

TRINITY INTERNATIONAL UNIVERSITY CATALOG

Academic Catalog, Volume 126, 2024-2025 Academic Year

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UNIVERSITY

ACADEMIC CATALOG, VOLUME 126, 2024-2025 ACADEMIC YEAR

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Contact Information

Trinity International University

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Bannockburn IL 60015

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| Admissions (Undergraduate) | 847.317.7000 |
| Toll free | 800.822.3225 |
| E-mail | admissions@tiu.edu |
| Website | www.tiu.edu/admissions (http://www.tiu.edu/admissions/) |
| Admissions (Graduate) | 847.317.8000, 800.345.TEDS (800.345.8337) |
| E-mail | gradadmissions@tiu.edu |
| Website | www.teds.edu/admissions (http://www.teds.edu/admissions/) |
| Outside U.S. | 1.847.317.8000 |
| Fax | 847.317.8097 |
| TC/TGS Academic Dean's Office | 847.317.7001 |
| TEDS Academic Dean's Office | 847.317.8086 |
| TEDS Academic Doctoral Programs | 847.317.8111 |
| Academic Records | academicrecords@tiu.edu |
| Campus Post Office | 847.317.8170 |
| Business Office | 847.317.7035 |
| Accounts Payable | businessoffice@tiu.edu |
| Bursar/Student Accounts | fa@tiu.edu |
| Dean of Students Office | 847.317.4060 |
| Extension & Affiliated Education | 847.317.6550, 800.588.7705 |
| E-mail | extension@tiu.edu |
| Employment On-campus | 847.317.7122 |
| Employment Off-campus | 847.317.8038 |
| Financial Aid | 847.317.8080 |
| Email | fa@tiu.edu |
| Housing On-campus or Off-campus | 847.317.7135 |
| Information Technology | 847.317.8175 |
| International Students | 847.317.4064 |
| Internships/Field Education | 847.317.8030 |
| Placement | 847.317.8030 |
| Professional Doctoral Program | 847.317.8130 |
| Provost | 847.317.8166 |
| Student Life Office (Undergraduate) | 847.317.7070 |
| Student Life Office (Graduate) | 847.317.4060 |
| TEDS Online | 847.317.6654, 800.588.7705 |
| E-mail | TEDSOnline@tiu.edu |
| University Advancement | 847.317.8191 |

Trinity International University - Florida

Kendall Site
9010 SW 137 Avenue
Suite #100
Miami, FL 33186

Broward County Site:
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North Lauderdale, Florida 33068
Phone: (305) 421-1000
Toll-Free: 877-477-4848

Office Hours: Monday through Friday, 8:00am to 5:00pm

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| E-mail | info-frc@tiu.edu |
| Website | www.tiu.edu/florida (http://www.tiu.edu/florida/) |
| Emergency Hotline (class cancellations) | 1.866.TIU.8173 |
| Academic Offices | 954.382.6454 |
| Fax | 954.382.6420 |
| Admissions | 954.382.6574 |
| E-mail | admissionsflorida@tiu.edu |
| Business Office / Financial Services | 954.382.6573 |
| Financial Aid | 954.382.6442 |
| Information Technology | 847.317.8175 |
| Library | 954.382.6561 |
| Marketing | 954.382.6418 |
| Records | 954.382.6460 |
| Student Services & Alumni | 954.382.6413 |
| Kendall Site | 305.421.1000 |
| Reception Desk | 305.421.1940 |
| Admissions | 305.421.1941 |
| Academics | 305.421.1942 |
| Operations | 305.421.1943 |

Trinity Law School: California Regional Center

2200 N Grand Avenue
Santa Ana, CA 92705

| | |
|-----------------------------------|---|
| General | 714.836.7500 |
| Toll free | 800.922.4748 |
| Website | https://tls.edu |
| Fax | 714.796.7190 |
| Admissions Inquiries | 714.796.7100 |
| Building Maintenance | 714.796.7197 |
| Financial Aid & Business Services | 714.796.7120 |
| Information Technology | 847.317.8175 |
| Library | 714.796.7172 |
| Records & Student Services | 714.796.7140 |
| Infoamtion | |

Accreditation and Memberships

Trinity International University

Trinity International University is accredited by the Higher Learning Commission (HLS).

The Higher Learning Commission

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.hlcommission.org (<https://www.hlcommission.org>)

Illinois State Board of Education

The teacher education programs of Trinity College and Trinity Graduate School are under the operating authority of the Illinois State Board of Education.

100 N. 1st Street
Springfield, IL 62777

Phone: 217-782-4321
Website: <http://www.isbe.net/>

Trinity Evangelical Divinity School

Trinity Evangelical Divinity School is accredited by the Higher Learning Commission and the Association of Theological Schools—the accrediting Association of Theological Schools in the United States and Canada.

The Association of Theological Schools in the United States and Canada

10 Summit Park Drive
Pittsburgh, PA 15275-1110

Phone: 412.788.6505
Fax: 412.788.6510
E-mail: ats@ats.ed (ats@ats.edu)
Website: <http://www.ats.edu>

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510
Alexandria, VA 22314

Phone: 703.535.5990
Fax: 703.739.6209
Website: <http://www.cacrep.org>

Trinity Law School

Trinity Law School is accredited by the State Bar of California.

State Bar of California

180 Howard Street
San Francisco, CA 94105

Phone: 415.538.2000
Website: calbar.ca.gov (<http://calbar.ca.gov>)

Memberships and Partnerships

- Association of Christian Continuing Education Schools and Seminaries
- The Association of Theological Schools in the United States and Canada
- Christian Adult Higher Education Association
- Christian College Consortium
- Council for Adult and Experiential Learning
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- The Council of Independent Colleges
- Department of Veterans Affairs State Approving Agency
- Federation of Independent Illinois Colleges and Universities
- The Higher Learning Commission
- Illinois State Board of Education
- Illinois State Scholarship Commission
- Learning Resources Network
- Resources for the Education of Adults in the Chicago Area
- Society for Human Resource Management

Disclaimers

Trinity International University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, professors, curricula, and courses. This catalog is not a contract or an offer of a contract.

Students are responsible for reviewing catalog program requirements, as well as the *Academic Handbook*, and for consulting with their relevant academic advisement tools as needed prior to course registration to insure that their courses apply to their program or to their personal interests.

State Agencies

Illinois State Agencies

The Illinois Board of Higher Education

1 N. Old State Capitol Plaza, Suite 333
Springfield, Illinois 62701-1377

Institutional Complaint Hotline: 217.557.7359

Institutional Complaint System: <https://complaints.ibhe.org/>

Phone: 217.782.2551

Fax: 217.782.8548

Email: info@ibhe.org

Website: www.ibhe.org (<https://www.ibhe.org/>)

Florida State Agencies

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 888.224.6684.

California State Agencies

Trinity Law School is accredited by the State Bar of California

State Bar of California

180 Howard Street
San Francisco, CA 91405

Phone: 415.538.2000

Website: calbar.ca.gov (<https://www.calbar.ca.gov/>)

Bureau for Private Postsecondary Education (BPPE)

2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833

P.O. Box 980818, West Sacramento, CA 95798-0818

Phone: 916.431.6959 or 888.370.7539

Fax: 916.263.1897

Website: www.bppe.ca.gov (<http://www.bppe.ca.gov/>)

Trinity International University was approved to operate as an accredited institution by the BPPE from September 27, 2016 through September 2022 when Trinity International University received a waiver. Trinity International University was again approved to operate as an accredited institution by the BPPE on December 22, 2023. The application was determined to be in compliance with the requirements of Title 5 and TIU was granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1). TIU is a private institution that it is approved to operate by the BPPE; that approval to operate means compliance with state standards as set forth in the CEC and 5, CCR. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the BPPE. A student or any member of the public may file a complaint about this institution with the BPPE.

Other State Agencies

State of North Carolina

Degree program(s) of study offered by Trinity International University have been declared exempt from the requirements for licensure under the provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption

from licensure is not based upon any assessment of program quality under established licensing standards.

Approval to offer online education in other states

Trinity International University's online and distance education programs are authorized or exempt from authorization in all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA is intended to make it easier for students to take online courses offered in other states, to give them confidence that programs in other states are properly authorized, and to improve the quality of online education.

The National Council for State Authorization Reciprocity Agreements (NC-SARA (<https://nc-sara.org/>)) oversees SARA and operates under the authority of four regional education compacts. Forty-nine states (all except California) currently participate in NC-SARA, including Illinois, which is a member of the Midwestern Higher Education Compact.

Trinity International University was approved by the Illinois Board of Higher Education (<https://www.ibhe.org/sara.html>) to participate in SARA in October 2015.

Trinity International University is allowed to offer online and distance education to students residing in California by means of an agreement between the state of California and the U.S. Department of Education on August 2, 2019.

Welcome to Trinity International University

A Message from the President

At Trinity International University, we take seriously investing in students to make a difference in their lives so they in turn can make a difference in our world. Trinity combines robust biblical orthodoxy with academic excellence and practical preparation. We are deeply committed to serve the church and society by preparing the next generation of biblically grounded, theologically trained leaders as we fulfill our mission to “educate men and women to engage in God’s redemptive work in the world.” We seek to provide an accessible, affordable, and applicable educational experience so that our students are prepared to lead others, as they are entrusted with the gospel to think and live as Christ-followers in the twenty-first century.

Choosing the right educational institution is an important choice. It is a significant investment that will shape your life and the course of your future. Trinity provides multiple unique educational opportunities and degree programs both in person and online that will help prepare you to effectively serve Jesus whatever your vocational calling.

My prayer is that choosing to study at Trinity will be the next step in your personal journey as you seek to be best prepared for what the Lord has in store for you to serve Him in the days to come.

With anticipation,

Kevin Kompelien

President

About Trinity International University

The Origins of Trinity International University

Trinity International University is composed of a liberal arts college, a divinity school, a graduate school, and a law school. TIU is the educational ministry of the Evangelical Free Church of America (EFCA). The university’s main campus is located in Bannockburn, Illinois, with a campus in Santa Ana, California (Trinity Law School) and additional locations in Miami and North Lauderdale, Florida (Trinity International University - Florida).

Trinity International University traces its roots to a ten-week Bible course begun by the Swedish Evangelical Free Church in 1897. This soon developed into the Bible Institute of the Swedish Evangelical Free Church of America. In 1884, the Norwegian-Danish Free Church Association had begun the Norwegian-Danish department of the Chicago Theological Seminary. In 1910, the department withdrew from the seminary and established the Norwegian-Danish Bible Institute and Academy, which was located first in Rushford, Minnesota, and then later in Minneapolis with the name Trinity Seminary and Bible Institute. Between 1946 and 1949 the Swedish school merged with the Norwegian-Danish school to form Trinity Seminary and Bible College, located in Chicago. During the 1960s the seminary (renamed Trinity Evangelical Divinity School) and the college (renamed Trinity College) moved to their present Bannockburn campus. In 1992, the university acquired Miami Christian College, which became a branch location of the college, named Trinity College at Miami. In 1995, Trinity College (TC) and Trinity Evangelical

Divinity School (TEDS) were united to form Trinity International University (TIU). In 1997, TIU welcomed students into the newly established Trinity Graduate School (TGS) and, the following year, incorporated Trinity Law School (TLS) into the university. Located in Santa Ana, California, Trinity Law School is accredited with the State Bar of California and is moving toward application for American Bar Association accreditation. The traditional undergraduate program in Miami closed in 2000 and the site has been renamed TIU–Florida.

What’s in a Name?

People use the word university to mean different things. It can be just a label for a college or a way of describing a large college with graduate schools. But at Trinity, *university* emphasizes how every discipline is taught and studied from one common perspective (a uni-versity). This approach to education has been lost in many universities. All of the great Western universities of the world were founded on Christian principles. In fact, ninety of the first one-hundred colleges and universities founded in the United States were established to develop Christian character and to prepare people for ministry. However, cultural influence has eroded most schools’ Christian convictions. Such schools no longer give students a Christian understanding of their disciplines or seek to prepare students for the demands of living the Christian life. Whereas these schools have a profound impact on students and society, they have no common philosophy or values.

The state of educational environments today is the reason it is so important to have a Christian University—why humanity needs to begin again to build great institutions that will explore God’s world while acknowledging that He is Lord in the natural and social sciences, humanities, and every aspect of experience. It is the reason Trinity International University can offer a fine education to undergraduate and graduate students alike—an education for service to God in the workplace, family, church, and community.

Governance

Preservation of a legacy calls for wise and careful leadership. We are governed by a 31-member Board of Regents (15 elected by the Evangelical Free Church of America Conference delegates, 13 appointed by the Board of Regents, two EFCA ex officio, and the TIU president) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA.

Trinity International University is an Illinois not-for-profit institution of higher education affiliated with the Evangelical Free Church of America.

