Pillar Seminary
for Contextual Leadership

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About Pillar Seminary

History of Pillar Seminary

Pillar Seminary for Contextual Leadership was founded to address several persistent and wide-ranging problems in the local church, its leadership, and how its leaders are trained. By focusing on a proper reading of Scripture as the source text for biblical leadership, Pillar's founders believed that seminary education could be fundamentally reimagined to increase ministry effectiveness and longevity. Pillar Seminary was founded with commitments to accessibility, in depth study of the Bible, and training in leadership skills necessary to serve well in a 21st century ministry context.

In December of 2013, after consultation with several local ministries, Dr. Eric Smith set a plan in motion to launch Pillar Seminary. In March of 2014, Eric invited Dr. Scott Booth to join the project. The two worked together to conduct interviews with ministry leaders across the country, across various denominations, ages, and genders to design an ecumenical curriculum that would serve the core needs of the church. In the Fall of 2014, Pillar Seminary launched its first semester with twelve students and two faculty.

After the first semester, the educational approach was updated to a flipped classroom, wherein lectures are pre-recorded, and class time focuses on allowing students to practice desired skills with professors. In the Fall of 2015 enrollment doubled, and Pillar brought on its first full-time administrative staff.

Work continued apace for Drs. Smith and Booth until 2016, when Dr. Dan Lowery was hired to oversee the New Testament courses in the Bible department, and Dr. Donnell Moore joined the faculty on the Leadership side. He began to rework the Leadership Program in the direction of the practicality of a DMin program for students at the MDiv level who are already in ministry.

In June of 2017, Pillar Seminary celebrated its first graduates. In the Fall of 2017, student enrollment continued to rise and included the first international student. The Development department was also created. To address scalability and accessibility, a fully interactive online platform was implemented. This allowed students from across the globe to form a community of learning dedicated to the study of Scripture and excellence in ministry leadership.

In the Fall of 2018, the student body grew to more than sixty students from across the United States, Thailand, and the United Kingdom, men and women representing many denominational traditions. Mrs. LaRhesa Mays was also brought on as a full-time staff person that year.

In 2020, Dr. Dan Lowery was appointed the second president of Pillar Seminary. Under his leadership, the board expanded in size and diversity. Dan created an executive leadership team tasked with increasing the effectiveness and scalability of the institution. In 2021 the team grew as Mrs. Lauren Lowery was hired as the Director of Development and Dr. Beth Currier was hired to teach Hebrew Bible courses.

In 2022, the Seminary entered into a partnership with Compassion International Kenya to provide non-credit learning opportunities for ministry leaders in Kenya. Institutional

diversity was again expanded as multiple part-time faculty were hired to meet the instructional needs of the growing student body. In the Spring of 2025, Mr. Ken Whang was hired to oversee Seminary operations.

Mission

Through its innovative curriculum and model, Pillar Seminary trains its students toward skillful fluency in the Bible and the practiced leadership needed for diverse contexts.

Vision

As we pursue our mission, we aim to be the most accessible, approachable, and affordable seminary there is.

We're reimagining seminary for anyone, anywhere. We are a part-time, online degree for full-time practitioners. We're a practical ministry degree, building on the hard-earned ministry lessons folks have already learned in their work. We give them only what they need to flourish in their ministry context: biblical fluency and practiced leadership skills for any context.

Our unique vision includes accessibility (through our fully online, flipped-class model), approachability (through our inclusive, ecumenical, and deeply relational community), and affordability (aiming to keep students out of debt through a combination of low rates and generous financial aid). The visionary commitment to all three in combination sets us apart from any other seminary. We are, truly, one-of-a-kind, as we reimagine seminary for anyone, anywhere.

Core Values

1. **Generous ecumenism** — We are committed to being a generous, inclusive, multi-denominational, multiethnic, and multinational community.
2. **Joyful collaboration** — We are committed to humbly learning from and partnering with other like-minded communities and organizations to more effectively serve Christ's body.
3. **Deliberate simplicity** — We are committed to degree offerings, curricular, and organizational structures that are focused and precisely attuned to what we believe will be most effective in accomplishing our mission.
4. **Relentless innovation** — We are committed to leveraging our personnel and technological resources to experiment and innovate for greater Kingdom effectiveness and good.
5. **Creedal faith** — We are committed to the historic Christian faith as it has been cherished, nourished, and upheld by the Church for millennia, and as articulated most simply and clearly in the Apostles' Creed.

Faculty

Beth Currier (Assistant Professor of Hebrew Bible)

MA; PhD, University of Wisconsin; MDiv, Trinity Evangelical Divinity School; BA, Bethel University

Beth focuses her research on Wisdom literature, poetry in the Hebrew Bible, and cognitive-linguistic approaches to Hebrew Bible texts. She is co-chair of the Cognitive Linguistics in Biblical Interpretation section of the Society of Biblical Literature, is editing a forthcoming introduction to cognitive linguistics for Bible scholars, and is working on articles and book chapters for other publications. Beth has authored several dictionary entries for the Cambridge Dictionary of Christianity and is also writing a book on cognitive approaches to wealth, the rich, poverty, and the poor in the book of Proverbs.

Kyle Keimer (Adjunct Professor in Hebrew Bible)

PhD, UCLA; MA, Wheaton College; BA, The Ohio State University

Kyle specializes in the archaeology of ancient Israel and the Hebrew Bible. Currently, his research focuses on the archaeology of the early Israelite monarchy, the books of Samuel, historical geography, and Israelite religion. Since 2018 he has co-directed excavations at Khirbet el-Ra'i, Israel. He also teaches for Jerusalem University College and was Senior Lecturer in the archaeology, history, and languages of ancient Israel and the Near East at Macquarie University, Sydney before returning to the U.S. Previous publications include The Ancient Israelite World (Routledge, 2023, with George A. Pierce), Registers and Modes of Communication in the Ancient Near East: Getting the Message Across (Routledge, 2018, with Gillan Davis), and numerous articles. Kyle co-hosts the Biblical World podcast which explores the archaeological, historical, geographical, and cultural backgrounds of the Bible.

Dan Lowery (President and Associate Professor of New Testament)

PhD, University of Bristol, UK; ThM, Dallas Theological Seminary; BA, Southwestern University

Dan and his family make their home in the Dallas-Fort Worth Metroplex, where for many recent years, Dan also served as the senior pastor of Lakeview Community Church. He has authored articles for Lexham Bible Dictionary and Lexham Theological Wordbook (Lexham Press) and a monograph in the Bulletin for Biblical Research Supplement Series (Eisenbrauns). His current project is a co-authored forthcoming volume in the Kerux Commentary Series (Kregel Press) on The Letter of James. Dan is an Associate Fellow at the Kirby Laing Centre for Public Theology, where he also serves on the Committee for the Scripture Collective's "Scripture and University Seminar" (SAUS).

