - Consistently Worship God in their contexts in ways that honour God, deepen their relationships with God, and shape their identities, thoughts, and actions.	3
CBE109 - Know Your Context	Learners know the key aspects of a worldview and can compare and contrast major worldviews to determine what they believe to be true about their lives and the world they live in. Their personal beliefs and actions align with a Christian way of living and they thoughtfully represent their beliefs to people who hold perspectives similar to and different from their own.	3
CBE110 - Know Who You Are	Learners are conscious of how their identities can be formed in and outside the church and they can discern what and who predominantly shapes their identities. They intentionally focus their senses and expressions of identity on God’s presence and work in their lives, as well as their worship, service, and relationships in their church communities.	3
CBE111 - Interpret the Epistles	Learners are informed readers and capable appliers of the Epistles who can describe their structure, content, and major theological themes. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE201 - Discover Revelation	Learners recognize and respond to the numerous ways God is revealed to everything God has created, especially to Christians and the church. This recognition and response to God’s self-revelation defines learners’ senses of who God is, feeds their faith, and inspires who they are and what they do.	3

CBE205 - Engage the Church	Learners have formed a biblical, theological, and practical view of church that enables them to clarify and contribute to their church's expressions of worship, relationships, mission, and values. As a part of this clarification and contribution, learners have discerned aspects of their calling and gifts as they support their church leadership, serve their congregation, and reach out to the community of which their church is a part.	3
CBE207 - Embody Hope	Learners have applied the implications of Jesus Christ's life, death, resurrection, ascension, and promised return to their personal contexts. This has enabled learners to discern and respond to the ways God gives us tangible and trustworthy hope in their lives, and through this discernment and response, see and participate in God's active renewal and redemption of God's creation.	3
CBE209 - Lead a Team	Learners have developed biblical and theological definitions of leadership and implemented them in their personal and ministry contexts. They can confidently and competently lead individuals and teams of people to relationships with Jesus that shape how they live and serve other people.	3
CBE211 - Interpret the Pentateuch & Historical Books	Learners are informed readers and capable appliers of the narrative and legislative texts in the Old Testament who can describe their structure, content, and major theological themes. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE213 - Interpret the Gospels	Learners are informed readers and capable appliers of the Gospels who can describe their structure, content, major theological themes, and the implications of having four canonical Gospels. The ability to identify the historical, cultural, literary, and theological elements of these texts helps learners form interpretations of specific passages that can be communicated to a small group, with emphasis given to the theological and practical implications for the people of God.	3
CBE214 - Know History	Having developed the skills required to identify God's presence and action in history, scripture, the church, and the people who make up the church throughout the ages, learners' worship of God and their character is transformed by what they have seen God do in the past. They have learned how to "make friends" with Christians, from the Apostolic Fathers to the Reformers, through engagement with primary sources, and they can outline major periods and traditions in these eras to carry forward the accomplishments and/or traditions of the church and avoid the dangers that threaten her.	3
CBE313 - Engage in Pastoral Ministry	Learners have a clear theological and scriptural understanding of the identity of a pastor, its role and calling, and convincingly meet the scriptural qualifications of an elder. They demonstrate a theological and practical understanding of pastoral ministry, wisely and ethically performing it.	3

CBE314 - Pray & Seek the Holy Spirit	Learners' biblically and theologically informed belief in the Holy Spirit has heightened their awareness of the Holy Spirit's presence in various settings and circumstances and His action in their lives. Their self-reliance demonstrably decreases, and their reliance upon, responsiveness to, and growth with God demonstrably increases, as they see and respond to the Holy Spirit at work.	3
Total credit hours:		60

Admission and Registration

Northwest requires the following for entry into all undergraduate level CBTE programs:

- A high school diploma
- A ministry context

Because a ministry context is essential for CBTE studies, prospective students must be able to confirm support from and/or an invitation from a ministry context (e.g. a church, para-church ministry, or denomination) in order to apply and register for one of our CBTE programs. Once support and/or invitation has been confirmed, students will receive what is needed to apply for their program of choice.

If a student is interested in applying for a Northwest CBTE program, contact Northwest Admissions in order to receive more information about how to secure a ministry context in order to be able to apply and register for a CBTE program.

Tuition and Fees

Korean language Bachelor of Arts in Christian Leadership (Completion)

Fees	Amount (CAD)
Application*	\$200
Tuition per year	\$9000
Library/Technology**	\$120
Graduation*	\$200

* A non-refundable, one-time fee

** Annual fee

French Language CBTE BACL (Completion) Certificate in Christian Foundations

Fees	Amount (CAD)
Application*	\$200
Tuition per year	\$4500
Library/Technology**	\$120
Graduation*	\$100

* A non-refundable, one-time fee

** Annual fee

Tuition rates are subject to change annually.

Graduation Requirements

In order to graduate, students must complete all of their program requirements and pay all program related fees by August 31 in the year they intend to graduate.