Board of Regents of Trinity International University

Note: Alumni of Trinity International University are indicated by parenthetical degree and year following their name.

Bill Bradish

Arlington Heights, Illinois
President, Bradish Associates, LTD

George Davis (MA '89)

Hummelstown, Pennsylvania
Senior Pastor, Hershey Evangelical Free Church

Brian Farone (MDiv '07)

Cottage Grove, Minnesota
District Superintendent, EFCA North Central District

Steven Hawn

Woodbury, Minnesota
Attorney

Martin Klauber (MA '81, MDiv '81)

Grayslake, Illinois
Senior Vice President, First Merit Bank

Kevin Kompelien (MDiv '83)

San Jose, California
President, Trinity International University

William Kynes (MDiv '82)

Annandale, VA
Senior Pastor, Cornerstone Evangelical Free Church

Carlos Lollett

Miami, Florida
Church Planter, North American Mission Board

Edmund C. Moy

Falls Church, Virginia
38th Director of the United States Mint (2006-2011)

Neil Nyberg (BA '74)

Battle Creek, Michigan
Vice President/Chief Ethics and Compliance Officer (retired), Kellogg Company

Jon Payne

Wausau, Wisconsin
District Superintendent Forest Lakes EFCA

Carla Sanderson

Jackson, Tennessee
Provost, Chamberlain College of Nursing

Bill Riedel

Washington, D.C.
Lead Pastor, Redemption Hill Church

Edmond L. Soliday

Valparaiso, Indiana
Indiana State Representative

Kendall Spencer (MDiv '77)

Jacksonville, Florida
President and CEO, Jacksonville Bancorp, Inc.

Quintin Stieff (MDiv '86)

West Des Moines, Iowa

Pastor, Valley Church

Paul Wheeler

Libertyville, Illinois

Executive Vice President, Inland Real Estate, Oak Brook (Retired)

Luder Whitlock

Orlando, Florida

President, Excelsis

The Locations

Trinity International University

Bannockburn Campus

2065 Half Day Road
Bannockburn, IL 60015

Toll-free phone: 800-822-3225 or 800-345-TEDS

Phone: 847.317.8000

Fax: 847.317-8097

Website: www.tiu.edu (<http://www.tiu.edu>)

The Bannockburn Campus of Trinity International University rests on a beautifully wooded campus six miles west of Lake Michigan, 25 miles north of downtown Chicago, and 17 miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministerial, cultural, and sporting opportunities in the city.

Bannockburn Campus Facilities

The **R. A. Aldeen Building**, on the north side of campus, contains classrooms, the Clothes Horse, and the fitness center.

The **Facility Services Building**, on the east side of campus, contains the Facility and Event Services team which includes Maintenance, Grounds, Custodial, and Housing.

The **G. A. Gunderson Academic Building**, located on the east side of campus, contains The Center for Bioethics and Human Dignity, the Carl F.H. Henry Center for Theological Understanding, and classroom space.

The **Lee International Center**, on the east side of campus, contains the offices of Student Life and International Student & Scholars, as well as a conference room, the Fireside Lounge, and an apartment for visiting guests.

Madsen Hall, located on the west side of campus, is a residence hall.

The **Mansion Administrative Building** houses the President's office, Human Resources, and University Advancement.

The **Norton Welcome Center** houses the Admissions and Marketing teams.

The **Arnold T. Olson Chapel** was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for 25 years. The 500-seat chapel auditorium houses a two-manual, 25-rank Casavant pipe organ and serves as a worship center, lecture hall, concert hall, and conference facility. In addition to the auditorium, the chapel building holds classrooms, and the offices of Academic Records, Financial Aid, Student Accounting, and the Business Office.

Owens Hall is a residence hall on the south side of campus.

The **Peterson Academic Building** contains the **Kantzer Faculty Center** and the **Veenstra Office Wing**. Here you will find the TEDS dean's offices, as well as the majority of TEDS faculty offices, the Office of Extension and Affiliated Education. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel.

The **H. G. Rodine Global Ministry Building**, on the east side of campus and features state-of-the-art seminar halls, conference rooms, and

classrooms. Departments having offices here are Missions and Evangelism, Professional Doctoral, Placement, Supervised Ministries, and the EFCA Hospitality Room and Multicultural Ministry office.

The **James E. Roling Memorial Library** and the **Carl F. H. Henry Resource Center** serve the students across our University. Print, media, and electronic resources are tailored to the curricula and information needs of the university community. The collection contains more than 240,000 book and periodical volumes (with access to more than 8,000,000), 150,000 volumes on microform, and more than 1,200 current periodical subscriptions. It also houses a computer lab.

The **Gregory L. Waybright Center** is the student center, featuring the Hawkins Dining Hall, Fresh, Lantern Lounge, Campus Post Office, student mailboxes, and amenities, such as ping-pong, air hockey, pool tables, several large-screen televisions, and a commuter lounge with kitchen facilities. The lower level includes offices for Student Life, including the Dean of Students, Intercultural Development, Campus Housing, Safety and Security, and the Spiritual Life and University Ministries Office.

TIU - Florida

Broward County Site:

955 Rock Island Road
North Lauderdale, Florida 33068
Phone: 954.382.6400
Fax: 954.382.6420
Email: gradflorida@tiu.edu
Website: www.tiu.edu/florida (<http://www.tiu.edu/florida/>)

Miami-Dade County (Kendall):

9010 SW 137 Avenue, Suite 101
Miami, FL 33186
Phone: (305) 421-1000
Toll-Free: 877-477-4848
Email: gradflorida@tiu.edu
Website: www.tiu.edu/florida (<http://www.tiu.edu/florida/>)

The Kendall site is located at 9010 SW 137 Avenue, Suite 101, Miami FL 33186. This 6800 square foot space is on the first floor of a professional office building and includes 5 classrooms, 3 offices, a conference room, a small student lounge and study carrels equipped with computers to facilitate student services. The complex includes ample parking.

Trinity Graduate School offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling and the Master of Arts in Leadership (pending appropriate accreditation approvals) at Trinity International University - Florida. Detailed information concerning these programs and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admission. In addition, the Master of Arts (Theological Studies) is offered through TEDS, and the undergraduate program offers full bachelor's and bachelor degree completion programs for adult, non-traditional learners in the following areas: Business Administration, Christian Ministry, Elementary Education, Organizational Leadership, and Psychology.

Trinity International University

California Regional Center

2200 North Grand Avenue
Santa Ana, CA 92705
Phone: 714.836.7500
Toll-Free: 800.922.4748

Fax: 714.796.7190

Email: tls@tiu.edu

Website: www.tls.edu (<http://www.tls.edu>)

The California Regional Center in Santa Ana, California, is home to Trinity Law School, which offers a traditional legal education from a Christian perspective. Some courses are taught in modular or weekend formats and, therefore, are attractive to students residing outside the southern California region. Class sessions are held on campus at 2200 North Grand Avenue, Santa Ana, CA 92705 and online.

The Schools

In 1995, Trinity Evangelical Divinity School and Trinity College merged to become Trinity International University. In 1997 the first class entered Trinity Graduate School. In early 1998 Trinity Law School in Santa Ana, California (originally founded in 1980 as the Simon Greenleaf School of Law), joined the growing institution. Now, with nearly 100 full-time faculty and 2,700 students, we are committed to the same vision with which we were founded in 1897 and determined to follow in the footsteps of the great universities that were founded on the cornerstone belief that all wisdom lies in Jesus Christ.

As Charles Malik has shown in his illuminating book *A Christian Critique of the University* (InterVarsity Press, 1982), the university is now the central institution of the modern world. Yet it is far from the university as it was established nearly one thousand years ago. The Christian schools of the past—including the great American universities of Princeton, Yale, and Harvard—are now largely or entirely secular institutions, built not on a vision of the glory of God, but as temples to the wisdom of this world. As Malik puts it, they have “swerved” from their grounding in Jesus Christ. Our task, if we are able to be salt in the world of our day, is to build institutions where we can think like Christians and learn to live as Christians in a culture in which both have become equally hard. Whether preparing to be pastors or missionaries or attorneys, teachers, counselors, scientists, corporate leaders, homemakers or public servants, whatever our calling under God, we need excellence in education, grounded in the lordship of Jesus Christ. That is the goal and task of Trinity.

“Engaging in God’s redemptive work in the world.” At the heart of Trinity’s mission lies its commitment to engage the culture for Jesus Christ. Trinity’s purpose is to enable its graduates—in all schools and in every discipline—to think and live like Christians in the twenty-first century. We believe that God calls his people into many kinds of service; Trinity’s calling is to prepare them to serve for His glory.

Trinity International University is a family of our four schools: Trinity College, Trinity Evangelical Divinity School, Trinity Graduate School, and Trinity Law School.

Trinity College (TC)

Dean: Karen A. Wrobbel, EdD

Trinity College Prison Education Program is an initiative that provides a Christian liberal arts education to incarcerated men at the Fox Lake Correctional Facility. Trinity College, together with Trinity Evangelical Divinity School, offers several pathways to ministry including an innovative five-year BA/MDiv program known as ADVANCE; and the Advanced Placement MDiv degree, where qualified students who have completed the prescribed pre-seminary studies may receive advanced placement in the MDiv program at TEDS. The College also offers a three-year degree option.

Trinity Evangelical Divinity School (TEDS)

Dean: David W. Pao, PhD

Trinity Evangelical Divinity School offers doctoral and masters degree programs in Bannockburn, Illinois, and Miami, Florida (MA/TS). At the heart of the divinity school is the Master of Divinity (MDiv), preparing pastors, teachers, and missionaries for Christian service. TEDS also offers the academic Master of Arts with concentrations in archaeology, church history, intercultural studies, New Testament, Old Testament and

Semitic languages, systematic theology, and theological studies as well as the professional Master of Arts with a concentration on chaplaincy and ministry care, mental health counseling (licensure program), and ministry. TEDS offers the Master of Theology, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. The Master of Arts in Bioethics degree program (MA/BE) capitalizes on the university’s nationally-known Center for Bioethics and Human Dignity (CBHD), offering coursework in modular and online formats. Particularly unique options include the availability of the full Master of Arts (Theological Studies) at five extension sites, accelerated Bachelor of Arts/Master of Arts and MDiv with Trinity College, and a 72-hour Advanced Placement MDiv for those with an undergraduate ministry degree.

Trinity Law School (TLS)

Dean: Eric Halvorson, JD

Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in the City of Santa Ana, the heart of Southern California. The law school faculty reflects Trinity’s commitment to high educational standards and an active engagement of the culture with the Gospel’s profound and far-reaching implications. Trinity Law School offers a Juris Doctor degree and a Master of Legal Studies degree. The Juris Doctor is a 90-unit degree program that offers students flexible course schedules, affordable tuition, and the unique opportunity to study law from a Christian perspective. Graduates are eligible to sit for the California Bar Examination. The Master of Legal Studies is a 30-unit degree program delivered entirely online, and offers several specialty concentrations including Human Resources Management and Church and Ministry Management.

Centers of Excellence

Trinity is home to the Henry Center for Theological Understanding, the Center for Bioethics & Human Dignity, the Paul G. Hiebert Center for World Christianity and Global Theology, the Center for Transformational Churches, the Center for Faith and Children, and the Center for Human Rights.

All centers hold events including debates, conferences, and lectures, covering a wide variety of topics and featuring renowned experts and theologians. Most of these events are open to the public – information is available on the events calendar (<https://www.tiu.edu/events/>).

The Paul G. Hiebert Center for World Christianity and Global Theology

Named after the late Paul G. Hiebert, who was an anthropologist and professor at Trinity Evangelical Divinity School from 1990–2007, The Paul G. Hiebert Center for World Christianity and Global Theology was launched in March 2017. The Center is directed by TEDS Dean Emeritus Tite Tiénou, Research Professor of Theology of Mission. Tiénou also holds the Tite Tiénou Chair of Global Theology and World Christianity.

The mission of the Hiebert Center is to promote strategic collaboration between North American and Majority World Christians for the advancement of the gospel and to facilitate the emergence of theological perspectives that are biblically faithful, contextually relevant, and reflect the global diversity of the body of Christ. Aligning with the University's mission to educate men and women to engage in God's redemptive work in the world, The Paul G. Hiebert Center for World Christianity and Global Theology seeks to accomplish the following key objectives:

- Develop intercultural and international networks of collaboration for the advancement of the Gospel, focusing on, but not exclusive to, TEDS international alumni and students.
- Provide research opportunities for "Majority World" theologians and other scholars who aim to study trends and patterns related to mission, theology, and the growth of the global church.
- Assist members of the TEDS learning community to develop a 21st-century global awareness and theological reflections, whether their calling is to serve in North America or the Majority World.
- Develop partnership networks with Diaspora congregations in North America and beyond, to study and develop theological, missiological, and pastoral resources for these growing congregations.