J. Daniel Mattern (Adjunct Professor in New Testament)

PhD, Dallas Theological Seminary; MDiv; ThM, Talbot School of Theology; BA, Biola University

Daniel and his wife live in Dallas, TX but their passion is for the global church. Daniel has over a decade of cross-cultural ministry experience, including six years where he was able to train

church leaders from all over East Africa. He received his PhD from Dallas Theological Seminary. His dissertation was on how suffering was used to shape the identity of churches within the Pauline Epistles. His research interests are the theology of suffering in the New Testament, Pauline Studies, and the use of social identity theory in New Testament studies.

Donnell J. Moore (Professor of Biblical Contextual Leadership)

DMin, United Theological Seminary; MDiv, Garrett Evangelical Theological Seminary; BBA, Bethune Cookman University

Donnell specializes in church leadership and congregational development using biblically based problem-solving methods. He has a special interest in training and equipping pastors, ministers, and church leaders to serve the church in the twenty-first century using the Bible as a primary resource. In addition to serving Pillar, Donnell is the Doctor of Ministry Coordinator for Payne Theological Seminary, Wilberforce, Ohio. He also gives of his service as the Director of Christian Education for the Dynamic Daytona District of the 11th Episcopal District of the African Methodist Episcopal church. He was an ordained elder in the United Methodist Church, where he served as a pastor in various locations across the country for many decades; he is currently ordained with the National Baptist Convention. Donnell is one of the general editors for Prophets to the Nations: Black Methodism, Liberation and the American Quest for Racial Justice, Catchphrase Publishing Services.

Dan Morrison (Adjunct Professor in New Testament)

PhD, McMaster Divinity College; MDiv, Assemblies of God Theological Seminary; BS, University of Alabama

Dan hails from the state of Alabama, which he continues to call home. He has served on the pastoral staff of Evangel Temple Christian Center and All Saints Anglican Church in Springfield, MO. He has dedicated his life and ministry to guiding people in practically and consistently applying the Bible to daily life. He lives out this call not only in the church and academy but by serving as a Chaplain in the United States Navy. Dan has contributed to the Lexham Bible Dictionary and the edited volume A Future for Holiness. He also has forthcoming works in The Upside Down Kingdom Bible from Zondervan and the New Testament in Color Commentary from IVP. His current major work is a revision of his dissertation, which focuses on the book of Revelation. When you can't find Dan doing academic work or serving Sailors and Marines, you will likely find him in the gym exercising his body—not just his mind.

Cyndi Parker (Adjunct Professor in Hebrew Bible)

PhD, University of Gloucestershire; MA; MA, Gordon-Conwell Theological Seminary; BA, Butler University

Cyndi lived in Jerusalem for five years teaching about the geographical, cultural, religious, and political context of the Bible. She continues to develop innovative educational trips to Israel, seeking to inspire students of all ages to see the land of the Bible as a valuable character in the text. Cyndi has authored several articles for the Lexham Geographical

Commentary series, two Bible studies on women in the Bible, and a book titled Encountering Jesus in the Real World of the Gospels. She is currently working on a monograph related to the theology of place in the book of Deuteronomy. Cyndi is the creator of Narrative of Place, the host of the Context Matters podcast, and the Director of Education and Conversation at Resurrection Philadelphia.

Staff

Mattanah DeWitt (Student Recruiter)

Misty Gassaway (Student Recruiter)

Dan Lowery, PhD (President, Academic Dean)

Lauren Lowery, MA (Director of Development)

LaRhesa Mays, MS (Director of Student Services)

Jefferson Webster, ThM, MLS (Library Consultant)

Ken Whang, JD (Vice President of Operations)

Board of Trustees

Chair: Zack McCoy
Vice Chair: Mark Jordan
Secretary: Neil Stanley

        Derek Cooper
        Kevin Kim
        Dan Lowery
        Alicia Perry (designated board member for non-academic grievances)
        Mandy Stewart

Academics

Academic Programs

Pillar Seminary offers three programs, each of which is designed to progressively improve the abilities of ministry leaders in biblical studies and leadership. The programs are stackable and build from each level to the next. This allows students to set goals and easily transition from one program to another. Credits ultimately can only be applied to one degree program.

- Certificate in Biblical Contextual Leadership (9 Credits)
- Master of Arts in Biblical Contextual Leadership (45 Credits)
- Master of Divinity (77 Credits)

Degree requirements published in this catalog are effective for all new and reentering students. Students must abide by the degree requirements of the catalog in effect at their time of matriculation. Students may request to shift requirements to a current catalog with permission of an academic advisor.

Certificate in Biblical Contextual Leadership

The Certificate in Biblical Contextual Leadership is designed to produce nonprofessional ministry leaders and other professionals with skillful biblical fluency and the practiced leadership needed for diverse contexts. Students are introduced to the skill of biblical problem solving for any context using the stories of scripture as their primary resource.

Student Learning Outcomes

On completion of the Certificate in Biblical Contextual Leadership, students will:

1. Interpret stories of the Bible in their immediate, local, and book wide context with methodological consistency.
2. Demonstrate knowledge of the biblical narrative from Abraham to Paul's journey to Rome.
3. Demonstrate general knowledge of the geographic, historical, and cultural context of the biblical narrative.
4. Demonstrate the ability to contextualize the biblical narrative for their context.
5. Recognize their calling and pursue equipping in their own lives and contexts.
6. Identify and answer a research question using appropriate information resources.

	Course Name	Course #	Credits
BIBLE	Biblical Narrative 1	100	3
	Biblical Narrative 2	110	3
LEADERSHIP	Introduction to Contextual Biblical Leadership	200	3
			= 9

Master of Arts in Biblical Contextual Leadership

The purpose of the Master of Arts in Biblical Contextual Leadership at Pillar Seminary is to cultivate in students the diverse skills needed to interpret and apply the entirety of scripture in English translation as their primary resource in their unique life and ministry contexts.