Applications for graduation are due May 1 of the year that students intend to graduate. [Click here](#) to access the online form to apply for graduation.

General Information

Mission

The mission of Northwest Baptist Theological College is to prepare effective leaders for Kingdom Ministry through the provision of quality, innovative, biblically-faithful education.

Institutional Goals

- Serve people in their various giftings and callings for the sake of Kingdom ministry
- Sustain our theological commitment to God's Word, the gospel, and the local church
- Facilitate learning through practice in situations that are informed by and are a benefit to particular ministry contexts
- Serve the churches and ministries of Fellowship Pacific and commit to serve the broader Kingdom of God
- Equip students in their contexts, with the support of engaged mentors, for the achievement of defined missional outcomes
- Provide quality education within an affordable and sustainable financial framework

Institutional Effectiveness

How do we know if this vision is becoming a reality and we are achieving these goals? What metrics do we use to ensure we are living this vision and striving to meet these goals? How do we define and measure "success" for our school and our students? We think enrollment, graduation, and placement rates are helpful indicators for how we are sticking to our vision and achieving our goals.

We have served 273 students over the last five years.¹

We have a 59% graduation rate over the last five graduation classes.²

We have a 75% ministry placement rate of graduates in the last five years.³

Alternate/Mature Student Admissions

¹ The number of students who registered in Northwest specific programs since the Spring of 2016.

² The combined graduation rate of all intakes expected to graduate between September 2016 and 2021.

³ The number of graduates between September 2016 and 2021 who began or attained ministry roles.

Korean language Doctorate of Ministry

In cases where the applicant does not have an accredited Master of Divinity degree, suitability for admission is assessed according to the following categories and minimal hours. These criteria reflects similar ratios within the ACTS Seminaries Master of Divinity degree. Ultimately, Northwest Admissions, Dean's Office, and the KDMIN Program Director will use the following criteria to determine a student's readiness for entry into the program:

- **Biblical Studies (min. 21 hours):** Biblical Studies in both New and Old Testament Studies, Biblical Theology, and exegetical/hermeneutics competencies;
- **Theological Studies (min 21 hours):** Theological studies in systematic and historical theology as well as apologetics studies, Missions or Global studies courses, World Faiths, Christianity/Culture and Church History.
- **The Practice of Ministry (min. 21 hours):** Practical domains of ministry such as leadership, counseling, homiletics, pastoral, and spirituality.

With special consideration from Northwest Admissions, Dean's Office, and the Program Director, selected undergraduate, senior level coursework beyond a completed undergraduate degree may be considered valid for meeting KDMIN entrance requirements. Such completed coursework may include: Biblical languages, theology, biblical studies, and practice of ministry courses completed with B+ grade, within the last fifteen years.

Provisional admission may be achieved with 60 semester hours of graduate level work, which includes the successful completion of a master's degree in a related field with an AGAP of 3.0 (or B). The remaining twelve (12) semester hours of pre-requisite work will be gained by candidates completing senior level undergraduate or masters' level courses in required subject areas; or, with permission from the Dean's Office and Program Director, up to six (6) hours of doctoral level electives transferred in from another institution. All coursework will reflect the "categories and minimal hours" as noted under above. All such courses must be completed within twenty four months of being admitted. Full candidate status is achieved with successful completion of this course work and an GPA of 3.0 (or B).

CBTE Graduate Degree Programs

If a prospective student does not have 60 credits of undergraduate studies which meet the requirements, Northwest welcomes them to inquire about alternate/mature student designation in order to apply for their program of interest. When Northwest Admissions receives these inquires, it will engage the following process to

evaluate a prospective alternate/mature student's readiness for a graduate-level CBTE program:

- The prospective student will be interviewed by Admissions to learn about their background, character, experience, vocation, and any other relevant details which will help to evaluate their readiness for a graduate-level CBTE program;
- If the prospective student is perceived as not ready to enter their proposed program, they will be guided by Admissions towards another learning pathway that will help them grow in their capacity to reach their vocational and academic goals;
- If the prospective student is perceived as ready to enter their proposed program, they will be invited to complete an evaluation package that will be evaluated by Northwest Admissions. One of three possible recommendations will be made by Northwest Admissions, in consultation with the Dean's Office, once the evaluation package has been reviewed:
 - The prospective student is encouraged to apply for their proposed program and to engage that program's pre-assessment process;
 - The prospective student is asked by Northwest Admissions to do further work on aspects of the evaluation package which do not meet its stated requirements and/or do not show sufficient evidence of achievement of a competency or competencies (the student will receive guidance from Northwest Admissions on how best to complete this further work);
 - Or, the prospective student is directed by Northwest Admissions to another suitable learning pathway.

Transfer Credit

Korean Doctorate of Ministry

A maximum of three (3) semester hours of coursework may be transferred from other approved post-Master of Divinity, doctoral level studies to complete the thirty-three (33) semester hours of required coursework (providing the proposed course aligns with Northwest's Korean language Doctorate of Ministry's program requirements and curriculum). Northwest will review official academic transcripts to determine whether, and what, transfer credit can be granted.