The Center's leadership sees its role at Trinity as one of facilitation towards a deeper understanding of world Christianity and global theology for its faculty, staff, and students. The Center's ongoing efforts to promote the work of Majority World theologians and scholars focus on creating spaces for generative conversations. This is largely accomplished through the example of guest speakers and scholars that visit Trinity's campus to present or participate in the Center's annual lecture series given by a Majority World scholar, symposia, consultations with Diaspora churches, and the visiting scholar program.

The Center's hope is also to facilitate reciprocity in Christian theologizing and relationships, bringing about a more complete picture of the nature of Christianity in the United States that includes Christians from the diaspora of Africa, Asia, and Latin America so that when people around the world think of American Christianity, they think of a Christianity that includes these diverse pockets of faithful Christians.

Carl F.H. Henry Center for Theological Understanding (HCTU)

The Carl F. H. Henry Center for Theological Understanding (<http://henrycenter.tiu.edu/>) provides a unique opportunity for ministers, professionals, and academics in various fields to work collaboratively with seminary faculty engaged in biblical and theological reflection. The goal of this partnership is to advance Christian wisdom in all areas of life and thought—in short, to enable people to apply the knowledge of God and themselves gleaned from Scripture in the rough and tumble of life. The Center seeks to embody the vision of Carl F. H. Henry (1913-2003), a long-time faculty member at Trinity, for Christian thinking that makes a difference in the academy, in our churches, and in the secular world. The work of the Center is thus aimed at promoting gospel-centered thinking and living with others—from a variety of ethnic and social backgrounds—for the glory of God, the good of His church, and the welfare of the world.

The Center for Bioethics & Human Dignity (CBHD)

The Center for Bioethics & Human Dignity (<http://cbhd.org/>) is a bioethics research center at Trinity International University that explores the intersection of medicine, technology, and our individual and common humanity. Established in 1994, CBHD brings distinctly Christian reflection to bear on current and emerging bioethical challenges that is both academically rigorous and broadly accessible. Such issues include end-of-life concerns, euthanasia and physician-assisted suicide, infertility and reproductive technologies, genetic interventions, biotechnologies (e.g., stem cell research, cloning, synthetic biology), emerging technologies (e.g., nanotechnology, neuroscience, artificial intelligence, robotics), and disability ethics, among many other issues. Working within a Judeo-Christian Hippocratic framework, CBHD fosters rigorous research, theological and conceptual analysis, charitable critique, and thoughtful engagement, to bring clarity to these complex issues of our day.

In short, the Center articulates Christian bioethics within the academy and provides credible, current, and comprehensive resources from a distinctly Christian perspective to assist in making wise decisions for ethical dilemmas that arise in medicine, science, and technology.

In addition to its annual summer conference, the Center has hosted a number of consultations and regional and international conferences, and has produced a wide range of print publications and electronic resources. As an early provider of online resources, CBHD's websites host a spectrum of resources on a wide diversity of topics from introductory materials to scholarly resources for a global audience. As a leading voice in Christian bioethics, CBHD staff and fellows have appeared in a wide range of print, radio, and television media, provided congressional testimony, and are regular speakers at universities, conferences, and churches. In this regard, CBHD serves as a visible expression of TIU's emphasis on cultural engagement.

Primary Websites

- CBHD (<https://www.cbhd.org/>) (CBHD's flagship site with scholarly resources in Christian bioethics and updates on the Center's latest work.)
- EverydayBioethics (<https://www.cbhd.org/everydaybioethics/>) (Accessible introductory resources for pastors, church leaders, and everyday individuals.)

- Bioethics.com (<https://bioethics.com/>) (Global news site with updates in bioethics news, issues, and events.)

The Center for Transformational Churches

Founded in 2015 and emerging from Trinity International University's long-standing educational commitment to vibrant and deep Christian discipleship, the Center for Transformational Churches (<https://www.tiu.edu/cftc/>) was established to empower Christian leaders for fruitful work, gospel transformation, and cultural change.

Christ calls the church to be the primary vehicle for communicating the gospel and creating individual, communal, and cultural transformation. Every vocation matters to God and pastoral leaders are called to empower their congregations for fruitful mission in the world of work. The efforts of the Center for Transformational Churches support this calling and facilitate pastoral formation, leadership development, cultural engagement, and human flourishing. The Center's Resilience Project gathers pastoral couples for training and formation on the theme of resilience in ministry.

The Center also maintains a partnership with Karam Fellowship, a member-supported learning community of theological educators dedicated to theology for the life of the world. The Center and the Fellowship co-sponsor research and conference activities that develop theological scholarship related to the flourishing of God's people and all creation.

The Center for Faith and Children

The goal of the Center for Faith and Children (<https://faithandchildren.org/>) is to equip ministry leaders through educational opportunities, research, and vision; empower the local church with training, assistance, and imagination; and encourage parents by developing curated resources, tips, and encouragement through a dynamic website, podcast, research articles, and a conference.

The Nurturing Children Through Worship and Prayer Initiative was launched in 2022 as part of Lilly Endowment's commitment to support efforts that strengthen the religious education and formation of children and enhance the vitality of Christian congregations. TEDS is one of 26 organizations taking part in this \$32 million initiative that supports organizations that help children grow in their faith and deepen their relationships with God.

THE CENTER FOR HUMAN RIGHTS

The Center for Human Rights (<https://www.tiu.edu/law/chr/>) is a research, education, and advocacy center for the promotion and protection of international human rights. The Center provides classroom instruction, career development, and opportunities for participation in research, scholarship, lectures, conferences, and seminars. Along with several human rights courses at Trinity Law School in Santa Ana, the Center sponsors international courses in Europe and Cambodia.

Trinity International University Core Values

As an institution committed to inerrant Scripture, given by God as our final authority for faith and life, we hold ourselves accountable to it and to each other with regard to these values as we cultivate academic excellence, Christian faithfulness, and lifelong learning.

- **Christ centered** ~ We are here to model and to engender a Christ-centered approach to all that we do. The lordship of Christ should affect and be evident in every aspect of education, relationship, and endeavor at Trinity.
- **Community focused** ~ We seek to be a learning community that operates by the ethics and values of the Kingdom of God. The makeup of the community should be a reflection of the breadth and diversity of the family of God. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development.
- **Church connected** ~ We value service to the Church because we believe that the Church is God's central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God's vision for his Church is global. A particular value affecting Trinity's work is to identify and meet the educational needs of the EFCA.
- **Culturally engaged** ~ We seek to bring faith, life, and learning to bear on the issues facing our world. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a pluralistic society.

Trinity International University Mission Statement

Trinity International University educates men and women to engage in God's redemptive work in the world by cultivating academic excellence, Christian faithfulness, and lifelong learning.

Trinity International University Identity Statement

Trinity International University is an academic community, which includes Trinity College, Trinity Evangelical Divinity School, Trinity Graduate School, and Trinity Law School, affiliated with the Evangelical Free Church of America. This institution exists to educate persons to think, live, and serve faithfully in a manner consistent with the gospel of Jesus Christ. Shaped by a shared mission and core values, Trinity International University prioritizes graduate and doctoral theological education with a focus on serving the church and the academy as well as liberal arts-based programs, undergraduate education, enhanced by professional and graduate programs with a focus on serving society and engaging culture. The Trinity community is composed of quality faculty, staff, and students committed to academic excellence, Christian faithfulness, and lifelong learning, serving together as men and women who have been entrusted with the gospel, and who are seeking to advance a distinctive mission through grace-filled relationships who desire to serve the global

church through the development of servant leaders who share a Kingdom perspective regarding the renewal of church and culture.

Trinity International University Statement of Faith

Trinity International University holds to the doctrinal position of the Evangelical Free Church of America (<http://www.efca.org/>).

EFCA Statement of Faith, adopted by the Conference in 2019

The Evangelical Free Church of America is an association of autonomous churches united around these theological convictions:

God

We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.

The Bible

We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.

The Human Condition

We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God's saving work in Jesus Christ can we be rescued, reconciled and renewed.

Jesus Christ

We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus—Israel's promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.

The Work of Christ

We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.

The Holy Spirit

We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.

The Church

We believe that the true church comprises all who have been justified by God's grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ, of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord's Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.

Christian Living

We believe that God's justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God's Word, the Spirit's power, and fervent prayer in Christ's name, we are to combat the spiritual forces of evil. In obedience to Christ's commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.

Christ's Return

We believe in the personal, bodily and glorious return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.

Response and Eternal Destiny

We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.

University Leadership

Kevin Kompelien, MDiv
President

Michael Peterson, MA
Vice President and Chief Operating Officer

David Magnuson, MBA
Vice President for Advancement and University Relations

Paul Eisenmenger, CPA, MBA
Chief Financial Officer

David Pao, PhD
Dean of Trinity Evangelical Divinity School

Eric Halvorson, JD
Dean of Trinity Law School

Karen Wrobbel, EdD
Dean of Trinity College and Trinity Graduate School

Dawn Greene, MBA
Vice President of Human Resources

Cheryl Trantham
Executive Assistant to the President

Community Life Expectations

Community Life Expectations

The foundation of our community is the Great Commandment (Mark 12:30-31): “Love the Lord God with all your heart and with all your soul and with all your mind and with all your strength. . . Love your neighbor as yourself. There is no commandment greater than these” (NIV). In a perfect community, we would all live by the Spirit—“the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control” (Galatians 5:22-23, NIV)—and we wouldn’t need any further guidelines; however, no perfect community exists. In Galatians 5, Paul urges Christians to walk by the Spirit so as not to carry out the desires of flesh. “Deeds of the flesh are evident, which are: immorality, impurity, sensuality, idolatry, sorcery, enmities, strife, jealousy, outbursts of anger, disputes, dissensions, factions, envying, drunkenness, carousing, and things like these, of which I forewarn you, just as I have forewarned you, that those who practice such things will not inherit the Kingdom of God” (Galatians 5:19- 21). Therefore, to foster a healthy, vibrant community environment, which encourages loving the Lord and loving others, Trinity has established Community Life Expectations for all students (full and part-time, residents and commuters).

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, gambling, premarital sex, abortion, adultery, homosexual behavior, use of pornography, drunkenness, profanity, gossip, racism, and infringement on the rights of others, will not be condoned.

Scripture explicitly teaches respect for governmental authority. Students are therefore expected to uphold the laws of the local community, the state, and the nation except on those occasions where obedience to civil authority would require behavior directly in conflict with other scriptural principles.

In a Christian academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation.

Students will be required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs.

Students violating any of the Community Life Expectations, listed in the Student Handbook (available online at MyTIU Campus Life > Student Handbooks), or any other university policies, will be subject to disciplinary action as outlined in the Student Handbook.

In order to facilitate orderly community life, students are expected to abide by other procedural rules and regulations as announced.

The following list, though not exhaustive, defines some of the activities found in our Student Handbook that are not permitted for Trinity students.

Drug-Free Campus

Trinity International University is a drug-free campus. Possession, purchase, distribution or consumption of any illegal drug is not permitted. While recreational marijuana is legal in Illinois, it is NOT legal on Trinity’s campus. Students suspected of the above will be asked to undergo drug testing. Any student refusing to submit to these tests will be held in violation of our expectations. Any student who is involved in the purchase, possession, consumption or distribution of illegal drugs or marijuana is subject to immediate dismissal from Trinity. Trinity reserves

the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

Alcohol-Free and Tobacco-Free Campus

Trinity International University is also an alcohol-free and tobacco-free campus. Students, regardless of age, are not permitted, under any circumstances, to purchase, possess, consume, or distribute alcoholic beverages or tobacco products of any kind on campus. Nonalcoholic beer and other drinks containing a percentage of alcohol are also prohibited. Individuals may be subject to having their breath smelled and/or tested by a Breathalyzer exam given by a staff member. Trinity reserves the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

Discrimination and Harassment-Free Campus

To foster and maintain a healthy Christian community, we must depend on one another to preserve the unity of the Spirit. Being a member of the Trinity Community offers unique privileges, but it also requires unique responsibilities.

Trinity values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type toward any individual (including domestic relationships) will not be tolerated by the institution. This includes any form of verbal, physical, written (including electronic transmissions) abuse, threats, or stalking. This also may include a persistent pattern of behavior directed at another individual that distresses, frightens, or is in some manner inappropriate or threatening. Examples of this include but are not limited to hate speech, abuse because of one’s race, gender (sexual harassment, including unwanted advances), nationality, or disability. In the event of threats or the potential of stalking, TIU reserves the right to contact law enforcement agencies. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students through the Dean’s office. Those found in violation will be subjected to disciplinary action. For further information on Community Life Expectations, please see the Student Handbook.