Student Learning Outcomes

1. On completion of the Master of Arts in Biblical Contextual Leadership, students will:
2. Interpret biblical material in its immediate, local, and book wide context with methodological rigor in English translation.
3. Demonstrate an understanding of the geographic, historical, and cultural context of the entire protestant canon in English translation.
4. Skillfully contextualize the biblical material for their context.
5. Demonstrate an understanding of their calling and the need for self-care and continued personal development in their own contexts.
6. Demonstrate an awareness of the personal and contextual attributes that help and hinder effective ministry leadership.
7. Demonstrate an ability to operate, problem solve, and contextually and theologically engage current issues in ministry and leadership within the context of historical orthodoxy.

Required Coursework

	Course Name	Course #	Credits
BIBLE	Biblical Narrative I	100	3
	Biblical Narrative II	110	3
	Canon in Context I: Torah	120	3
	Canon in Context II: Writings	130	3
	Canon in Context III: Prophets	140	3
	Canon in Context IV: Gospels	150	3
	Canon in Context V: Acts, Epistles, Revelation	160	3
	Life and Cultures of the Ancient World	170	3

LEADERSHIP	Introduction to Biblical Contextual Leadership	200	3
	Biblical Leadership in Context I: Disciple-Making	210	3
	Biblical Leadership in Context II: Worship and Membership	220	3
	Biblical Leadership in Context III: Mission and Outreach	230	3
	Biblical Leadership in Context IV: Administration and Self Care	240	3
	Capstone: Ethics and Christian Responsibility	250	3
THEOLOGY	Historical Theology: The Creeds	180	3
			= 45

Master of Divinity

The purpose of the Master of Divinity at Pillar Seminary is to cultivate in students the diverse skills needed to interpret and apply the entirety of scripture in the original languages as their primary resource in their unique life and ministry contexts.

Student Learning Outcomes

1. On completion of the Master of Divinity, students will:
2. Interpret biblical material in its immediate, local, and book wide context with methodological rigor in its original languages.
3. Demonstrate an advanced understanding of the geographic, historical, and cultural context of the entire protestant canon in its original languages.
4. Skillfully contextualize the biblical material for their context in light of the bible's ancient origins.
5. Demonstrate an understanding of their calling and the need for self-care and continued personal development in their own contexts.
6. Demonstrate an awareness of the personal and contextual attributes that help and hinder effective ministry leadership.
7. Demonstrate an ability to operate, problem solve, and contextually and theologically engage current issues in ministry and leadership consistent with ancient and historical-ecclesiastical contexts.
8. Demonstrate basic abilities to engage and equip others for increased self-awareness, faith, and hope, leading to a greater quality of life.

Required Coursework

	Course Name	Course #	Credits
BIBLE	Biblical Narrative I	100	3
	Biblical Narrative II	110	3
	Canon in Context I: Torah	120	3
	Canon in Context II: Writings	130	3
	Canon in Context III: Prophets	140	3
	Canon in Context IV: Gospels	150	3
	Canon in Context V: Acts, Epistles, Revelation	160	3
	Life and Cultures of the Ancient World	170	3
	Bible Lands	190	1
	Biblical Hebrew Grammar I	400	4
	Biblical Hebrew Grammar II	410	4
	Hebrew Reading I	420	3
	Hebrew Reading II	430	3
	Biblical Greek Grammar I	500	4
	Biblical Greek Grammar II	510	4
	Greek Reading I	520	3
	Greek Reading II	530	3
LEADERSHIP	Introduction to Biblical Contextual Leadership	200	3
	Biblical Leadership in Context I: Disciple-Making	210	3
	Biblical Leadership in Context II: Worship and Membership	220	3
	Biblical Leadership in Context III: Mission and Outreach	230	3
	Biblical Leadership in Context IV: Administration and Self Care	240	3
	Capstone: Ethics and Christian Responsibility	250	3
	Pastoral Counseling	260	3
THEOLOGY	Historical Theology: The Creeds	180	3
			= 77

Courses by department

Bible

Biblical Narrative Series

The Biblical Narrative series is required for all program tracks at Pillar Seminary. In these two classes, students focus on learning each of the stories of the Bible from Abraham through Paul's journey to Rome within their historical, geographic, and cultural context. Special attention is devoted to learning the literary skills necessary for reliably deriving the meaning from the stories.

Biblical Narrative I (3 credits)

Students will learn the stories within the biblical narrative from Abraham to the beginning of the United Monarchy. This includes learning the geography of the stories, as well as understanding broadly the historical context in which the stories take place. Students are also introduced to concepts of historiography and current issues in historicity and historiography related to the biblical narrative. Importantly, students will acquire, and exercise skills needed to discover the meaning of the stories in their immediate, local, and book wide context.

  Prerequisite: (none)

Biblical Narrative II (3 credits)

This course continues where Biblical Narrative 1 leaves off. Students will learn the stories within the biblical narrative from the death of David to Paul's arrival in Rome, including some Second Temple period material. This includes learning the geography of the stories, as well as understanding broadly the historical context in which the stories take place. Students continue to interact with concepts of historiography and current issues in historicity and historiography related to the biblical narrative. Students will also continue to exercise the skills needed to discover the meaning of the stories in their immediate, local, and book wide context.

  Prerequisite: Biblical Narrative I

Canon in Context Series

After completing the Biblical Narrative series, the Canon in Context series focuses on developing the skills necessary for interpreting the remaining genres in both the Old and New Testaments. In all the courses of this series, class time centers on growing abilities by practicing them with the professor and fellow students. The Old Testament portion of the series follows the historical divisions of Torah, Prophets, and Writings. The New Testament portion is divided into the Gospels and the Letters.

Canon in Context I: Torah (3 credits)

In this class, students acquire the literary competency needed for exegesis and continued study of the Torah (Pentateuch). Since the skills for reading narrative have been covered in Biblical Narrative 1-2, this class focuses on cosmology, law, and ritual. Students will create two genre handbooks, one for cosmology and one for law/ritual, to be used for future study. Students will also learn the introductory material for all books covered in the section, including authorship/composition, structure, major interpretive issues, and history of interpretation. Throughout the class students will review and refine their understanding of the narrative sections of Torah.

Prerequisites: Biblical Narrative II

Canon in Context II: Writings (3 credits)

In this class, students acquire the literary competency needed for exegesis and continued study of the third section of the Hebrew canon, the Writings (Ketuvim). Since the skills for reading narrative have been covered in Biblical Narrative 1-2, this class focuses on poetry, wisdom, and apocalyptic. Students will create a genre handbook to be used for future study. Students will also learn the introductory material for all books covered in the section, including authorship/composition, structure, major interpretive issues, and history of interpretation.