Transferring credit into a CBTE degree program

Northwest does not "transfer" credit into any of its CBTE programs, except for its CBTE Bachelor of Arts degree completion programs (see below for further information). However, the direct assessment aspect of all Northwest CBTE programs allows for mentor teams to assess prior learning for all incoming students.

In a case where an incoming student possesses relevant formal education that may be eligible for a transfer in to a course-based program, Northwest Admissions engages the following process when assessing an incoming student's prior achievement of competency:

- After an applicant with prior credit is admitted into a CBTE program, Admissions review their transcript and indicate places in the curriculum where there may be prior achievement of competency. Depending on the transcript and the institution(s) from which the student received credit, Admissions may also request to examine course syllabi to make an appropriate recommendation to the student and their mentor team.
- Once a student with prior credit begins a CBTE program, an eight-week acclimation period is required for the student and mentors before Admissions distribute its findings and recommendations.
- When the eight-week acclimation period is complete, Admissions distributes its findings and recommendations to the student and mentor team for individual and collective review.
- The student and mentor team consult the findings and recommendations document together, and they collaborate to form a strategy for proving prior achievement of competency using relevant artifacts that can be uploaded to the Pathwright learning platform for assessment.
- Once artifacts are uploaded to the Pathwright learning platform, the student's mentor team assesses these materials according to the degree program curriculum, performance indicators, and rubric, and either issues a grade indicating level of achievement or they request that the student continue developing competency in this area and/or provide further evidence that shows a base level of achievement.

Transferring credit out of a CBTE Program

All Northwest degrees are accredited. Therefore, completed degrees and completed outcomes carry the full academic weight of corresponding degrees.

However, the academic accreditation of CBTE is built on achievement of outcomes, not assignments completed. Consequently, students who exit the program prior to graduation are only eligible for credit for completed outcomes.

While Northwest will support students seeking to transfer credit to other institutions, the decision to apply credit is always retained by the receiving institution.

Transferring required general studies credits into a CBTE Bachelor of Arts completion program

Our CBTE Bachelor of Arts in Christian Leadership degree completion programs requires students to earn 30 credits of general studies at an accredited institution prior to entering, or after completing, our CBTE Bachelor of Arts in Christian Leadership degree completion program. To fulfill this requirement, which is intended to (1) encourage and equip undergraduate students to grow in their academic breadth and depth, and (2) integrate the general studies component of this degree with the ministry leadership emphases of its bachelor of arts degree programs, Northwest recommends that students complete one 3-credit, introductory/elective level course in each of the following ten areas of study:

- Administration, finance management, and/or budgeting
- Organizational leadership, development, and/or human resources
- Instructional design and/or verbal, written, and/or visual communication
- Psychology, conflict management, interpersonal communication, and/or relational dynamics
- Sociology, anthropology, and/or ethnography
- History
- Art history and/or film, television, and/or music studies
- Political science
- Philosophy and/or critical theory
- Earth sciences

Note, this list summarizes recommended areas of study. Northwest may, upon review of a student's transcript, accept for entry or award for graduation the Bachelor of Arts in Christian Leadership to students who have one or more courses from the following areas of study listed by the Association of Biblical Higher Education (for a total of 30 credits of general studies completed at an accredited institution):

- Communication (e.g., composition, public speaking, writing courses)
- Humanities/Fine Arts (e.g., modern and classical languages, history, literature, linguistics, philosophy, archaeology, art, music, graphics)
- Natural Science/Mathematics (e.g., physical science, biology/life science, physics, chemistry, mathematics, statistics)
- Social/Behavioral Sciences (e.g., psychology, sociology, anthropology, political science)⁴

Institutional Facilities

Northwest provides classroom, recording studio, faculty office, staff office, and kitchen. Students may use Trinity Western University's facilities including bookstore, wellness centre, cafeteria, and coffee shops.

Learning Resources

Northwest provides students with innovative, accessible, and affordable learning resources that will help them become effective ministry leaders in their unique contexts. As Northwest serves a wide variety of students in national and international

⁴ <https://www.abhe.org/wp-content/uploads/2021/03/2021-COA-Manual-2021-03-30.pdf>.

locations, we are committed to discernment and creativity when we think about the best ways to provide learning resources for our students.

Anyone may use Trinity Western University's Library resources when they are on campus. All TWU affiliated programs delivered by Northwest and ACTS also allow students to access the library's resources by distance. Northwest offers distance students the following resources:

- Logos Bible Software and its Remote Resource Library (with a customized collection of theological books, Bible commentaries, etc. in English, Korean, and Spanish)
- EBSCO Religion and Philosophy Journal Database
- EBSCO Religion e-Book Library
- A Korean language library at Northwest
- Korean language DBPIA Journal Database

If a student is unsure about whether or not they are enrolled in a TWU/ACTS affiliated program and can access the TWU Library's resources online, they can contact the [Associate Director, CBTE Network Management and Student Support](#) who can provide information about their respective program and the resources available. They can also contact the Associate Director, CBTE Network Management and Student Support for the prices, and resources available, regarding the customized Logos Bible Software and Resource Library.