Community (Student Life)

Student Life provides opportunity for students to integrate their faith with their living and learning. Through chapel services, forums, and various activities and events, Student Life seeks to support the learning that is taking place in the classrooms by providing opportunities for students to apply what they learn to their practice. By living out what they are learning, students have the opportunity to see how our faith, built on the full revelation of Scripture, permeates and influences every aspect of our lives. Truly, no facets of our lives remain outside the reign of Jesus Christ.

At the heart of each member of the Student Life staff, you will find a deep desire to serve our students and facilitate their intellectual, spiritual, emotional, social, and physical development. To encourage holistic growth in each and every one of our students, Student Life is intentional about providing a positive, co-curricular environment with numerous on and off-campus opportunities. Our aim is to foster a learning atmosphere that allows students to integrate their faith with their lives, while affirming each individual’s unique identity in the body of Christ and in the learning

community of Trinity, all within the context of supporting the intellectual seriousness and academic rigors of graduate education.

Whether assisting Trinity students with a housing need, promoting healthy living and spiritual formation, or forming supportive relationships, Student Life staff seek to be available to all students and to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency, and through renewal of our minds, bringing all things into greater Christ likeness in our lives.

For more information on student life, please refer to the graduate student handbook (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks/Student_Handbooks.jnz) available on myTIU.

Chapel

Worship is at the heart of the Christian life and at the heart of our mission as a university. Chapel plays a crucial role in forming us into a community that worships God and reminds us that all that we know and do are means of glorifying him. Truly, our academic pursuit is in an act of worship toward God. Chapel helps us to integrate our faith with our living and learning.

Worship is at the center of the Christian life and at the center of the Trinity community. TEDS students, faculty, and staff join together for corporate worship weekly in the A. T. Olson Chapel. The Holy Scripture is central to all of our worship as gifted faculty members, students, and leaders from around the world help us to faithfully engage with God and his Word. Chapel provides a place of rest for students in the midst of busy schedules as they are reminded of God's goodness and grace. Chapel is also a place of community building, as students and faculty share times of prayer and testimony together. All students are strongly encouraged to make our corporate worship gatherings an integral part of their training at Trinity.

The chapel seeks to communicate and model the importance of local church involvement. A Local Church database is updated each year, and periodically pastors will come to campus so that students may find and connect to the ministries of a local church.

Commuters

Many students commute to campus, and we provide space for studying and relaxing such as the Waybright Center, Rodine Building Lobby, Library and other lounges. Most buildings open at 6 a.m. and close late for the convenience of commuters.

Convocation

Another important part of community life at Trinity is the All-University Convocation, which marks the beginning of the academic year. University library and offices are closed so that all faculty, students, and staff from Trinity's various schools may come together to be united in worship. Worship is usually led by a team of administrators, students, faculty, and staff, which gives visible expression to the diversity of the Trinity community. Through a presidential address, we are challenged with our Christian calling in the world and are reminded of Trinity's place in that calling.

Counseling Resources

At TEDS, we believe that the ministry of counseling is a key resource for our students, staff, and their families as they encounter challenges and grow in their walk with Christ. We provide a database (<https://www.tiu.edu/divinity/counselor-database/>) of local mental health counselors who share our values, our Christian outlook, and who have expressed openness to working with the TEDS family.

Deacon's Benevolence Fund

The Deacon's Fund is based on the New Testament pattern of a Christian community caring for the temporal needs of fellow believers. Donations are received and dispersed to meet the special, unforeseen needs of students and their immediate families. The Dean's office seeks to identify those who qualify for this ministry.

Formation Groups

TEDS students meet weekly in a small group led by a faculty member, generally during the 12:00 hour on Tuesdays or Thursdays, or during other times throughout the week. These Formation Groups are an important component of our students' personal, spiritual, and ministry development. As a place for discussion, prayer, and mentoring, Formation Groups complement more formal education and offer a warm place for mutual encouragement in the context of ministry and theological education. Formation Groups are guided by three main objectives:

To Grow Together in Biblical Wisdom...

by bringing Scripture, theology, and history to bear on relevant personal, ministry, cultural, and sociopolitical issues

To Grow Together in the Grace of God...

by engaging in and understanding primary means of grace (Word, Prayer, Worship), as well as other Christian disciplines

To Grow Together in Relationships and Relational Skills...

by engaging in the building of relationships, mutual ministry, and service to others; providing encouragement and accountability with those who share the unique challenges of ministry and theological education

Participation in Formation Groups is required for MDiv students as a part of the candidacy process (see MDiv Candidacy). For master's program students, registration and participation in two semesters of Formation Group can serve to fulfill up to one field education requirement. Any participation beyond the two is encouraged but will not be further counted to fulfill any remaining field education.

Housing

Graduate students are eligible to apply for on-campus housing, in graduate residence hall suites as well as in the apartments. Contact housing@tiu.edu.

Immunization Requirements

The State of Illinois requires incoming students to submit documentation with exact dates of the following injections: Measles (two); Mumps (one); Rubella (one); and Tetanus/Diphtheria (one injection within the last ten years). For students not attending U.S. grades 9-12, three Tetanus/Diphtheria injections are required, the third being within the last ten years. A PPD tuberculosis skin test is also required within the last twelve months. If written documentation is not available, all injections must

be repeated. Students may receive a medical exemption from their doctor or write a letter of religious objection. Illinois law does not permit conscientious objection.

Accepted students will receive further information on how to register with MedProctor, our immunization management system. Students should *not* send immunization documentation before receiving the official invitation for this online program. Students who are taking less than 6 hours of credit or who were born prior to 1957 are exempt from this law.

International Student and Scholar Office

The International Student and Scholar Office (ISSO) provides comprehensive non-immigrant regulation advisement, hospitality assistance, social support, and advocacy for international students while striving to foster further cross-cultural understanding through interaction between the international students and the broader community.

The ISSO works with more than one-hundred-fifty international students and their families. Immigration matters for graduate students are handled in the ISSO.

The ISSO serves to implement the federal Student and Exchange Visitor Information System (SEVIS) as related to the issuing of visas for international students. The office ensures that the university remains in compliance with all federal and state reporting requirements, authorizing I-20 and I-17 forms.

The ISSO is concerned about students' needs as they begin the transition to their new surroundings in the United States and provides counseling on immigration issues and cultural adjustments. Upon new students' arrival, the ISSO has a special orientation program, arranges for household items and furniture to be available, coordinates hospitality, and provides information for adjustment and transition to a new locale and culture.

Recreation

Weight and aerobic equipment are available at the Aldeen Fitness Center, as are a variety of classes. In addition, the privately owned College Park Athletic Club offers a discounted rate to Trinity students and staff.

New Student Orientation

New Student Orientation (NSO) facilitates a hospitable transition for new students and their families through a relevant and significant introduction to all aspects of life in the Trinity learning community. NSO ushers students into the Trinity learning community through events designed to both *communicate* and *embody* Trinity's Core Values in ways that impact students' education and life. It is important for students and family members to understand and experience these core values so that they are excited and affirmed in their choice to come to Trinity. NSO seeks to help new students establish relationships with other students and faculty. Another priority is to guide them through the initial processes needed for beginning well.

New Student Orientation events incorporate corporate worship, community meals, tours of the campus and facilities, and communication of vital information on academic and other matters to aid a new student's transition to graduate education.

Prayer

Prayer is an important aspect of community life at Trinity. Classes frequently begin with prayer. Students and faculty can often be seen

praying with each other around the campus. Faculty and administrators meet together weekly for prayer, while various student prayer groups meet throughout the campus.

Once every semester, classes are suspended for a **Day of Prayer**. The purpose of this day is to acknowledge our humble dependence upon Christ by making room to intercede for God's continuing work at Trinity and around the world. This important day also allows for extended times of personal and corporate reflection. The morning is spent in creative, concerted prayer and thanksgiving in the chapel. In the afternoon, Formation Groups continue in prayer, fellowship, and other activities.

Residence Life

Residence Life exists to provide living environments conducive to holistic community discipleship. We believe that people are created for relationship and that community is paramount for growth in Christ. As iron sharpens iron, we sharpen one another, and while we are different, we come together as a body to spur one another on toward personal growth and kingdom work. It is our desire that life for our campus residents would be vibrant and active, a place where fellowship and community are encouraged and where there is safety for processing tough times as well as celebrating seasons of joy.

At Trinity, we believe that your on-campus residence is your home - a place for you to feel known and to participate in doing life with other people as we journey closer to God together. We seek to cultivate and facilitate a holistic environment that is conducive to meeting the educational goals of our students, to developing life skills, and to forming lifelong friendships. It provides an opportunity for students to integrate faith with living.

The Residence Life staff is comprised of Resident Assistants responsible for fostering community discipleship among their students. The Resident Assistant offers students encouragement, support, guidance, and practical assistance. Community is built through participation in shared meal times, small group activities, regular worship, prayer times, and other planned events for fellowship and relaxation.

Room Reservations

Official on-campus student groups have access to campus facilities. Please contact Event Services to request and approve campus reservations (eventservices@tiu.edu or 847.317.7134).

Services to Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of the institution to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Dean of Students acts as the ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Dean of Students Office, in consultation with the faculty member(s) involved, assists students with disabilities by making academic adjustments on a case-by-case basis. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability at the earliest possible time. (For more information, see the "Policies" section.)

Spiritual Life

Student Life staff members are available to talk with students about their spiritual and personal concerns.

Graduate Student Groups

Graduate student groups are organized to address the various needs, interests, and concerns of members of the community. These organizations provide service and fellowship opportunities for students and are an important part of the life of the school. Official groups may promote their activities and meetings on MyTIU and through the University Calendar. Graduate student groups include organizations such as the following:

Fellowship of International Students (FIS)

The Fellowship of International Students exists to advocate for and attend to the needs of the F-1 and J-1 student community and their families. The FIS also strives to be a bridge builder by facilitating an enriching, diverse, and international experience and fellowship within the TEDS/TGS community. The FIS is composed of fellowship groups such as the African Students Fellowship, Chinese Students Fellowship, European Students Fellowship, Japanese Students Fellowship, and Korean Students Fellowship.

Student LEADERSHIP COUNCIL (SLC)

SLC exists to advocate for student needs to the faculty and administration and to serve the student body through various educational and recreational activities. SLC strives to foster intentional Christ-centered communities among various constituents of the university through all of its efforts. Students are welcome to participate either informally on projects or formally as representatives. SLC welcomes suggestions, ideas, and feedback from students.

Trinity Society of Women (TSW)

The purpose of TSW is to inspire women to exemplify integrity in life and doctrine in the pursuit of God-glorifying excellence at TEDS and TGS. This is facilitated through developing, organizing, and supporting activities for women students at Trinity. TSW also serves to help acclimate women to campus and to prepare them for ministry in whatever area God has called them to serve. These activities include mentoring programs, informal lunches, prayer meetings, guest speakers and events.

Trinity Wives Fellowship (TWF)

TWF is a fellowship and support group available to both graduate student and faculty wives. Through regular meetings and special activities, women have the opportunity to develop strong Christian relationships with other women, while experiencing spiritual and educational growth.

Campus Services

Campus Safety & Security Services

Security is provided for the Bannockburn Campus 24 hours a day 7 days a week. While our Security personnel are not sworn officers, our campus is regularly patrolled by the Bannockburn Police Department.

Trinity International University publishes an Annual Safety, Security and Fire Report (<https://www.tiu.edu/campus-safety/>). This report, along with our Daily Crime log, is also available to be viewed in person during normal business hours at Facility Services.

By operating a vehicle on university property you are subject to all state and TIU motor vehicle regulations. All vehicles must check in with security or have a current TIU parking permit. Passes and permits

may be requested here (https://tiu_forms.formstack.com/forms/vehicle_registration/) and can be picked up at the Business Office.

Your safety and security is our highest priority. Please report any suspicious or criminal activity to Safety and Security Services at 847-317-6400. Located at the Bannockburn Campus.

Career Development

An important function of the Student Services Department in Florida is to provide a variety of services designed to facilitate career planning and development for students and alumni. The goal of the staff is to help each individual to identify personal skills and interests, to guide students in developing those skills, and then to partner with them in marketing themselves to potential employers. Services include resume and cover letter assistance, job search and interview preparations, employability workshops, and personal assessments. No guarantee of placement is made or implied. Located at the Florida Campus.

Facility Services

Facility Services supports a positive learning, working, and living environment for students, employees, and visitors by providing services in a manner that reflects the love and excellence of Christ in all things. The department focuses on the areas of custodial, maintenance, grounds, housing, dining and event services. Any requests regarding the above areas should be submitted via the online work order submission form.

Any facility emergencies that place people or property at risk should be reported immediately by calling x7135 (847.317.7135) during business hours (M-F, 8:30 a.m. to 4:00 p.m.) or Campus Safety & Security Services at x6400 (847.317.6400) outside of regular business hours and holidays.