Prerequisites: Biblical Narrative II

Canon in Context III: Prophets (3 credits)

In this class, students acquire the literary competency needed for exegesis and continued study of the middle section of the Hebrew OT canon, the Prophets (Nevi'im). Since the narrative portion of this part of the canon has already been covered in Biblical Narrative 1-2 (i.e., Joshua, Judges, 1-2 Samuel, and 1-2 Kings), this course focuses on the four prophetic scrolls of the Book of the 12, Isaiah, Jeremiah, and Ezekiel. Special attention is given to the Book of the 12. Students will create a genre handbook to be used for future study. Students will also learn the introductory material for all books covered in the section, including authorship/composition, structure, major interpretive issues, and history of interpretation. Reading prophetic literature requires competency in narrative, cosmology, law, ritual, poetry, wisdom, and apocalyptic. As such, both Canon in Context1: Torah and Canon in Context 2: Writings are prerequisites

Prerequisites: Canon in Context I: Torah, Canon in Context II: Writings

Canon in Context IV: Gospels (3 credits)

In this class, students acquire the literary competency needed for exegesis and continued study of the four Gospels. This class builds on narrative reading skills developed in Biblical Narrative 1–2 and the OT Canon classes and hones the particular further skills required for competent Gospels reading. Class readings and exercises, as well as exegetical guides are designed to provide the student with the tools necessary to explore and teach the content of these books. All four Gospels are read and explored in the class, being mindful of how various

literary and historical-cultural contexts inform our understanding of each book. Students will also learn the introductory material for all books covered in the section, including authorship/composition, structure, major interpretive issues, and history of interpretation.

Prerequisites: Canon in Context III: Prophets

Canon in Context V: Acts, Epistles, and Revelation (3 credits)

In this class, students acquire the literary competency needed for exegesis and continued study of the remaining portions of the New Testament beyond the Gospels. Most of the class time will focus on letter-reading and apocalypse-reading skills, though attention is also paid to narrative skills germane to reading Acts in particular. Class reading and exercises are designed to foster these skills, as well as to further explore 1st century contexts of this portion of the New Testament. Students will also learn the introductory material for all books covered in the section, including authorship/composition, structure, major interpretive issues, and history of interpretation.

Prerequisites: Canon in Context IV: Gospels

Capstone Courses (Bible)

Bible Lands (1 credit)

After learning all the stories of the Bible in their historical, cultural, and geographical setting, students travel to the land of the Bible to further reinforce and deepen their understanding of the text. This experience can be accomplished in several ways. Ideally, students will travel to the lands of the Bible (Israel, Greece, Turkey, etc.) with Pillar Seminary faculty. Alternatively, students may enroll in one of the short-term study programs at Jerusalem University College (either Historical & Geographical Settings of the Bible or Jesus & His Times). Students may also participate in archaeological excavation in a biblical land (Israel, Greece, Turkey, etc.), touring the region on days off. All trips and tours must be pre-approved by the Academic Dean. If a trip is not possible for whatever reason, the student may opt for an independent study course equivalent with a Pillar Seminary professor.

Prerequisites: Biblical Narrative II

Life and Cultures of the Ancient World (3 credits)

Throughout the curriculum, students look briefly at aspects of various cultures as they are encountered in the biblical text. These topics range from the mundane, such as daily life and trade, to more profound, such as the theology behind idol worship. This capstone course is an opportunity to return to such topics, studying them directly and more in depth by using advanced cultural and sociological studies. The goal is to create better readers of the biblical text by developing a more advanced approach to, and understanding of, the cultures in which they were written.

Pre/co-requisites: Canon in Context V: Acts, Epistles, and Revelation

Biblical Languages

The Biblical Languages series at Pillar Seminary is central to the MDiv, and unique in depth and purpose. It is designed to train towards the lofty goal of reading fluency in Hebrew and Greek, and centers around the understanding that this ability fulfills its purpose in practiced biblical fluency and leadership. The series consists of four courses in each language. Each course builds on the students' knowledge of the original languages (grammar, vocabulary, syntax, etc.) and exegetical skills appropriate for each genre studied. But just as importantly, each class is an opportunity to exercise the biblical leadership skills acquired throughout the program, and develop them to a level consistent with the increased ability in the biblical text.

Biblical Hebrew Grammar I (4 credits)

Students learn the basics of biblical Hebrew, including the Hebrew script and alphabet, syllable divisions in biblical Hebrew, high-frequency vocabulary, and elementary grammar of the nominal and verbal elements of the language. Language learning is contextualized using the biblical text, and emphasis is placed on learning to read biblical Hebrew aloud in order to begin to cultivate a growing sense of the language and all that we know about how it works. In addition, aspects of historical Hebrew grammar that shed light on biblical Hebrew are introduced as needed.

> Prerequisites: Biblical Narrative II, Introduction to Biblical Contextual Leadership

Biblical Hebrew Grammar II (4 credits)

Students add to what they learned in Hebrew Grammar I. They are introduced to more advanced aspects of biblical Hebrew grammar with a special focus on additional stems in the verbal system. They also continue to build vocabulary, work directly with biblical texts, and focus on reading biblical Hebrew aloud. Further aspects of historical Hebrew grammar that shed light on biblical Hebrew are introduced as needed.

> Prerequisites: Biblical Narrative II, Introduction to Biblical Contextual Leadership, Biblical Hebrew Grammar I or passing score on Hebrew Grammar I placement exam

Hebrew Reading I: Introduction to Narrative (3 credits)

This course introduces students to narrative syntax and increases their working vocabulary. Portions of Genesis, Exodus, Joshua, Kings, and/or others are read as the student grows in their ability to read the text out loud. Students are also introduced to the basics of using technical dictionaries and reference grammars. The objective is to gain a better understanding of the stories through a deeper understanding and appreciation of how the stories are told. This course builds on the understanding of story and plot taught in Biblical Narrative I - II.

> Prerequisites: Biblical Hebrew Grammar II or passing score on Hebrew Grammar II placement exam, Biblical Narrative II

Hebrew Reading II: Advanced Narrative (3 credits)

This course introduces students to more complicated narrative syntax and continues to increase their working vocabulary. Students are continuing to gain familiarity with the tools of exegesis, including technical dictionaries, reference grammars, and software. The objective continues to be to gain a better understanding of the stories through a deeper understanding and appreciation of how stories are told. This course builds on the understanding of story and plot taught in Biblical Narrative I - II.