Financial Aid

Fellowship Leadership Matching Grant

Northwest will participate in an even, three-way tuition cost sharing arrangement with the student and his or her church for the duration of the student's program. This grant is available only to Northwest students in ACTS Seminaries course-based programs and serving in Fellowship Baptist Churches. Note: Students in the Immerse program are ineligible for this grant. [Application form](#).

General Financial Aid

Northwest offers a limited amount of financial aid on a semester-by-semester basis to students enrolled in Northwest programs. Applications must be made each semester. [Application form](#).

ACTS Scholarships

Information and applications for a number of ACTS scholarships can be found at ACTS scholarships can be found [here](#).

ACTS also supports some Teaching Assistant positions on an annual basis. Students work under the direction of an ACTS faculty member. Contact an ACTS faculty member or the ACTS Dean for information.

Canada Student Loans and Grants

Additional financial aid can be obtained through the [Canada Student Loans and](#)

[Grants](#) program. We encourage all students to carefully assess the debt load they are capable of carrying when applying for loans.

English Language Proficiency Requirements

Northwest offer programs in multiple languages. However, if a course-based or CBTE, graduate or undergraduate, program at Northwest is delivered solely in English, students for whom English is a second language are required to provide an English Proficiency Score as a part of the application process. We require this to ensure that all students are ready to enter and excel in their programs. With this in view, the minimum English proficiency test scores required for Northwest programs are as follows.

Level	TOEFL	IELTS	CELP
• Undergraduate Certificate, Diploma, BA (completion) • Graduate Certificate, Diploma, MA, MDIV	90	6.5	8
KDMIN	100	7.0	9

Program Changes

Korean Doctorate of Ministry Program Change

If students are registered in the Korean Language Doctor of Ministry and need to switch to the Korean Language Diploma in Post Graduate studies they can fill out this form and provide a payment of \$35 (+taxes) to cover administration fees.

CBTE Program Change

Some of our CBTE programs are designed for movement from a lower to a higher credential. For example, our Immerse Master of Arts in Biblical Leadership comprises the core twelve outcomes of our twenty-seven outcome Immerse Master of Divinity. Likewise, some of our Bachelor of Arts in Christian Leadership completion programs consist of our Undergraduate Certificate in Christian Foundations and Diploma in Christian Leadership outcomes. We design our CBTE programs in this way to provide students with "on" and "off ramps" to our degree programs that make their upgrading of credentials (and growth in competency) as accessible as possible, without multiplying paperwork or coursework.

In a case where a student is about to complete, or has completed, a CBTE degree designed in the way described above, they are welcome to inquire with their mentor team, ministry context, and network management team about the possibility of continuing their studies to a higher credentialed program. If the aforementioned stakeholders affirm the student's calling and readiness to pursue this higher level program, then the student is invited to submit a request for a program "change." Students can submit requests for such program changes [here](#), and they will be required to provide sufficient evidence that all stakeholders affirm a calling and readiness for the program in view.

Note: If a CBTE program has been completed within three years, it will be

considered equivalent to the curriculum of the program they completed. Beyond three years, evaluation of completed competencies for equivalency to the current curriculum will be required in order to determine how much of their complete program can be taken into the higher level program in view.

Changes to CBTE programs that are not designed for movement as described above are evaluated by Northwest Admissions and/or Dean's Office on a case-by-case basis. Sometimes, though rarely, it is recommended that an immediate change in degree program or ministry contexts is made. However, if a student would like to submit a request for a program change, the following steps should be taken:

- The student consults with their mentor team and their ministry context leadership;
- If the mentor team and ministry context leadership agree that a program change is advisable, the student can submit a request for a program change [here](#). They will be required to provide a description of the reasons for the request, as well as sufficient evidence that their request is supported by the mentor team and ministry context leadership;
- Once the request has been received and reviewed by Northwest Admissions and/or Dean's Office, they will contact the student to provide a recommendation regarding how to proceed
- If the recommended course of action is that the student change their program, this change will be made by the Northwest Registrar after this form has been completed
- If the recommended course of action is that the student remain in their current program and complete it, Northwest Admissions will work with the student and the mentor team to discern how to support the student to finish their program and, to the best of their ability, address and/or resolve any of the circumstances that precipitated the program change request
- If the recommended course of action is that the student temporarily or permanently withdraw from their program, Northwest Admissions will provide a rationale for this recommendation
 - If the student chooses to temporarily or permanently withdraw, they can submit a request to do so using [this form](#)
 - If the student wishes to propose a different course of action, they can make an academic appeal (see section titled "Academic Appeals" below).