Fitness Center & Intramurals

The Fitness Center is located in the Aldeen Building. Hours of operation vary due to staffing and holidays.

Intramurals: Intramural leagues are offered to all students. Leagues include sports such as outdoor soccer and sand volleyball. For more information about Intramurals, contact fitness@tiu.edu. Located at the Bannockburn Campus.

Campus Post Office

The Campus Post Office offers many of the same services as a United States Post Office: receiving and sending mail; sale of postage; USPS certification, registration, delivery confirmation, and insurance; and USPS Priority; as well as Federal Express service. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until leaving school permanently. Students should inform the Campus Post Office of the names of all individuals (self, spouse, children) who will be receiving mail in their box. Students should check their mailbox a few times a month or risk the box being closed. Mailbox assignments are normally made at registration. If a student does not attend registration or fails to receive a mailbox assignment there, a mailbox can be obtained at the Campus Post Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration should call the Campus Post Office at x8170 (847.317.8170) or e-mail postoffice@tiu.edu. Located at the Bannockburn Campus.

On-Campus Housing

Graduate housing includes family and community apartments on campus. Housing is reserved for full-time students only who are in

their first program at Trinity. Students moving into an additional degree will need to plan to move off-campus. While we seek to offer on-campus housing to students who request it, because of high volume, this is not always possible. Please visit the housing section of myTIU (https://my.tiu.edu/ICS/Campus_Services/Housing_Services/) for additional information. If you have any questions about housing, please e-mail housing@tiu.edu or call 847.317.4029. Located at the Bannockburn Campus. The longest a student can stay on campus is as follows:

- Certificate 12 mo.
- ThM 24 mo.
- MA programs 36 mo.
- MA Mental Counseling 42 mo
- MDiv 48 mo.
- DMin 72 mo.
- PhD 72 mo.

Placement for TEDS Students

TEDS assists graduates and students nearing graduation with ministry placement in churches and Christian organizations. Resources include assistance in résumé writing, interviewing, and searching for ministry openings, which can be found through the Vocation and Career section of the TIU website (<https://www.tiu.edu/career-services/resources/#student-resources>). Trinity makes every effort to serve all denominations as effectively as possible. Numerous churches from around the country and world send ministry openings directly to us in an effort to connect with candidates from TEDS (including the EFCA, other denominations, and independent congregations).

Representatives from many churches make on-campus visits to recruit TEDS students to ministry openings. District Superintendents from the EFCA are on campus at various times, but especially during Trinity's EFCA Week. Located at the Bannockburn Campus.

Student Employment

Trinity assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Federal Work-Study Program and non Work-Study jobs, are listed on the Vocation and Career Section of the TIU website (<https://www.tiu.edu/career-services/resources/#student-resources>). The Human Resources department oversees the new hire process which consists of 4 steps. Students may not begin working until they have completed step 3: Authorization to Work. Students working on campus will be required to present specific, original identifying documents (or certified copies) to be eligible for employment (see website for required documents). A downloadable form (https://my.tiu.edu/ICS/Administrative_Resources/Human_Resources.jnz) to complete the process can be found on myTIU (<https://my.tiu.edu>). Located at the Bannockburn Campus.

James E. Roling Memorial Library

The Roling Library provides print, media, and electronic resources tailored to the curriculum and information needs of the university community. The collection contains 200,000 volumes, including print and electronic books. The library also subscribes to print and online journals and acquires different forms of media. Students may conduct subject-specialized research using databases such as ATLA Religion Database, PsycINFO, and ERIC (Education Resources Information Center).

These resources enable Trinity students to learn to deal effectively and efficiently with their information needs.

As the student's experience and skills grow and the need for information becomes more sophisticated, the library offers access to ever wider resources to meet that need, thanks to its participation in a variety of local, regional and nationwide networks. Membership with CARLI (Consortium of Academic and Research Libraries in Illinois) creates convenient access to the library materials of over 80 other academic libraries in Illinois using I-Share. WorldShare is an efficient method for patrons to request books, theses, dissertations, and journal articles from various libraries nationally and internationally. Reference librarians provide research assistance and instruction both in-person and online to educate students on information literacy and improve their research skills.

Distinctive features of the collection include archival materials of the Evangelical Free Church of America, Swedish and Norwegian religious history collections, and papers of outstanding evangelical scholars including Dr. Carl F. H. Henry and Dr. Wilbur Smith.

Many of the services can be accessed electronically by visiting library.tiu.edu (<https://library.tiu.edu/home/>). The James E. Roling Memorial Library is located at the Bannockburn campus.

Special Events and Opportunities

Bioethics Colloquium Series

Trinity annually hosts three bioethics colloquia during the January-March period. Each colloquium features a presentation by a Christian leader in the bioethics field on a topic of widespread current interest, followed by a period of discussion. The third lecture in the series is an endowed Bioethics lectureship known as the John F. Kilner Lectures in Bioethics.

All three sessions, as well as refreshments following, are open to the entire university and surrounding community free of charge.

Endowed Lectureships and Symposia

Bernard H. Rom Preaching Lectures

Rev. Bernard H. Rom served two pastorates in his lifetime at Evangelical Free churches in Pullman, Illinois, and Madison, Wisconsin. In honor of Rev. Rom's ministry, which was characterized by consistent biblical exposition and exceptional communication from the pulpit, his family endowed a lecture series that brings outstanding preachers to the Trinity campus each fall semester. Recent guests include Dr. Luis Palau, Dr. Robert Smith, Jr., Dr. Matthew D. Kim, and Dr. Ahmi Lee.

Christian Worldview Conversation Series

In the spirit of Christian world-and-life-view thinking and its ability to shape questions of faith and learning in the context of the Christian academe, Trinity has initiated the Christian Worldview Conversation Series. Funding for this endowed series has been provided by the Institute for Advanced Christian Studies founded by the late Dr. Carl F. H. Henry, whose writings and life shape contemporary Christian worldview thinking. Additional funding comes from friends of the late Dr. Kenneth S. Kantzer, whose life and character as dean of both the Divinity School and Graduate School and also as president of Trinity College shaped the Trinity of today. The series provides a context for sustained conversations that compel the engagement of the Christian world and life view with the breadth of the disciplines in theology, the humanities, and the natural and social sciences. Recent guests include: Dr. Harold

Netland, Dr. Peter Williams, Ms. Lisa Fields. Dr. Rebecca McLaughlin, Dr. Dan Wallace, and Pastor Sam Allberry.

J. Herbert and Winnifred M. Kane Global Engagement Lectures

The late Dr. Kane served as a professor of mission at Trinity during the 1970s. These Global Engagement Lectures established by Dr. Kane's family and friends in his honor bring a mission theorist to campus to address issues in the global church and the idea of *world Christians*, a term used by Dr. Kane. Recent guests have included Dr. Ajith Fernando, Dr. Tadataka Maruyama, and Dr. Juan Samuel Escobar. Topical Dialogues

Additional lectures, dialogues, and symposia are offered on a regular basis on the Trinity campus. Often these are discipline specific and may be a one-time presentation or a series of dialogues. These include topical conversations in theology, Christian thought, educational ministries, church history, spiritual formation and engagement with contemporary society. Guests represent a breadth of international contexts, and topics vary widely. Funding for Topical Dialogues come from a variety of TEDS friends, including The Family Altar League, the family of Mel Larson, and the family of A. J. Thorwall.

Finances

Trinity International University reserves the right to modify all charges without notice.

- Financial Assistance (p. 38)
- Payment Policies (p. 32)
- Satisfactory Academic Progress (p. 43)
- Tuition and Other Expenses (p. 26)
- Tuition Refund Policies (p. 35)

Tuition and Other Expenses

Trinity College

| Tuition - Trinity College | |
|--|-------|
| Full-time academic standing begins at 12 credit hours per semester. | |
| Tuition, per hour | \$490 |
| Audit Fee, per hour (UNDG) | \$85 |
| Full-time students (12+ billable hours) may audit one course at no charge. | |
| Required Fees | |
| Comprehensive Fee - This fee provides access to various services at Trinity, such as academic support service, test proctoring services, development and production of online courses, and technology support services. Fee charged each semester enrolled including summer. | |
| Undergraduate Online Students | |
| Full-time students (12+ hours) | \$225 |
| Part-time students (1-11 hours) | \$125 |
| Undergraduate Five Year Program/Traditional Completion Plan | |
| Full-time students | \$290 |
| Part-time students | \$145 |
| International Student Service Fee - This fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders). | \$65 |

| Other Fees | |
|---|---------|
| Enrollment Deposit - Deposit is applied to a student account during the first semester of enrollment. Deposits are fully refundable if Admissions receives notification of cancellation by two weeks before the start date of the session subterm for which the student applied. | \$125 |
| Credit by Exam Fee, per hour - For each course in which a credit examination is administered, a charge will be made in lieu of tuition. Payment must be made in advance of exam. | \$30 |
| Statistics Course Fee | \$55 |
| Transcripts - All transcripts are sent electronically or via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts (http://www.tiu.edu/transcripts/). | \$8/ea. |
| Prior Learning Assessment Fee | |
| Per credits petitioned | |
| 1-4 credit hours | \$235 |
| 5-9 credit hours | \$390 |
| 10+ credits | \$575 |

The university reserves the right to modify all financial policies without notice.

Bannockburn TEDS and TGS

Bannockburn - TEDS Masters

| | |
|--|-------|
| TEDS Master's full-time academic standing begins at 10 hours per semester. | |
| TEDS Masters tuition*, per hour | \$750 |
| TEDS Certificate, per hour (1st to 12th credit hours) | \$170 |
| TEDS Certificate, per hour (13th to 24th credit hours) | \$335 |
| TEDS Certificate, per hour (25th and above credit hours) | \$750 |
| Audit Fee, per hour (MA) | \$85 |
| Full-time students (10+ billable hours) may audit one course at no charge. | |

*

Includes online education and MA/BE.

Bannockburn - TGS Masters

| | |
|--|-------|
| TGS Master's full-time academic standing begins at 9 hours per semester. | |
| TGS Masters tuition (MA/L), per hour | \$750 |

Bannockburn - Doctoral

| | |
|---|-------|
| Doctoral full-time academic standing begins at 9 hours per semester. | |
| Doctor of Ministry, including Korea, per hour | \$650 |
| PhD, per hour (including Distance Education courses) | \$880 |
| Audit Fee, per hour (DMin) | \$325 |
| Audit Fee, per hour (PhD) | \$195 |
| Full-time Doctoral students (9+ billable hours) may audit up to the same number of audit hours without fee (MA/PhD courses) they are taking for credit. Note that 8000 level courses follow program enrollment. | |

Required Fees

| | |
|--|--|
| Comprehensive Fee - This fee provides access to various services at Trinity, such as student publications, community life opportunities, student organization/leadership development, and technological advances. | |
|--|--|

TEDS Master's student - Campus Based

| | |
|--------------------------------|-------|
| Full-time students (10+ hours) | \$290 |
| Part-time students (5-9 hours) | \$145 |

TEDS Master's student - Online Based

| | |
|--------------------------------|-------|
| Full-time students (10+ hours) | \$225 |
| Part-time students (1-9 hours) | \$125 |

TGS Master's students

| | |
|--------------------------------|-------|
| Full-time students (9+ hours) | \$225 |
| Part-time students (5-8 hours) | \$125 |

Academic Doctoral students

| | |
|--------------------------------|-------|
| Full-time students (9+ hours) | \$290 |
| Part-time students (5-8 hours) | \$145 |

International Student Service Fee - \$65
This fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders).

Academic Doctoral Activity Fee - \$45
This fee is for the doctoral retreat and other professional development opportunities.

Effective July 1, 2024

| Community Residence Hall - per month | |
|--------------------------------------|------------|
| Owens 700 | \$680 |
| Owens 800-900 | Closed |
| Summer 2024 Owens | \$170/week |

Community Residence Hall rates are based on a full semester commitment. Please note starting July 1, 2025 the monthly rate will be \$740.

Monthly Rental Rates for On-campus Apartments

| | |
|------------------------------------|---------|
| North-South Apartments - 1 bedroom | \$1,030 |
| Ludwigson - 2 bedrooms | \$1,300 |
| Ludwigson - 3 bedroom | \$1,470 |
| Apartments A, B, C - 1 bedroom | \$1,050 |
| Apartments D, E, F - 2 bedrooms | \$1,225 |
| Gunderson - Efficiency | \$810 |
| Gunderson - 2 bedrooms | \$1,130 |

Contact the Graduate Housing Office for further details: 847-317-4029.

Meal Plans - per semester

| | |
|--|------|
| The block 10 is available to students in resident apartments, and commuters. | \$60 |
|--|------|

Meals are tied to your student ID card, which must be presented to gain entrance into Hawkins Hall or to make a purchase at Fresh. Block meal plans cannot be shared or used by another student.