Prerequisites: Biblical Hebrew Grammar II or passing score on Hebrew Grammar II placement exam, Biblical Narrative II, Hebrew Reading: Introduction to Narrative

Biblical Greek Grammar I (4 credits)

This course offers students a comprehensive introduction to the fundamentals of the Greek language as utilized in the New Testament. Through systematic instruction, learners will grasp the Greek alphabet, pronunciation, and basic grammar, including nouns, verbs, pronouns, prepositions, and conjunctions, as well as essential sentence structures. Emphasis is placed on reading and translating biblical texts, with vocabulary acquisition aiding comprehension. By course end, students will possess a foundational understanding of Biblical Greek, empowering them to engage with New Testament passages with proficiency and lay the groundwork for further language study.

Prerequisites: Biblical Narrative II, Introduction to Biblical Contextual Leadership

Biblical Greek Grammar II (4 credits)

This course builds upon the foundational knowledge acquired in the previous course, advancing students' proficiency in reading, interpreting, and translating New Testament texts in their original language. With the completion of the introductory textbook, this course delves deeper into Greek reading, grammar, syntax, and vocabulary, fostering a more nuanced understanding of the language and its application to biblical interpretation.

Prerequisites: Biblical Narrative II, Introduction to Biblical Contextual Leadership, Biblical Greek Grammar I or passing score on Greek Grammar I placement exam

Greek Reading I: Narrative and Epistles (3 credits)

This course is designed to provide students with the opportunity to apply their foundational knowledge of Greek grammar and syntax to the intensive reading and interpretation of New Testament texts, beginning with select narrative and epistolary texts. Building upon the proficiency gained in previous courses, this advanced-level course focuses on developing students' skills in exegetical analysis, textual criticism, and interpretive methodologies.

Prerequisites: Biblical Greek Grammar II or passing score on Greek Grammar II placement exam, Biblical Narrative II

Greek Reading II: Narrative, Epistles, and Apocalypse (3 credits)

This course is the culminating course in the series, designed to consolidate and extend students' proficiency in reading, interpreting, and researching New Testament texts in Greek, focusing on more advanced narrative, epistolary, and apocalyptic texts. Drawing upon the knowledge and skills acquired throughout previous courses, this advanced-level course provides students with the opportunity to engage in advanced exegetical study, textual criticism, and interpretive methodologies.

> Prerequisites: Greek Reading: John and Mark, Canon in Context V: Acts, Epistles, and Revelation

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Leadership

Introduction to Biblical Contextual Leadership (3 credits)

The introduction to Contextual Biblical Leadership course is designed to align a student's call, gifts, and leadership proclivities. During the semester, students will examine their own biography, spiritual gifts, and personality profile to gain clarity on their call and equipping. The examination is done with the professor and cohort as students learn to affirm who they are and how they are called to serve. This understanding is necessary in order to maximize their effectiveness in ministry, and thus a prerequisite to begin the "Biblical Leadership in Context" series.

> Prerequisites: None

Pastoral Counseling (3 credits)

This course is designed to introduce the student to the basic counseling skills involved in pastoral counseling and care. The course will include a counseling model, theories, personal assessments, and useful knowledge for developing proficiency in pastoral care-giving. Emphasis will be given to practice and acquisition of basic counseling skills, increasing personal self-awareness, an overview of mental health disorders, referral strategies, and the usefulness of science and Scripture in the counseling process.

> Prerequisites: Biblical Narrative II, Introduction to Biblical Contextual Leadership

Biblical Leadership in Context Series

This series is designed to train students to identify and solve ministry related problems in disciplines common to all ministries. During each semester of study, students work with their professor and cohort to create and implement context specific models based on Scripture to develop best practices for ministry. Students use Scripture as the foundation for creating vital and sustainable ministries for building the Kingdom of God.

Biblical Leadership in Context I: Disciple-Making (3 credits)

This course will explore the use of discipleship and evangelism and compare these methodologies to the biblical mandate of disciple-making. Students will be taught how to be disciples, make disciples, and grow the church. Contextually, students will be required to compare disciple-making to the principles currently existing in their church. Finally, a new model of disciple-making will be developed to strengthen or replace existing models in the student's local context.

Prerequisite: Introduction to Biblical Contextual Leadership

Biblical Leadership in Context II: Worship and Membership

This course has two main objectives: 1) To compare and contrast biblical worship with the way students are currently worshiping in their local context. For this discussion, students will be challenged to talk about their current worship setting and what would be different by observing the directives of scripture; and 2) To discuss the importance of membership care from a biblical perspective and compare care based on scripture to how membership care is observed at the local church level today. Students will be challenged to discover some of the ways that the local church can benefit from what the Bible teaches about membership care and its impact on the whole community of faith.

Prerequisites: Introduction to Biblical Contextual Leadership

Biblical Leadership in Context III: Mission and Outreach (3 credits)

This course is designed to challenge students to move from a secular understanding of mission and outreach to a biblical approach. We will examine God's plan for God's people from creation to the new creation and dispel the notion that mission began in the Book of Acts. This course will combine your understanding of biblical narrative and disciplemaking to help make the case for what God expects from his people and the purpose or mission we exist to engage.

Prerequisites: Introduction to Biblical Contextual Leadership

Biblical Leadership in Context IV: Administration and Self Care (3 credits)

To understand the foundations of Church Administration. The objective is to assist students understand the most efficient way to organize and administer the critical functional areas of their ministry by creating an administration and operations manual for use in administering the overall functions of their ministry.

Additionally, the student will understand and establish self-care protocols to ensure a balance between ministry, family, and social life to maximize effectiveness, minimize burnout, and avoid breaching healthy ministry boundaries.

Prerequisites: Introduction to Biblical Contextual Leadership

<u>Capstone Course (Biblical Leadership)</u>

Capstone: Ethics and Christian Responsibility (3 credits)

This course is designed to examine processes used in ministry and their ethical implications for the church and the community around it. As a capstone course, students look back through the Biblical Leadership in Context series with an eye to avoiding unethical practices when engaging ministry in those areas. What emerges is a biblical prescription for doing ministry.

> Prerequisites: Biblical Leadership in Context I: Disciple Making, Biblical Leadership in Context II: Worship and Membership, Biblical Leadership in Context III: Mission and Outreach, Biblical Leadership in Context IV: Administration and Self Care

Theology

Historical Theology: The Creeds

Based on the understandings that good theology flows out of good exegesis, that good exegesis must operate within the broad boundaries of orthodoxy, and that context is important to both, we will explore the earliest centuries of the Christian Church to watch the canon and the creeds emerge in their historical and cultural contexts. We will understand what the major tenets of historical orthodoxy are and where, how, and why they emerged. This should also leave the student with a foundational perspective for engaging theologically today.