Course Withdrawal

If students need to temporarily or fully withdraw from a program at Northwest, filling out one of the following forms will help them notify the Registrar and [initiate](#) this process.

For all graduate and undergraduate programs, except the KDMIN program, [click here](#) to submit an Intent to Withdraw form.

For the KDMIN program, [click here](#) to submit an Intent to Withdraw form.

Refunds

All fees are non-refundable. Tuition refunds will be issued for students who decide to withdraw from their respective program as follows.

Description	Weeks	% Refund
Students who withdraw during the first 2 weeks of a term for a full refund of tuition for that term. The deadline is 4:00pm of the second Friday following term start date.	1 & 2	100%
Students who withdraw during weeks 3 to 6 of a term will receive a pro-rated refund on tuition based on the week of withdrawal. All registration changes must be done through the Office of the Registrar.	3	70%
	4	60%
	5	50%
	6	40%
Students who withdraw after week 6 of a term are not eligible for any refund.	7	0%

Grading Rubrics

All course-based Northwest programs use the following grading rubric.

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.

B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.

F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.
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The following rubric is used to evaluate achievement of the competencies outlined in all our CBTE programs.

Rubric	Description
Exemplary	The learner has mastered this competency to the level that their performance is exceptional and could be relied upon to teach and supervise development of this competency to others.
Accomplished	This learner has invested significant time and effort to develop and demonstrate mastery of this competency to the degree that their skill and proficiency can be used as an aspirational reference point to others.
Proficient	The learner can be trusted to consistently and reliably demonstrate satisfactory mastery of this competency across diverse situations
Insufficient	The learner does not yet meet the criteria for proficiency in this competency

CBTE mentors are provided with additional rubrics to evaluate specific competencies. We call these rubrics “performance indicators,” or more simply, “indicators.” Indicators describe to mentors what to look for when assessing whether or not a student has achieved a competency.

Once mentors have assessed these criteria, and they agree a student has achieved a competency, they will use the rubric depicted above to assign a grade (which describes the degree to which you have achieved the competency being assessed). Students do not see the indicators, however, because if they did, it would be the CBTE equivalent of getting the answers to an exam!

When all of the competencies in an outcome are assigned a grade, the score of each competency is averaged for the outcome grade that appears on transcripts. Transcripts will display a letter grade according to the following scale, which aligns with the standard grading scale used in course-based higher education programs.

Letter Grade	Percentage	Grade Point
A+	97-100%	4.30

A	94-96%	4.00
A-	90-93%	3.70
B+	85-89%	3.30

Academic Appeals

Students can appeal any decisions and/or actions concerning academic matters (e.g. grading) concerning a class, classes, outcome, and/or outcomes part of their course-based, CBTE, English, Korean, French, and/or Spanish program associated with Northwest.

Appeals can be initiated by completing [this form](#) and delivering it in-person, or via email, to the [Northwest Dean's Office](#).

If a student is making an appeal, they are required to provide context and rationale(s) for their appeal, and be willing to respond via email or in person to any questions, comments, and/or suggestions made in response to the appeal. If a student's appeal concerns a grade (or grades), they must be initiated no later than sixty (60) days after the grade (or grades) in question have been issued.

Rules for Conduct

All Northwest students and employees are required to sign community covenant agreements and/or codes of conduct outlining our educational community's commitment to pursue truth and excellence with grace and diligence, treat people and ideas with charity and respect, think critically and constructively about complex issues, and willingly respond to the world's most profound needs and greatest opportunities. All such covenant agreements and codes of conduct are provided to students prior to the start of their studies and provided to employees when they begin work at Northwest.

Ultimately, these covenant agreements and codes of conduct are built upon the foundations of the two greatest commandments, as articulated by Jesus Christ in Matthew 22:37-40: "'You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.'" This is the greatest and first commandment. And a second is like it: 'You shall love your neighbor as yourself.' On these two commandments hang all the law and the prophets."

Community Covenant Agreement

Northwest Baptist Seminary (NBS) is the primary leadership training arm of the Fellowship of Evangelical Baptist Churches Pacific and Prairies regions.

1. The NBS Community Covenant

The Seminary's mission, core values, curriculum and community life are formed by a firm commitment to the person and work of Jesus Christ as declared in the Bible. This identity and allegiance shapes an educational community in which members pursue truth and excellence with grace and diligence, treat people and ideas with charity and respect, think critically and constructively about complex issues, and willingly respond to the world's most profound needs and greatest opportunities.

The Seminary is an academic community rooted in the evangelical Baptist tradition; it is made up of Christian administrators, faculty and staff who, along with students choosing to study at NBS, covenant together to form a community that strives to live according to biblical precepts, believing that this will optimize the Seminary's capacity to fulfil its mission and achieve its aspirations.