Academic Fees

Capstone Extension and Continuation Status Fees

Capstone Extension and Continuation Status fees are assessed each semester based on a student's academic status. These fees are assessed in addition to any tuition costs. Details relative to assessment are found in the Handbook of the respective programs (Master's, DMin, PhD). See also "Active and Inactive Student Status"; and "Capstone Extensions and Fees" in the Academic Life section of this Catalog.

Master's Level Fees

Capstone Extension Course Fee, \$55 per semester - Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, — 7486, — 8986. If a student is enrolled for other program course work, this fee is not required.

Continuation Fees, per semester \$380 - A student is in continuation status when a student's program statute of limitation has expired and a program extension has been granted. This status continues until the student graduates, whether or not the student is enrolled in course work.

Reactivation Fee - Charged \$200 to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee.

PhD - Level Fees

PhD/EDS and PhD/ICS students are charged continuation fees in the following situations:

1. When candidacy has not \$880 been achieved within five years of matriculation for the EDS participants and four years for the ICS participants (assessed for each successive semester not enrolled for courses, excluding summer, until candidacy is certified.)

2. When an extension beyond the seven years from matriculation is granted by the Academic Doctoral Committee (assessed for each successive semester not enrolled for courses, excluding summer).

PhD/THS students are charged continuation fees in the following situations:

1. When enrolled for Private Study (– 9011). \$880

2. When enrolled for Dissertation Extension (– 9992). This fee is assessed for each successive semester, excluding summer, until the dissertation is completed, defended, and accepted by the library. \$880

3. Upon failure to enroll for course work, Private Study, or Dissertation Research/Extension. This fee is assessed for each successive semester not enrolled, excluding summer semester, and is charged retroactively. \$880

Doctor of Ministry Fees

Program Project Fee - Students will be instructed by the DMin Office concerning registration for their major project credits. Students will be charged for 9 credit hours at current DMin tuition rate. \$650

Continuation Fee, per semester - Upon completion of their course work, students may choose to register for continuation status if they are not actively working on their major project. Continuation status will not be available after six years of DMin enrollment, commencing with the first six months of study. \$650

Program Extension Fee, per 6 months; limited to two 6-month periods \$650

Program Reactivation Fee - if a student has completed coursework and is not enrolled through project, continuation or extension for one 6-month period or more, they may be charged a one-time activation fee to reengage the program. \$1,000

Other Fees

Enrollment Deposit - Deposit is \$125 applied to a student account during the first semester of enrollment. Deposits are fully refundable if Admissions receives notification of cancellation by July 1st (Fall semester) and December 1st (Spring semester). The deposit is only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

Candidacy Fee - PhD (Educational Studies), PhD (Intercultural Studies), and PhD (Theological Studies) \$200

MA in Mental Health Counseling Major Comprehensive Exam Fee - MA in MHC (and MA in CP) students complete the Counselor Preparation Comprehensive Examination (CPCE) as part of their program's major comprehensive exam. The fee is charged to the student's account at the time that he or she takes the exam and covers a portion of the exam cost. \$40

MDiv - Logos Software Fee Per Semester \$150

Proctoring, per exam - For special administration of any comprehensive examination. \$60

Transcripts - All transcripts are sent electronically or via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: <http://www.tiu.edu/transcripts> (<http://www.tiu.edu/transcripts/>). \$8/ea

Emotional Intelligence Assessment Fee - Required fee for assessment test used in PT 5100 \$95

Vehicle Registration - There is NO cost for parking permits, but ALL residents and commuters who wish to park their vehicle on campus MUST register their vehicle with Security Services. If a student leaves after the fall semester, they must return the parking permit. Not displaying permit will result in fines.

The university reserves the right to modify all financial policies without notice.

Trinity Law School

| Tuition | |
|--|--------|
| JD Tuition, per unit | \$1075 |
| MLS, per credit | \$750 |
| Audit Fee, per course | \$450 |
| Fees | |
| Admission Application Fee | \$35 |
| Tuition Deposit | \$100 |
| Add/Drop Fee | \$40 |
| Late Registration Fee - charged after the 1st day of the semester. | \$200 |
| Late Payment Fee | \$40 |
| Failure to Finalize Payment Arrangements Fine | \$200 |
| Return Check Fee | \$15 |
| Graduation Application Fee | \$225 |
| Examsoft and JD Academic Support Fee | \$200 |
| Academic Support Fee Flex (Non-refundable) | \$800 |
| Student Life Fee | \$50 |
| MLS Academic Support Fee | \$25 |

The university reserves the right to modify all financial policies without notice.

Schedule of Charges by Program

Schedule of Charges - JD Program

| Period of Attendance - Full time semester | |
|---|------------------|
| Tuition | |
| Units | 15 |
| Rate per Unit | \$1075 |
| Total Tuition | \$16,125 |
| Fees | |
| Examsoft | \$200 |
| Total Fees | \$250 |
| Total Semester Charges | \$16,375 |
| Entire JD Program | |
| Tuition | |
| Units | 90 |
| Rate per Unit | \$1075 |
| Total Tuition | \$99,750 |
| Fees | |
| Examsoft | \$800 |
| Flex Fee | \$2200 |
| Graduation Fee | \$225 |
| Student Life | \$300 |
| Total Fees | \$3525 |
| Total Program Charges | \$100,275 |

Schedule of Charges - JD Flex Track

| Period of Attendance - Full time semester | |
|---|-----------------|
| Tuition | |
| Units | 9 |
| Rate per Unit | \$1,075 |
| Total Tuition | \$9,675 |
| Fees | |
| Flex Fee | \$800 |
| Total Fees | \$850 |
| Total Semester Charges | \$10,525 |
| Entire JD Flex Track | |
| Tuition | |
| Units | 90 |
| Rate per Unit | \$1,075 |
| Total Tuition | \$96,750 |
| Fees | |
| Student Life | \$300 |
| Examsoft | \$800 |
| Graduation Fee | \$225 |
| Flex Fee | \$1,600 |
| Total Fees | \$2,925 |
| Total Program Charges | \$99,675 |

Schedule of Charges - MLS Program

| Period of Attendance - Full time semester | |
|---|-----------------|
| Tuition | |
| Units | 6 |
| Rate per Unit | \$750 |
| Total Tuition | \$4,500 |
| Fees | |
| Academic Support | \$50 |
| Total Fees | \$50 |
| Total Semester Charges | \$4,550 |
| Entire MLS Program | |
| Tuition | |
| Units | 30 |
| Rate per Unit | \$750 |
| Total Tuition | \$22,500 |
| Fees | |
| Academic Support | \$250 |
| Graduation Fee | \$225 |
| Total Fees | \$475 |
| Total Program Charges | \$22,975 |

Notice regarding the Student Tuition Recovery Fund

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part

of your tuition either by cash, guaranteed student loans, or personal loans.

- Your total charges are not paid by any third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if either of the following applies:

- You are not a California resident, or are not enrolled in a residency program.
- Your total charges are paid by a third party, such as an employer, government program, or other payer and you have no separate agreement to repay the third party.

The State of California created the STRF to relieve or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- The school closed before the course of instruction was completed.
- The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
- The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
- There was a material failure to comply with the Act or this Division within 30 days before the school closed or if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
- An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Authority cited: Sections 94803, 94877 and 94923, Education Code.

Reference: Section 94923, Education Code.

Payment Policies

TEDS/TC Payment Policies

Each semester, students are expected to make payment in full or enroll in a payment plan by the first day of the semester. Unpaid balances will also incur a 1% deferment fee on the last working day of each month.

To view your current student account information, you may view the links listed below under "My Student Information (https://my.tiu.edu/ICS/Student_Finances/Bill_Payment.jnz?portlet=My_Account_Balances&screen=Main+View&screenType=change)" found by signing in at my.tiu.edu (<https://my.tiu.edu/ics/>).

- **Student Statement:** The Student statement is a snapshot of the activity on your student account. The statement will update as payment(s) are received. Please click here to see the statement activity online (https://my.tiu.edu/ICS/Student_Finances/Bill_Payment.jnz?portlet=My_Account_Balances&screen=Main+View&screenType=change).
- **Course and Fee Statement:** A Course and Fee Statement shows semester course registration, estimated charges, and estimated financial aid, if applicable. Please note that financial aid will not be *applied* until the start of each semester. Once the semester starts, viewing the balance due on the payment portal is important.

Complete information on finalizing payment can be found on the website under Student Account Information (<https://www.tiu.edu/student-billing-account-information/>).

Trinity Alternative Payment Plan (TAPP)

The TAPP allows students to divide total semester costs into installments by enrolling in a monthly payment plan. There is no enrollment fee for the monthly payment plan. There is a minimum \$100 deposit that goes towards the student account charges for the semester. A \$50 Late Fine is charged for any payment received more than five days past the due date. A TAPP is not successfully established until both the enrollment deposit and the signed payment plan form (<https://www.tiu.edu/student-billing-account-information/>) have been received by the Bursar Office/Student Accounts on or before 5 business days prior to the first day of the month.

TAPP Payment Dates

Fall Semester

| | |
|----------|---|
| 5 Months | Aug. 1, Sept. 1, Oct. 1, Nov. 1, Dec. 1 |
| 4 Months | Sept. 1, Oct. 1, Nov. 1, Dec. 1 |
| 3 Months | Oct. 1, Nov. 1, Dec. 1 |
| 2 Months | Nov. 1, Dec. 1 |

Spring Semester

| | |
|----------|---------------------------------------|
| 5 Months | Jan. 1, Feb. 1, Mar. 1, Apr. 1, May 1 |
| 4 Months | Feb. 1, Mar. 1, Apr. 1, May 1 |
| 3 Months | Mar. 1, Apr. 1, May 1 |
| 2 Months | Apr. 1, May 1 |

May Term and Summer Session

| | |
|----------|------------------------|
| 3 Months | June 1, July 1, Aug. 1 |
| 2 Months | July 1, Aug. 1 |

Note: Please note that Fall semester financial aid will not be released until a summer balance is paid in full.

Summer courses, such as an independent study, distance education, guided research or internship follow the full-semester refund policy for withdrawals and dropped courses.

General Policies

Accepted Forms of Payment

The university accepts cash, check, money order (via mail or in person) and debit cards, Visa, Mastercard, American Express, and Discover credit cards (using our online payment form at www.tiu.edu/accounting (<https://tiu-forms.formstack.com/forms/webpayment/>)). Please note that a \$25 fee is charged for any check returned by the bank due to insufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Card Convenience Fee: All payments made with a card will require a nonrefundable convenience fee of 2% per transaction.

Credit Balance

A Title IV aid credit balance is created when the amount of Title IV aid (Federal Pell grant, SEOG, Federal Perkins loans, Federal direct loans, and/or PLUS loans) on a student's account is greater than the amount of charges assessed to the student's account (Tuition, Fees, Room, Board, up to \$200 of prior year balance and/or other educationally-related expenses). Trinity will automatically issue a refund via ACH or check for the credit amount on a student's account unless the student submits the Title IV Authorization Statement (https://tiu-forms.formstack.com/forms/title_iv_authorization_form/), which authorizes us to hold the Title IV credit balance on the student account. Authorization notwithstanding, any remaining credit balance will be sent to the student (or Parent if PLUS loan funds) no later than the end of the final Payment Period for each academic year. If a student authorizes Trinity to hold the excess Title IV funds on his/her Student Account and would like to request the funds in a check or ACH before the end of the academic year, he/she may do so by submitting a Student Account Refund Request. (https://tiu-forms.formstack.com/forms/student_account_refund_request/)

Student Contact Information

It is the student's responsibility to update address, phone, and e-mail information to ensure that notices are received in a timely manner. The student is responsible for any fines or fees assessed if updated information is not given to Student Accounting.

University Email Messaging

All Trinity offices use students' TIU email accounts to notify them of important information and deadlines. It is the student's responsibility to check TIU e-mail regularly.

Outstanding Balances

Any students not participating in the traditional TAPP will receive a deferment fee of 1% per month on any outstanding balance. This includes students who are waiting on financial aid such as scholarships, grants, or loans. Deferment fees are charged on the last working day of each month.

The current semester's student account and campus housing (if applicable) must be paid in full, or if on a student account payment plan have completed two consecutive payments in order to register for the

next semester. All balances owed to the institution must be paid in full before official transcripts or a diploma are released.

After a semester ends, balances that are not taken care of are sent to our third-party biller, which, if not resolved, would result in reporting an outstanding balance to the credit bureau.

Bursar/Business Office Hours and Contact Information

Monday-Friday, from 8:30 a.m. to 4:00 p.m. CST.

Email: bursar@tiu.edu

Phone: 847-317-8080

The university reserves the right to modify all financial policies without notice.