Academic Life

Exceptions Committee

Pillar Seminary understands that unique circumstances may arise. To address these situations, the Seminary has appointed an Exceptions Committee to review requests for exceptions to established policies and procedures. This committee considers exceptions in areas such as student refund/billing, financial aid, program requirements, and course extensions. It also addresses situations not currently outlined in Seminary policy. Students who believe their situation warrants an exception should submit a detailed written request outlining their circumstances. This request should be submitted to the Student Services Office via email to lmays@pillarseminary.org. Students are encouraged to first discuss their situation with their academic advisor, student services representative, or the dean.

Academic Advisement

Academic advising is provided to students by the Director of Student Services. During the registration period each semester, students will have the opportunity to meet and review courses they would like to take the following semester. Counsel regarding transfer credit, graduation requirements, sequence of courses, prerequisites, and other academic issues can also be provided by the Director of Student Services. Students should feel free to contact the office any time they would like help in planning their schedules. Students are also encouraged to visit with the faculty.

Academic Handbook and Catalog

Students are subject to the requirements of the Pillar Seminary catalog that is current at the time of initial enrollment. Students may choose to complete graduation requirements under the terms of any Pillar Seminary catalog published during the time of their uninterrupted study. Students who withdraw and are readmitted or who take a period of time off are subject to the requirements of the catalog that is current when they re-enroll.

Academic Integrity

Pillar Seminary defines plagiarism as the use of another author's research, ideas, or language without proper attribution. Plagiarism is intellectual theft. There are many degrees of accidental and intentional plagiarism. Students should avoid any impression of dishonesty by maintaining good research habits and by working within the basic rules of writing and documentation. Submitting the same research paper in two different courses is also not acceptable, except by special arrangement with the professors involved.

If use of artificial intelligence (AI) large language models such as Chat-GPT, Gemini, and Copilot (etc.) is approved by the instructor, then the student must include an acknowledgement statement noting which AI tools were used and stating that certain portion of the work the AI created. In general, do not use AI-generated content as your own without proper acknowledgment and evaluation. Faculty should state clearly and model appropriately

any AI expectations for students. Students should seek clarification and follow any AI expectations for each course.

Faculty are required to report instances of confirmed plagiarism to the Academic Dean.

Academic Probation & Reinstatement

A student who does not maintain a 2.0 grade point average, who receives an F, and/or who demonstrates serious difficulty with coursework may be placed on academic probation. Probation typically lasts for at least one semester and provides an opportunity for a student to give serious attention to problems that may adversely affect their performance.

At the end of the probationary semester, the Academic Dean will review the student's progress. If academic difficulties continue, the student may continue on academic probation or will be asked to withdraw from Pillar Seminary.

Academic Year

Pillar Seminary operates with a Fall and Spring semester. The Fall semester generally runs August through November, and the Spring semester February through May (with minor variations depending upon where weeks fall during a given calendar year).

Auditing

Class time at Pillar focuses on allowing students to practice and develop skills with professors. The time is highly valued and admittance into a course is guarded so as to create the most effective training. In this environment, auditing (attending class without academic credit) is permitted, but only insofar as the integrity and effectiveness of the classroom is assured.

Auditors are therefore subject to the same admissions standards and department participation rules as degree and non-degree seeking students. To audit a class, auditors must receive written approval from the course professor detailing the auditors class participation requirements and end-of-semester demonstration of subject competency. This agreement must be submitted for approval to the Academic Dean prior to the beginning of the course. Course completion will be regarded as qualifying to fulfill a prerequisite only if the auditor satisfies the participation requirements and can demonstrate subject competency.

Auditors may not receive financial aid and must pay full price to attend and participate in class. If, during the course of a semester, the professor and Academic Dean determine that the auditor does not meet the standards of the classroom and/or is not satisfying the agreed-upon requirements, the auditor will be removed from class without refund.

Course Attendance

Attendance policies are set by individual professors.

Course Extensions

Students are expected to submit all work by the deadlines established by their professors and to complete all course requirements on or before the last day of the semester. Students experiencing difficulties in meeting coursework deadlines during the semester should communicate directly with their professor to explore potential solutions. For situations requiring an extension of coursework beyond the end of the semester, students may request a formal Coursework Extension. This request must be initiated by the student and approved by the professor and the Academic Dean, typically resulting in an incomplete grade. The deadline to request a Coursework Extension is no later than the last Monday of the semester. The Coursework Extension Request Form can be found in the resources classroom within Google Classroom.

Course Prerequisite Policy

A passing grade of a C or above must be achieved in order for a course to be considered as qualifying to fulfill a prerequisite.

Course Repeat

Any course in which an F grade is received may be repeated, and must be repeated if it is a required course. When a course is repeated, both grades will remain on the transcript, but only the later grade will be computed in the grade point average. Financial aid may not be applied toward repeated courses.

Department Participation

All students, whether degree seeking, non-degree seeking, or auditing, must proceed through the course offerings of both the Bible and Leadership departments at equal pace. It is not permissible to proceed through the course offerings of one department before moving to the next. For example, a student enrolled in one course per semester must alternate between courses offered within the departments each semester (i.e., Semester 1 = Leadership, Semester 2 = Bible, Semester 3 = Leadership, etc.). A student enrolled in two courses per semester must enroll in one course from both the Bible and Leadership departments.

An automatic one-semester exception is granted for first-year students who enroll in the Fall, and an automatic two-semester exception for first-year students who enroll in the Spring. Special exception may on occasion be made due to limitations in course offerings, pre-requisites, and/or the student's schedule. Students wishing to be granted such an exception must receive permission from the Academic Dean.

Delivery

All classes at Pillar Seminary are conducted and delivered via live, interactive videoconferencing. Students are required to have access to high-speed internet at rates

sufficient for the software platform in use and as defined by that platform. Students are also required to have both video and audio capability for the classes and, when necessary, exams. The software system currently in use is Zoom. System requirements for Zoom can be found on their website.

Student Conduct and Dismissal

The following constitute grounds for dismissal: inappropriate behavioral patterns which, on the basis of psychological evaluation, or observed traits, are disruptive to the academic and community life of the seminary; commission of a civil or criminal offense; plagiarism or cheating. The Executive Committee must approve all decisions to withdraw a student due to student conduct concerns.

Any complaint against a student should be registered with the Academic Dean or professor, who is then obliged to report the complaint to the Academic Dean. Each complaint will be reviewed on an individual basis; final action will be taken by the Executive Committee.