The community covenant is a solemn pledge in which members place themselves under obligations on the part of the institution to its members, the members to the institution, and the members to one another. In making this pledge, members enter into a contractual agreement and a relational bond. By doing so, members accept reciprocal benefits and mutual responsibilities, and strive to achieve respectful and purposeful unity that aims for the advancement of all, recognizing the diversity of viewpoints, life journeys, stages of maturity, and roles within the NBS community. It is vital that each person who accepts the invitation to become a member of the NBS community carefully considers and sincerely embraces this community covenant.

2. Christian Community

The Seminary's acceptance of the Bible as the divinely inspired, authoritative guide for personal and community life⁵ is foundational to its affirmation that people flourish and most fully reach their potential when they delight in seeking God's purposes, and when they renounce and resist the things that stand in the way of those purposes being fulfilled⁶ This ongoing God-enabled pursuit of a holy life is an inner transformation that actualizes a life of purpose and eternal significance.⁷ Such a distinctly Christian way of living finds its fullest expression in Christian love, which was exemplified fully by Jesus Christ, and is characterized by humility, self-sacrifice, mercy and justice, and mutual submission for the good of others.⁸

This biblical foundation inspires NBS to be a distinctly evangelical seminary in which members and others observe and experience truth, compassion, reconciliation, and hope.⁹ NBS envisions itself to be a community where members demonstrate concern for the well-being of others, where rigorous intellectual learning occurs in the context of whole person development, where members give priority to spiritual formation, and where service-oriented citizenship is modeled.

3. Community Life at NBS

The NBS community covenant involves a commitment on the part of all members to embody attitudes and to practise actions identified in the Bible as virtues, and to

The Biblical passages cited in this document serve as points of reference for discussion or reflection on particular topics. NBS recognizes the necessity of giving careful consideration to the complexities involved in interpreting and applying biblical passages to contemporary issues and situations

⁵ Deuteronomy 6:4-9; Psalm 19:7-11; 2 Timothy 3:16.

⁶ Matthew 6:31-33; Romans 8:1-17; 12:1-2; 13:11-14; 16:19; Jude 20-23; 1 Peter 2:11; 2 Corinthians 7:1.

⁷ 2 Peter 1:3-8; 1 Peter 2:9-12; Matthew 5:16; Luke 1:74-75; Romans 6:11-14, 22-23; 1 Thessalonians 3:12-13, 4:3, 5:23-24; Galatians 5:22; Ephesians 4:22-24, 5:8.

⁸ Matthew 22:37-40; 1 Peter 5:5; Romans 13:8-10; 1 John 4:7-10; Philippians 2:1-5; 1 Corinthians 12:31b-13:8a; Romans 12:1-3, 9-10; John 15:12-13, 17; 1 John 3:10-11, 14-16; Ephesians 5:1-2,21.

⁹ From TWU's "Envision the Century" Strategic Directions Document, p 5 ("Ends").

avoid those portrayed as destructive. Members of the NBS community, therefore, commit themselves to:

- cultivate Christian virtues, such as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, compassion, humility, forgiveness, peacemaking, mercy and justice¹⁰
- live exemplary lives characterized by honesty, civility, truthfulness, generosity and integrity¹¹
- communicate in ways that build others up, according to their needs, for the benefit of all¹²
- treat all persons with respect and dignity, and uphold their God-given worth from conception to death¹³
- be responsible citizens both locally and globally who respect authorities, submit to the laws of this country, and contribute to the welfare of creation and society¹⁴
- observe modesty, purity and appropriate intimacy in all relationships, reserve sexual expressions of intimacy for marriage, and within marriage take every reasonable step to resolve conflict and avoid divorce¹⁵
- exercise careful judgment in all lifestyle choices, and take responsibility for personal choices and their impact on others¹⁶
- encourage and support other members of the community in their pursuit of these values and ideals, while extending forgiveness, accountability, restoration, and healing to one another.¹⁷

In keeping with biblical and NBS ideals, community members voluntarily abstain from the following actions:

- communication that is destructive to NBS community life and inter-personal relationships, including gossip, slander, vulgar/obscene language, and prejudice¹⁸
- harassment or any form of verbal or physical intimidation, including hazing
- lying, cheating, or other forms of dishonesty including plagiarism
- stealing, misusing or destroying property belonging to others¹⁹
- sexual intimacy that violates the sacredness of marriage between a man and a woman²⁰

¹⁰ Galatians 5:22-24; Colossians 3:12-17; Isaiah 58:6-8; Micah 6:8.

¹¹ Proverbs 12:19; Colossians 3:9; Ephesians 4:25; Leviticus 19:11; Exodus 20:16; Matthew 5:33-37.

¹² Ephesians 4:29; Proverbs 25:11; 1 Thessalonians 5:11.

¹³ Genesis 1:27-28; Psalm 139:13-16; Matthew 19:14; Proverbs 23:22.

¹⁴ Romans 13:1-7; 1 Peter 2:13-17; Genesis 1:28; Psalm 8:5-8; 2 Thessalonians 3:6-9.