Trinity Law School Payment Policies

Tuition, fees, and charges are to be paid in full before the first day of classes each semester, including tuition for repeated courses. During registration, students are required to select how they will pay for their financial obligations. Options include student loans, employer benefits, VOC Rehab benefits, pay in full out-of-pocket or payment plan out-of-pocket (3 equal monthly installments with the first 33% paid at the time of registration) Only students in the JD program can elect a payment plan, MLS students paying out of pocket must have the course paid in full by the end of the first week of class.

Students have access to their current account balance through the TLSOnline Student Portal.

Student Account Balance email notifications are sent out on the 1st and 15th of every month.

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

General Policies

Credit Balance

Trinity Law School will resolve eligible credit balances in student accounts as promptly as possible, in compliance with all applicable regulations. Students in the JD program and Flex track will receive their Direct Loan credit refund during the first week of the term. Students enrolled in the MLS program will receive their credit refunds after the census date for the term has passed. In some cases credit balances may be refunded at a later date, but will still be provided during the term which the credit balance was created.

Dates of credit refunds will be posted annually in the TLSOnline portal. There are pre-set 'official' refund release dates every semester. Trinity Law School takes the highest priority to ensure that credit refunds are issued on or before the official release dates.

Trinity Law School provides credits to students through direct deposit. It is the student's responsibility to ensure that Direct Deposit information is up to date by contacting the financial aid office at tlsfinaid@tiu.edu with any request to update account information.

Outstanding Balances

Students not bringing their account balance to zero before the first day of classes each semester will be charged a deferment fee of 1% per month for any outstanding balance on their student account. Deferment fees are assessed on the 20th day of each month. Any fee or charge that a student bills to their account is due immediately and is subject to the deferment fee policy.

Students who elect to pay for their financial obligations by procuring student loans but fail to finalize their loan by the third week of the semester are subject to a \$200 non-refundable Failure to Finalize Payment Arrangements Fine.

All students who carry an unpaid balance must pay the balance before they may register for a subsequent term. No diploma or official transcripts shall be provided to a student until satisfactory payment is made for all school obligations.

Financial Aid and Business Services Office Hours and Contact Information

Monday-Friday, from 9:00 a.m. to 5:00 p.m., PST

Email: tlsfinaid@tiu.edu

Phone: 714-796-7120

The university reserves the right to modify all financial policies without notice.

Tuition Refund Policies

Bannockburn Tuition Refund Policy

Dropping or Withdrawing

When dropping or withdrawing from a course or the university, tuition and fees, including those for audited courses and courses changed from credit to an audit, will be refunded according to the refund schedules below. Before changing from full-time to part-time status, students should contact the Office of Financial Aid to inquire about any reduction of financial aid or billing: finaid@tiu.edu or 847-317-8080.

FALL 2024: If you withdraw from the university (all courses on your schedule), please check with Financial Aid before moving forward.

Semester Length Courses

| | |
|--------------------------------------|------|
| Through the 2nd week of the semester | 100% |
| After the 2nd week of the semester | 0% |

Intensive Graduate Courses

| | |
|-------------------------------------|------|
| On or before the first day of class | 100% |
| After the first day of class | 0% |

Quad A & B Courses

| | |
|----------------------------------|------|
| Through the 1st week of the Quad | 100% |
| After the 1st week of the Quad | 0% |

Please be advised:

Online courses consider the start of a week to be Tuesday and the last day as Monday.

The online comprehensive fee is nonrefundable if the course has already started (including administrative drops/withdrawals).

Disciplinary measures that require the withdrawal of a student will follow the above-stated refund policy.

It is the students' responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for pro-ratio on tuition, fees, room, and board.

Cancellation of Courses

The University reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Refund Policy for Title IV Funds

In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Supplemental Educational Opportunity Grant, Pell Grant, Perkins Loan, Federal Direct Student Loan and Federal Direct Parent Loan), a portion of these funds

may need to be returned under the guidance of the federal formula, except the Federal Work Study Program.

Withdrawal Date

The day the student withdraws is the date (determined by the University):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw.

For the student who does not begin the school's official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed is used (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of "unearned" aid is determined by subtracting earned aid from 100%. The school is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Federal Perkins loan
4. Federal Direct PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Federal TEACH Grant
8. Other Title IV assistance (as applicable)

The school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew.

Post-withdrawal Disbursement

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

If the post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. A notification regarding the post-withdrawal disbursement will be sent to the student

(or parent in the case of a Parent PLUS loan), within 30 days of the date the school determines the student's withdrawal. A student may choose to decline some or all of the loan funds so additional debt is not incurred.

The school may automatically use all or a portion of the post-withdrawal disbursement of grant (Pell Grant and SEOG) funds for tuition, fees, and room and board charges (as contracted with the school). The school needs the student's permission to use the post-withdrawal grant disbursement for all other school charges. If the student does not give their permission, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce any debt at the school. For any grant funds owed a student, the school must make the disbursement as soon as possible, but no later than 45 days after the date of the institution's determination that the student withdrew.

Excess Funds

If a student receives (or the school or parent receive on the student's behalf) excess Title IV program funds that must be returned based upon the calculation described above, the school must return a portion of the excess equal to the lesser of:

1. the student's institutional charges multiplied by the unearned percentage of their funds, or
2. the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the student's Title IV program funds. If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student (or parent for a Direct PLUS Loan) must return, must be repaid in accordance with the terms of the promissory note. That is, the scheduled payments must be paid to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment that a student must repay is half of the grant funds they received or were scheduled to receive. A student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. A student must make arrangements with the school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. The school may also charge a student for any Title IV program funds that the school was required to return.

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at 847.317.8080. For additional questions regarding Title IV program funds, call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <http://www.studentaid.ed.gov>.

Trinity Law School Tuition Refund Policy

Dropping or Withdrawing from Courses

When dropping or withdrawing from a course tuition and fees, including those for audited courses and courses changed from credit to an audit, will be refunded according to the refund schedules below. Before changing from full-time to part-time status, students should contact the Financial Aid and Business Services Office to determine any reduction of financial aid.

Fall and Spring Semester Courses

| | |
|--------------------------------------|------|
| Through the 3rd week of the semester | 100% |
| After the 3rd week of the semester | 0% |

Summer Courses

| | |
|------------------------------------|------|
| On or before the 2nd week of class | 100% |
| After the 2nd week of class | 0% |

Modular Courses

| | |
|-----------------------------------|------|
| On or before the 1st day of class | 100% |
| After the 1st day of class | 0% |

MLS Degree Refund Schedule

Dropping Courses

| | |
|-----------------------------|-------------|
| During first week of course | 100% refund |
| After first week of course | No refund |

Withdrawing from Program

| | |
|-----------------------------|-------------|
| During first week of course | 100% refund |
| After first week of course | No refund |

*Withdrawal date for an MLS course will be determined by the date of last academic event. Please see the Official Policies (p. 338) section of our catalog for more information.

Cancellation of Courses

The University reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University

Students withdrawing or granted a leave of absence after the first day of class are entitled to a partial refund. Tuition and institutional fees will be refunded according to the following schedule:

| | |
|-----------------------------|-----------|
| Through 2nd week of classes | 100% |
| Through 4th week of classes | 75% |
| Through 5th week of classes | 50% |
| Through 6th week of classes | 25% |
| After 6th week of classes | No refund |

Refund Policy for Title IV Funds

Withdrawal Date

The day the student withdraws (determined by the University) is the date that

- the student began the official withdrawal process prescribed by contacting the Student Life Office; or

- the student otherwise provided the University with official notification of the intent to withdraw.

For the student who does not begin the school's official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed is used (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student's control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of "unearned" aid is determined by subtracting earned aid from 100%. The school is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. Unsubsidized Federal Direct Loan
2. Federal Direct PLUS Loan
3. Other Title IV assistance (as applicable)

The school must return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the date of the institution's determination that the student withdrew.

Post-withdrawal Disbursement

If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

If the post-withdrawal disbursement includes loan funds, the school must get the student's permission before it can disburse them. A notification regarding the post-withdrawal disbursement will be sent to the student within 30 days of the date the student school determines the student's withdrawal. A student may choose to decline some or all of the loan funds so additional debt is not incurred.

Excess Funds

If a student receives (or the school receives on the student's behalf) excess Title IV program funds that must be returned based upon the calculation described above, the school must return a portion of the excess equal to the lesser of

- the student's institutional charges multiplied by the unearned percentage of their funds, or
- the entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the student's Title IV program funds. If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, must be repaid in accordance with the terms of the promissory note. That is, the scheduled payments must be paid to the holder of the loan over a period of time.

The requirements for Title IV program funds when a student withdraws are separate from any refund policy that the school may have. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. The school may also charge a student for any Title IV program funds that the school was required to return.

When aid is returned, a student may owe an outstanding balance to the University. In this case, it his/her responsibility to contact the Financial Aid and Business Services Office to make payment arrangements.

For additional information on refunds to Title IV sources, please call: 714-836-7121.

For additional questions regarding Title IV program funds, call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov (<http://www.studentaid.ed.gov>).

Right to Cancel

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

Financial Assistance

FINANCIAL ASSISTANCE OVERVIEW

The Financial Aid Office assists students in applying for and securing financial assistance when family resources are insufficient to meet educational expenses. For those who qualify, financial aid is a source of monetary support provided by various agencies, such as: federal, state, and local governments, the university, community organizations, and private corporations or individuals.

- Federal and state grants are awards based on financial need, as determined by the FAFSA and do not have to be repaid.
- Institutional Scholarships are based upon merit, special talent, or financial need, and do not have to be repaid. Scholarship opportunities vary by academic program and campus location. Please view the pages within this section of the catalog for more information or visit our website at: www.tiu.edu.
- Student loans are available to students and/or their parents at low-interest rates with the option to defer repayment until graduation or after the student drops below halftime.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) (<https://fafsa.ed.gov/>). Applicants must have an FSA ID in order to complete the FAFSA process. Please note that the FSA ID is used each year for filing, signing the FAFSA electronically and to access FAFSA records online. A renewal FAFSA must be submitted for each subsequent year of enrollment. Earliest date to file the FAFSA for the proceeding academic year is October 1st.

Trinity International University FAFSA School Codes:

- Bannockburn Campus: 001772
- Trinity International University - Florida: 012314
- Trinity Law School: E00961

FINANCIAL AID OFFICE CONTACT INFORMATION

Please contact the appropriate campus location below for questions regarding financial aid:

Bannockburn Campus
Email: finaid@tiu.edu (%20finaid@tiu.edu)
Phone: 847.317.8080
Office Hours: Monday-Friday 8:30 a.m.-4:00 p.m., CST

Florida Campus
Email: FLfinaid@tiu.edu (%20flfinaid@tiu.edu)
Phone: 954.382.6442
Office Hours: Monday-Friday, 9:00 a.m. – 4:30 p.m., EST

Trinity Law School: Business Office
Email: tlfinaid@tiu.edu (%20tlfinaid@tiu.edu)
Phone: 714.796.7120
Office Hours: Monday – Friday 9:00 a.m. – 5:00 p.m., PST

The Higher Education Act of 2008 (HEOA 2008) provides for the distribution of certain kinds of information to all enrolled students. To view our consumer information, please visit our website (<https://www.tiu.edu/consumer-info-title-iv-disclosures/>).

STATE OF ILLINOIS - ILLINOIS MONETARY AWARD PROGRAM (MAP)

Eligibility for this need-based grant for tuition and mandatory fee expenses is for Illinois resident students only based on the results of the FAFSA. Maximum award in 2021-22: \$5,496. For more information, visit the Illinois state website (<http://www.isac.org/home/map-matters/about.html>) for more information.

FEDERAL GRANTS AND LOANS

Trinity participates in all Title IV financial aid programs offered by the U.S. Department of Education. By completing a FAFSA, you will be considered for federal aid programs such as the Pell Grant, Supplemental Educational Opportunity Grant, Federal Work-Study Program, and Direct Loan programs. Eligibility and availability of these federal aid programs is based upon academic program and campus location.

Certificate Studies: Students enrolled in a certificate program are not eligible to receive federal or state student aid funds.

Extension Sites: Students seeking a degree and enrolled at least half-time may be eligible to borrow funds through the Direct Student Loan Program.

FEDERAL GRANTS FOR UNDERGRADUATE STUDENTS

FEDERAL PELL GRANT

Eligibility for this need-based grant for tuition and educational-related expenses is based on the results of the FAFSA. Grant amount varies. Maximum award in 2021-22: \$6,495.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Eligibility for this need-based grant for tuition and mandatory fees is based on the results of the FAFSA. Awards range from \$100 to \$1,400 per academic year. Limited funding, file FAFSA early.