Enrollment Status and Satisfactory Academic Progress (SAP)

To be considered full-time, a student must be enrolled in six or more credit hours of coursework. SAP is measured by consistent enrollment and the total number of credits in which a student is enrolled in a given academic year. A student is considered to be meeting SAP when they have been enrolled in the fall and spring semesters in a given academic year, and have completed at least 12 credit hours in that same year.

Grievances Regarding Academic Matters

A student who has a grievance with a professor on an academic matter must first work with the instructor to pursue a satisfactory resolution. If a resolution cannot be reached, the student may appeal to the Academic Dean, or if the Academic Dean is the professor involved, a student should appeal to the Director of Student Services and President. After hearing the student's grievance and consulting with the professor involved, the Academic Dean (or Academic Guidance Counselor and President, if appropriate) will make a decision and will inform both the student and professor in writing.

No grade may be contested after ninety days from the date of issue have passed.

Grievances Regarding Non-Academic Matters

A three-tier system is in place for students who have grievances with a professor, staff member, or fellow student concerning a non-academic matter:

1. Directly address the individual(s) in question.
2. Report the matter to the Academic Dean.
3. Report the matter to the designated board member.

The student is encouraged to address their grievance directly with the individual(s) involved. If the student feels the matter is not then resolved, or the student is not comfortable addressing the individual(s) directly, the student may report the matter directly to the Academic Dean. The Academic Dean is obliged to report the grievance to the designated board member (see p. 8) and, along with that board member, investigate the matter and take appropriate action. If that effort fails, or the student is not comfortable reporting the matter to the Academic Dean, the student may contact the designated board member directly, who will investigate and take appropriate action.

Grading

Students may expect evaluation of submitted material within two weeks of being submitted (or up to three weeks for late submissions). Semester grades are posted on the student management system within two weeks of the last day of the semester.

The following system of grading is in use at Pillar Seminary:

A: "Excellent" in comprehension of work submitted

B: "Good" in comprehension of work submitted

C: "Fair" in comprehension and thoroughness of work submitted

D: Poor performance in comprehension and thoroughness of work submitted

F: Inadequacy of work submitted

Any course in which an F grade is received may be repeated and must be repeated if it is a required course. When a course is repeated, both grades will remain on the transcript, but only the later grade will be computed in the grade point average.

Grades are awarded for credit hours as follows:

Letter Grade	Percent Grade	Grade Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7

F	Below 60	0.0

Graduation Requirements

The total number of semester hours required for graduation in each program is as follows:

Master of Arts = 45 credit hours

Master of Divinity = 77 credit hours

Students are responsible for completing the graduation requirements set forth in the catalog at the time of their admission. A candidate for graduation must have successfully completed the requirements of his/her particular program with a grade point average of 2.25 or higher.

Graduation is held annually in the Spring. Students must complete an Application for Graduation, available from the Director of Student Services, during the Fall Semester of the academic year in which the student anticipates graduation. Students who have submitted an Application for Graduation will be provided information on academic regalia and graduation events. All degrees are granted by vote of the Board of Trustees upon recommendation by the faculty.

In addition to academic requirements for graduation, students must meet all financial obligations to the seminary.

Temporary Withdrawal

Students are expected to remain actively enrolled each fall and spring semester. Students may request a temporary withdrawal or leave of absence from the Director of Student Services for up to one semester. A two-semester leave of absence may be granted by the Exceptions Committee. Students that remain unenrolled for more than two semesters will be withdrawn and must reapply for admission to the Seminary.

Location

In keeping with Pillar Seminary's unique mission to equip people in their own ministry context, all classes are offered *exclusively* via live interactive videoconferencing. Technology and the spread of high-speed internet allow students from all over the world, from various demographics, ministry types, and contexts, to participate together in live classroom projects and discussions. The increased diversity afforded by the live, online classroom creates an environment that focuses on strengthening the core disciplines common to students' shared faith and ministry. Thus students of Pillar Seminary do not relocate.

Registration and Course Withdrawal

Entering students should consult with the Director of Student Services regarding course plans and registration. Continuing students can register through their Populi account.

Students desiring to drop or add courses after classes have begun must complete the appropriate form and get the approval of the professor before submitting the form to the Director of Student Services. In addition to a specific course withdrawal, students needing to temporarily withdraw from their studies altogether or permanently withdraw from the Seminary can also complete the respective forms, which are located in the Resources classroom in Google Classroom.

Students may add or drop courses up to three weeks after the first day of the Fall or Spring semester without penalty. Students dropping a course four to six weeks after the first day of the fall or spring semester forfeit fifty percent of their tuition and receive a "W" (for "withdrawn") on their transcript for the course.

Transcripts

An official transcript is a certified statement of a student's complete academic record to the date of issuance and bears the signature of a proper certifying officer and the seal of the seminary. Official transcripts are not issued directly to the student but are mailed from Pillar Seminary to the institution or agency designated by the student for a nominal fee. These can be requested through our website or by contacting the Student Services Director.

A student's record is released only with his/her written request and permission. A copy of one's own record is available at no cost to any current student and differs from an official transcript in that it is not signed nor is it stamped with Pillar seal.

After graduation, students receive an official, sealed final transcript with their diploma. It becomes unofficial if the seal is broken. All transcripts received from other schools remain the property of Pillar Seminary and cannot be copied or released to the student or other parties. Pillar Seminary only releases transcripts with coursework completed at the seminary.

Learning and Educational Resources

Library Purpose Statement

Deep engagement with the rich and vast biblical, theological, and leadership-related literature of the Christian tradition is essential for the proper formation of pastors and scholars who serve the church. In order to achieve its mission of "training students toward skillful fluency in the Bible and the practiced leadership needed for diverse contexts," the faculty and administration of Pillar Seminary recognize the central role of library services. Therefore, students and faculty of the seminary have access to and regularly engage with a well-curated, continually growing library of resources for their study and research needs. Credentialed professionals, with expertise in the principles of library services and theological literature, guide the collection growth, while providing reference and instructional services to the Pillar community.

Because of its unique online model of education, with students and faculty in diverse locations around the world, Pillar Seminary has engaged the services of a premier digital repository for theological literature, the Digital Theological Library 2 (dtl.libguides.com). DTL2 is a vast database of e-books and e-journals owned by a consortium of participating

theological institutions. It offers students and faculty an avenue for accessing an enormous amount of relevant, high quality literature to support their academic endeavors.