¹⁵ Genesis 2:24; Exodus 20:14,17; 1 Corinthians 7:2-5; Hebrews 13:4; Proverbs 5:15-19; Matthew 19:4-6; Malachi 2:16; Matthew 5:32.

¹⁶ Proverbs 4:20-27; Romans 14:13,19; 1 Corinthians 8:9,12-13, 10:23-24; Ephesians 5:15-16.

¹⁷ James 5:16; Jude 20-23; Romans 12:14-21; 1 Corinthians 13:5; Colossians 3:13.

¹⁸ Colossians 3:8; Ephesians 4:31.

¹⁹ Exodus 20:15; Ephesians 4:28.

²⁰ Romans 1:26-27; Proverbs 6:23-35.

- the use of materials that are degrading, dehumanizing, exploitive, hateful, or gratuitously violent, including, but not limited to pornography
- drunkenness, under-age consumption of alcohol, the use or possession of illegal drugs, and the misuse or abuse of substances including prescribed drugs
- the use or possession of alcohol on campus, or at any NBS sponsored event, and the use of tobacco on campus or at any NBS sponsored event.

4. Areas for Careful Discernment and Sensitivity

A heightened level of discernment and sensitivity is appropriate within a Christian educational community such as NBS. In order to foster the kind of academic atmosphere most conducive to seminary ends, this covenant both identifies particular Christian standards and recognizes degrees of latitude for individual freedom. True freedom is not the freedom to do as one pleases, but rather empowerment to do what is best.²¹ NBS rejects legalisms that mistakenly identify certain cultural practices as biblical imperatives, or that emphasize outward conduct as the measure of genuine Christian maturity apart from inward thoughts and motivations. In all respects, the NBS community expects its members to exercise wise decision-making according to biblical principles, carefully accounting for each individual's capabilities, vulnerabilities, and values, and considering the consequences of those choices to health and character, social relationships, and God's purposes in the world.

NBS is committed to assisting members who desire to face difficulties or overcome the consequences of poor personal choices by providing reasonable care, resources, and environments for safe and meaningful dialogue. NBS reserves the right to question, challenge or discipline any member in response to actions that impact personal or social welfare.

Wise and Sustainable Self-Care

The Seminary is committed to promoting and supporting habits of healthy self-care in all its members, recognizing that each individual's actions can have a cumulative impact on the entire community. NBS encourages its members to pursue and promote: sustainable patterns of sleep, eating, exercise, and preventative health; as well as sustainable rhythms of solitude and community, personal spiritual disciplines, chapel and local church participation,²² work, study and recreation, service and rest.

Healthy Sexuality

People face significant challenges in practicing biblical sexual health within a highly sexualized culture. A biblical view of sexuality holds that a person's decisions regarding his or her body are physically, spiritually and emotionally inseparable. Such decisions affect a person's ability to live out God's intention for wholeness in relationship to God, to one's (future) spouse, to others in the community, and to oneself.²³ Further, according to the Bible, sexual intimacy is reserved for marriage between one man and one woman, and within that marriage bond it is God's

²¹ Galatians 5:1,13; Romans 8:1-4; 1 Peter 2:16.

²² Ephesians 5:19-20; Colossians 3:15-16; Hebrews 10:25.

²³ 1 Corinthians 6:18-19.

intention that it be enjoyed as a means for marital intimacy and procreation.²⁴ Honouring and upholding these principles, members of the NBS community strive for purity of thought and relationship,²⁵ respectful modesty,²⁶ personal responsibility for actions taken, and avoidance of contexts where temptation to compromise would be particularly strong.²⁷

Drugs, Alcohol and Tobacco

The use of illegal drugs is by definition illicit. The abuse of legal drugs has been shown to be physically and socially destructive, especially in its potential for forming life-destroying addictions. For these reasons, NBS members voluntarily abstain from the use of illegal drugs and the abuse of legal drugs at all times.

The decision whether or not to consume alcohol or use tobacco is more complex. The Bible allows for the enjoyment of alcohol in moderation,²⁸ but it also strongly warns against drunkenness and addiction, which overpowers wise and reasonable behaviour and hinders personal development.²⁹ The Bible commends leaders who abstained from, or were not addicted to, alcohol.³⁰ Alcohol abuse has many long-lasting negative physical, social and academic consequences. The Bible has no direct instructions regarding the use of tobacco, though many biblical principles regarding stewardship of the body offer guidance. Tobacco is clearly hazardous to the health of both users and bystanders. Many people avoid alcohol and/or tobacco as a matter of conscience, personal health, or in response to an addiction. With these concerns in mind, NBS members will exercise careful discretion, sensitivity to others' conscience/principles, moderation, compassion, and mutual responsibility. In addition, NBS strongly discourages participation in events where the primary purpose is the excessive consumption of alcohol.