User Services

DTL2 staff provide reference services to the Pillar community as needed, although it is at a cost of $30 per hour. After each reference session, Pillar Seminary receives a summary of the interaction for accounting and assessment records.

In addition to the services provided by DTL2, Pillar enlists the services of an independent librarian, kept on retainer, to provide bibliographic instruction to new students and be on call for reference questions, as needed. Users should contact library@pillarseminary.org with questions related to library services.

Admissions Information

Contact

Prospective students wishing to apply to Pillar Seminary or interested in more information about Pillar are encouraged to contact LaRhesa Mays, Director of Student Services

>   email: admissions@pillarseminary.org

Application Process

The training at Pillar Seminary is uniquely challenging, requiring of students an openness to change both in terms of their understanding of Scripture and their practices in ministry. To ensure timely processing, applicants must complete all application requirements within a four-month period from the date their application is initiated. Failure to submit all required materials within this timeframe will result in the withdrawal of the application.

>   Steps to take:

>   1. Fill out the online application at pillarseminary.org/apply and have your official transcript(s) mailed to us.

>>   6311 Ames Ave #1111

>>   Omaha, NE 68104

>>   admissions@pillarseminary.org

>   2. Submit official transcripts and pay the application fee.

>   3. We will contact your references.

>   4. Your completed application is presented to the Admissions Committee for review.

>   5. You are contacted via email regarding the admission decision.

Non-Discrimination

Pillar Seminary does not discriminate based on race, color, religion, sex (gender identity, sexual orientation), pregnancy, national origin, age, disability or genetic information. It does not condone, and will not accept, discrimination in any form. Pillar Seminary seeks to create and maintain a positive educational and professional environment. In doing so, Pillar will openly communicate and educate our community about sexual harassment as appropriate to prevent its occurrence.

Admissions Requirements and Policies

Pillar Seminary trains individuals for ministry and service to the church. Those admitted to the Seminary are expected to demonstrate certain personal, spiritual, and academic competencies in order to be successful throughout their seminary journey. The following criteria are utilized by the Admissions Committee to determine whether a student is well-prepared to engage in graduate-level theological education.

Exceptions to the following criteria are subject to decision by the Admissions Committee. Students may appeal Admissions Committee decisions in writing to admissions@pillarseminary.org. Appeals to Admissions Committee decisions are reviewed by the Executive Committee. In addition to a student's application for admission, letters of reference, as appropriate, will be requested from individuals identified by the applicant.

- Christian Faith Journey
  - Prospective students must demonstrate the following:
    - Evidence of Christian conversion and personal spiritual growth consistent with an authentic discipleship experience.
    - Appropriate alignment with Pillar Seminary's mission and values.
    - At least one year of lay or vocational ministry experience.
    - Agreement with the Apostles' Creed.
- Academic Preparation
  - Prospective students must demonstrate the following:
    - Minimum grade point average of 2.5 on a 4 point scale in a baccalaureate degree program from a regionally accredited institution.*
    - International applicants
      - must hold a similar degree equivalency as evaluated by a Seminary-approved educational service with degrees from non-U.S. schools.
      - must demonstrate English language competence with a score of at least 6.5 on the Test of English as a Foreign Language (TOEFL).
    - Ability to commit to the demands of graduate-level theological study, including attestation to sufficient time, financial, technological, and academic resources.
    - Potential to communicate, both orally and in writing, at a level appropriate to graduate theological education.

    *Applicants without an accredited bachelor's degree may be admitted provisionally for one year in order to demonstrate academic preparedness within the Certificate program. If provisionally accepted students maintain a GPA of at least 2.5 on a 4.0 scale, they will be considered for reclassification to a master's degree on the basis of their GRE scores, the written approval of a current Pillar Seminary professor from a course they have successfully completed, participation in an interview via Zoom with the Admissions Committee, and the submission of samples of their past written work to assess their preparedness for graduate-level study

Admissions Decisions

The Admissions Committee reviews all applicants for admission to the Seminary. Students who are accepted into Pillar Seminary are given either Full, Provisional, or Conditional acceptance. Full acceptance is admission without further requirements. Provisional acceptance may be granted either in cases where the applicant still needs to submit final official transcripts with graduation date, or students who do not have an accredited baccalaureate degree (see Admissions Requirements and Policies). Conditional Acceptance may be given to applicants who have been admitted and have special conditions placed on their acceptance and may be denied registration or be subject to possible withdrawal from school if conditions are not met.

Transfer Credit

Each student who brings transfer credits to Pillar Seminary will have them reviewed by the corresponding department leadership on submission of official transcripts at the graduate level. A student may be asked to provide a syllabus, to take a placement exam or to provide sufficient evidence of Pillar Seminary course knowledge required for advancement.

Advanced Standing

Each request for advanced standing or advanced placement will be reviewed by the corresponding department leadership. A student may be asked to provide a syllabus, to take a placement exam or to provide sufficient evidence of Pillar Seminary course knowledge required for advancement.

Financial Information

Tuition

Tuition and fees are low and set each year. The per-semester tuition rate for the 2025-2026 academic year is $515 per credit hour for students taking 5 credit hours or less, and $3,090 for students taking 6-9 credit hours. Students taking 10 or more credit hours are charged $3,090 + $515 per additional credit hour. The student fee for the 2025-2026 academic year is $180 per semester. Additional information regarding payments and the current tuition and fee schedule is available at https://pillarseminary.org/ how-to-pay-for- seminary/.

Financial Assistance

Pillar Seminary is committed to making theological education accessible and affordable. The generosity of Pillar's donors enables financial aid to be provided to students who demonstrate financial need and meet financial aid criteria. The financial aid application process begins with the online financial aid form in which students report their annual income, annual expenses, and the current value of expendable assets. Requests for financial aid are reviewed by the financial aid committee.

Fees

    Application Fee – $50

    Graduation Fee – $150

    Failed ACH Payment – $25

    Payment Plan Administration Fee – 4% of plan amount

    Late Payment Fee – $10

    Student Fee – $180 per semester

Payment Policies

Tuition and fee payments must be completed in a timely manner according to published deadlines. Students may complete a payment plan request form in order to spread out the cost of tuition and fees over the course of a semester. Students who do not make appropriate payment arrangements by the payment deadline will be dropped from their courses.

Tuition Refund Policies

Students may withdraw from a semester up to three weeks after the first day of the Fall or Spring semester without penalty and with a 100% refund. Students who withdraw from a semester four to six weeks after the first day of the Fall or Spring semester forfeit fifty percent of their tuition. Any student wishing to withdraw after six weeks forfeits their full tuition.