Entertainment

When considering the myriad of entertainment options available, including print media, television, film, music, video games, the internet, theatre, concerts, social dancing, clubs, sports, recreation, and gambling, NBS expects its members to make personal choices according to biblical priorities, and with careful consideration for the immediate and long-term impact on one's own well-being, the well-being of others, and the well-being of the Seminary. Entertainment choices should be guided by the pursuit of activities that are edifying, beneficial and constructive, and by a preference for those things that are "true, noble, right, pure, lovely, admirable, excellent, and praiseworthy,"³¹ recognizing that truth and beauty appear in many differing forms, may be disguised, and may be seen in different

²⁴ Genesis 2:24; Exodus 20:14,17; 1 Corinthians 7:2-5; Hebrews 13:4; Proverbs 5:15-19; Matthew 19:4-6.

²⁵ Matthew 5:27-28; 1 Timothy 5:1-2; 1 Thessalonians 4:3-8; Job 31:1-4; Psalm 101:2-3.

²⁶ 1 Peter 3:3-4; 1 Timothy 2:9-10.

²⁷ 1 Corinthians 6:18; 10:13; 2 Timothy 2:22; James 4:7.

²⁸ Deuteronomy 7:13, 11:14, Psalm 104:15; Proverbs 3:10; Isaiah 25:6; John 2:7-11; 1 Timothy 5:23.

²⁹ Genesis 9:20-21; Proverbs 20:1; 31:4; Isaiah 5:11; Habakkuk 2:4-5; Ephesians 5:18.

³⁰ Daniel 1:8, 10:3; Luke 1:15; 1 Timothy 3:3,8; Titus 2:3.

³¹ Philippians 4:8.

ways by different people.

5. Commitment and Accountability

This covenant applies to all members of the NBS community, that is, administrators, faculty and staff employed by NBS and its affiliates, and students enrolled at NBS or any affiliate program. Unless specifically stated otherwise, expectations of this covenant apply to both on and off NBS's (TWU) campus and *Immerse* ministry locations. Sincerely embracing every part of this covenant is a requirement for employment. Employees who sign this covenant also commit themselves to abide by policies published in their respective Faculty and Staff Handbooks. NBS welcomes all students who qualify for admission. Students sign this covenant with the commitment to abide by the expectations contained within the Community Covenant.

The stipulations of this agreement remain in effect as long as the student's admission status is active, and until such time as the student's degree is conferred.

Ensuring that the integrity of the NBS community is upheld may at times involve taking steps to hold one another accountable to the mutual commitments outlined in this covenant. As a covenant community, all members share this responsibility. The Seminary also provides formal accountability procedures to address actions by community members that represent a disregard for this covenant. These procedures and processes are outlined in the Student, Staff, and Faculty Handbooks, and the *Immerse* Manual and will be enacted by designated representatives of the Seminary as deemed necessary.

By my agreement below I affirm that:

I have accepted the invitation to be a member of the NBS community with all the mutual benefits and responsibilities that are involved;

I understand that by becoming a member of the NBS community I have also become an ambassador of this community and the ideals it represents;

I have carefully read and considered NBS's Community Covenant and will join in fulfilling its responsibilities while I am a member of the NBS community.

Non-Discrimination Statement

Northwest affirms and celebrates the diversity of God's creation. We want to be an educational community that embodies the eschatological vision given in biblical texts like Revelation 7:9-10: "After this I looked, and there was a great multitude that no one could count, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, robed in white, with palm branches in their hands. They cried out in a loud voice, saying, 'Salvation belongs to our God who is seated on the throne, and to the Lamb!'" For this reason, our community strives to resist discrimination in all of its forms, and expect those who are a part of it to commit to this also.

Bullying, harassment, and sexualized violence policy

Northwest and partner seminaries at ACTS are committed to cultivating

communities in which all individuals are treated with respect and dignity, free from bullying and harassment.

We consider bullying and harassment to be serious offenses and we will not tolerate behavior that may undermine the respect, dignity, self-esteem, or productivity of any student, faculty, staff, or administrative member.

Sexualized violence is a significant and systemic issue for society and higher education, and can affect anyone, irrespective of gender, age, sexual orientation, abilities, and racial, cultural, or economic backgrounds. As an academic community rooted in evangelical Christian denominations, acts of sexualized violence of any kind are completely unacceptable.

Anyone who has any concern about possible bullying or harassment, the contact persons listed below are their point of initial contact. All have been trained in dealing with bullying and harassment issues. Initial discussion with a contact person is confidential.

If a complaint of bullying or harassment is to proceed into a formal investigation, then the complaint must be put into written form. In the event a complaint is received regarding the leadership team, the Senior Harassment Officer shall serve as the Contact Person and will initiate an investigation through an external investigator, notifying the Northwest Executive Committee.

Senior Harassment Officer: [Ruth McGillivray](#)
Contact Person: [Phoebe Hwang](#)
Contact Person: [Loren Warkentin](#)

[Bullying and Harassment Policy](#)
[Sexualized Violence Policy](#)