FEDERAL TEACH GRANT (BANNOCKBURN CAMPUS ONLY)

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more information, visit the TEACH Grant portion of the federal website. (<https://studentaid.ed.gov/sa/types/grants-scholarships/teach/>)

FSAG GRANT (TRINITY INTERNATIONAL UNIVERSITY - FLORIDA ONLY)

The Federal Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating post-secondary institutions. Limited funding, first come first serve basis.

STUDENT LOAN ASSISTANCE

The terms of, the schedules for, and the necessity of loan repayment and required loan entrance (first-time borrowers) and exit counseling, and terms and conditions under which student loan deferments may be requested may be viewed on the federal student aid website. (<https://studentaid.ed.gov/sa/types/loans/>)

Loan funds are intended to meet education-related expenses only. We encourage you to limit borrowing, not to exceed your educationally related needs. Education-related expenses may include books and supplies, housing, food, childcare, and transportation.

A student/parent may view their personal student loan history and total indebtedness by logging into the National Student Loan Data System (<http://nslds.ed.gov/>) through federal student aid website (<https://studentaid.ed.gov/sa/types/loans/>). Please note that loan information will be submitted to NSLDS and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system

The University Academic Records Office must consider students at least half-time to qualify for Federal Student Loans.

FEDERAL DIRECT STUDENT LOANS FOR UNDERGRADUATE AND GRADUATE STUDENTS

A low-interest student loan; FAFSA completion is required. The borrower receives a six month grace period after graduation or when dropping below half-time status before repayment begins. The amount that a student may borrow is based upon grade level and academic program. If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

New borrowers are required to complete the following at studentaid.gov (<https://studentaid.gov/>):

- Online Entrance Counseling
- Master Promissory Note

(If student has borrowed at a previous institution and are a new student at Trinity, you are only required to complete a new Master Promissory Note)

Federal Direct Parental Loan to Undergraduate Students (PLUS)

A low-interest loan that parents borrow on the dependent student's behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is fully disbursed. Parents may elect to defer repayment until six months after the student graduates or drops below half-time enrollment. A parent may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage parents to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit studentaid.gov (<https://studentaid.gov/>).

For applicants with adverse credit: You may still be eligible for a Parent PLUS loan if initially dismissed. Visit the FSA website (<https://studentaid.gov/appeal-credit/demo/>) for more information.

FEDERAL DIRECT GRADUATE PLUS LOAN

The Federal Direct Graduate PLUS loan is a low-interest loan that graduate students may borrow on their own behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is disbursed or may be deferred until six months after the student graduates or drops below half-time status.

A student may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage students to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit studentaid.gov (<https://studentaid.gov/plus-app/grad/landing/>).

Trinity Law School Students: Please refer to your award letter for maximum amounts.

In addition to the Grad PLUS Loan application, new borrowers are required to complete the following at studentaid.gov (<https://studentaid.gov/mpn/grad/landing/>):

- Online Entrance Counseling
- Grad Master Promissory Note

For applicants with adverse credit: You may still be eligible for a Grad PLUS loan if initially dismissed. Visit the FSA website (<https://studentaid.gov/appeal-credit/demo/>) for more information.

BAR STUDY LOANS

Creditworthy JD students or those with a creditworthy cosigner may be eligible for bar study loans, which are private educational loans that can be used to cover the costs associated with bar preparation courses and bar exam expenses. Different lenders have varying requirements, interest rates, and borrowing limits. Generally, the maximum loan is \$15,000.

Bar study loans should be researched, applied for, and procured entirely by the student; they are not considered part of your financial aid package. This means the loans will be sent to the borrower directly, not through Trinity.

The following links will take you to common bar loan lender websites:

- Sallie Mae (<https://www.salliemae.com/student-loans/bar-study-loan/>)
- Discover (<https://www.discover.com/student-loans/bar-exam-loans.html>)
- PNC (<http://www.pnconcampus.com/studentloanguide/privateloans/barstudy/>)

VETERAN'S BENEFITS

Trinity courses are approved for the training of veterans. Students who intend to apply for benefits should contact the appropriate VA certifying official indicated below.

For more information regarding veteran's benefits, please visit [va.gov](https://benefits.va.gov/benefits/) (<https://benefits.va.gov/benefits/>).

VA CERTIFYING OFFICIAL BY CAMPUS LOCATION:

Bannockburn Campus Certifying Official: Jennifer Tracy and Holley Garcia
Phone: 847.317.8060
Email: finaid@tiu.edu

Trinity International University - Florida Certifying Official: Dennis Martinez
Phone: 954.382.6461
Email: dhmartinez@tiu.edu

Trinity Law School Certifying Official: Jennifer Tracy
Phone: 714-796-7120
Email: jtracy@tiu.edu

In order to appropriately evaluate transfer credits, all veteran's benefits recipients must provide Trinity with official transcripts for all prior education without exception.

STANDARDS OF PROGRESS

An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a student receiving VA benefits must meet the satisfactory academic standards established by the university to continue receiving benefits. For more information, please review the appropriate pages within this section of the catalog, titled Satisfactory Academic Progress (<https://catalog.tiu.edu/previous-catalogs/2022-2023/university/finances/satisfactory-academic-progress/>). Please note that the veteran will be held to the pass/fail course threshold specific to their campus of attendance/academic program:

Trinity College (<https://catalog.tiu.edu/previous-catalogs/2022-2023/trinity-college/academic-life/information/>)

Trinity Evangelical Divinity School (<https://catalog.tiu.edu/previous-catalogs/2022-2023/evangelical-divinity-school/academic-life/information/>)

Trinity Graduate School (<https://catalog.tiu.edu/previous-catalogs/2022-2023/graduate/academic-life/>)

Trinity Law School (<https://catalog.tiu.edu/previous-catalogs/2022-2023/law/academic-life/>)

Trinity International University - Florida (<https://catalog.tiu.edu/previous-catalogs/2022-2023/florida/academic-life/>)

TRANSFER CREDITS

In accordance with the Standards of Progress CFR 21.4253(b)(3), Trinity maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. The record is cumulative in that the results of each enrollment period (semester) must be included so that it shows each subject undertaken and the final result, i.e., passed, failed, incomplete or withdrawn.

WITHDRAWAL POLICY

Veteran students (i.e. any VA benefit recipient) must notify the Trinity Certifying Official (SCO) of any changes to their enrollment. If a veteran student withdraws from a course, the corresponding certification will be terminated and the effective date/last date of attendance will be reported accordingly. Depending on the circumstances, a withdrawal will likely result in an overpayment of VA benefits. If an overpayment is created by the withdrawal, the veteran student will be notified in writing by the VA's Debt Management Center (DMC). The veteran student is required to send via fax, e-mail, or mail a copy of the DMC notice to the TIU School Certifying Official. This enables Trinity to comply with the VA balances and credit the student's account where appropriate. This is applicable to student initiated withdrawals, administrative withdrawals, individual course withdrawals, and withdrawals from the program. Contact the SCO for more information.

Trinity College Scholarships and Grants

The financial aid office determines Trinity scholarship and grant assistance for new students using FAFSA information, along with the information provided during the admission application process. A FAFSA is not required, however, a student cannot be considered for any need-based aid without the submission of this application.

Please Note: Eligibility for Trinity-based scholarships and grants is determined at the time of admission as a first-time freshman or as a new incoming transfer student (unless otherwise specified) and is based on the current awards available at the time of admission. If a new Trinity scholarship is implemented at a later point, currently enrolled students will not be considered for the awards. Students will continue to receive the scholarships they have been awarded each academic year as long as they are still meeting any required criteria to maintain the awards.

A student must be enrolled full-time each semester in a degree-seeking program in order to receive their full scholarship. Any student that drops below part-time status is no longer eligible for scholarships or federal loans.

Trinity Online Learning Opportunity Grant:

Trinity College operates on an online platform in which part-time and full-time students are eligible for up to a 20% scholarship.

TEDS & TGS Scholarships and Grants

New students will automatically be considered for TEDS and TGS scholarships and grants after submitting their application to Admissions.

- To be considered for additional scholarships, students can complete an Endowed Scholarship Application (<https://form.jotform.com/240444586065156/>).

Additional information concerning the various grants and scholarships offered by Trinity, including the applications, can be found on our website (<https://www.tiu.edu/divinity/scholarships-aid/>).

All Trinity scholarship opportunities indicated on this page are designed specifically for Divinity School and Graduate School students pursuing a degree on the Bannockburn Campus or via TEDS online. Extension Site students are not eligible for Trinity scholarship consideration. Most scholarships and grants are not available during the summer term.

For students enrolled prior to Fall 2024, most financial aid is available to part-time students. Students who are enrolled at least half-time (5

hours) will be eligible to receive institutional financial aid on a pro-rated schedule:

| Hours Per Semester | Scholarship Amount |
|--|--------------------|
| 10 or more hours, Divinity School master's level | 100% |
| 9 or more hours, TGS master's level | 100% |
| 9 or more hours, doctoral level | 100% |
| 5-9 hours, Divinity School master's level | 50% |
| 5-8 hours, TGS master's level | 50% |
| 5-8 hours, doctoral level | 50% |

Please note that certain courses/credits cannot be included in the hours needed to achieve half-time or full-time status for purposes of calculating Trinity scholarship eligibility. Extension site courses are charged at a reduced rate, thus these courses cannot be combined with regularly priced courses to establish TIU scholarship eligibility.

TEDS & TGS Scholarships include:

- Dean's Merit
- Leadership Legacy
- International Impact
- TEDS Faithful Future
- Mosaic Ministries
- Church Match
- Endowed and Annual
- Ministry Rebates
- Spouse Rebates

Doctoral Scholarships include:

- Merit-based
- Leadership
- Fellowships

Trinity International University - Florida Scholarships and Grants

Florida State Grants

Bright Futures Scholarship

The Florida Bright Futures Scholarship Program offers three types of scholarship awards- The Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). Visit the Florida (https://www.floridastudentfinancialaid.org/SAPHome/SAPHome/?url=home)state website (http://www.floridastudentfinancialaid.org/SSFAD/bf/) for more information.

Florida Student Assistance Grant

The Florida Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, Florida resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. Eligible students must maintain full-time enrollment each term. Annual amounts vary per academic year (based on availability of funds at Trinity).

Scholarships for Children and Spouses of Deceased or Disabled Veterans (CSDDV)

The Scholarships for Children and Spouses of Deceased or Disabled Veterans (CSDDV) provides an award to dependent children or un-remarried spouses of qualified Florida veterans. For more information or to apply for the program please visit the Florida Department of Education's Scholarship and Grant Programs website (https://www.floridastudentfinancialaid.org/SAPHome/SAPHome/?url=home).

Trinity International University - Florida Scholarships

Career Advantage

The Career Advantage Scholarship began in Spring 2023 and provides institutional tuition assistance to incoming students who are enrolled at least half-time. Recipients must maintain half-time enrollment and a 3.3 GPA to remain eligible in future semesters. This scholarship cannot be combined with other TIU scholarships.

Ministry Rebate Scholarship

This scholarship is available only to students enrolled in Trinity Graduate School and TEDS programs. The Ministry Rebate Scholarship provides institutional assistance of \$100.00 per credit hour (up to \$900.00) for TIU-Florida graduate and divinity school students whose primary source of income is directly from work in Christian ministry.

Trinity Law School Scholarships and Grants

Prospective students should contact their Admissions Counselor to discuss what scholarships they may be eligible for. Individuals who have been dismissed from a law school are not eligible for merit-based scholarships. Visit our website (https://tls.edu/aid/) to view more information regarding our financial aid options and steps to apply.

Dean's Scholarships

A limited number of full-tuition scholarships, some of which include additional stipend, are being offered by Trinity Law School to qualified students of high academic caliber and personal excellence who seek to serve in the practice of law. Applicants must have an LSAT score in the 50th percentile or higher (152-180) to be considered. Stipend consideration begins at the 60th percentile. This scholarship is renewable if specific academic requirements are maintained each semester.

Dean's partial-tuition scholarships are awarded to incoming law students based upon academic excellence and LSAT performance. Applicants must have an LSAT score in the 40th percentile or higher (149-151) to be considered. This scholarship is renewable if specific academic requirements are maintained each semester.

Justice Scholarship

This scholarship is awarded to incoming students based upon academic excellence and LSAT performance. This scholarship is renewable if specific academic requirements are maintained each semester. Applicants must have an LSAT score above the 30th percentile (146-148) to be considered.

Non-Merit Based Scholarships

Christian College Scholarship

In order to minister to graduates and employees of Christian colleges and universities, Trinity Law School is offering a scholarship worth 50 percent of the cost of tuition for the entire three-year law school degree to any graduate from a regionally accredited Christian college or university that is a member of the North American Coalition for Christian Admission Professionals and meets the requirements for admission to Trinity's regular JD program. This scholarship also applies to the immediate family members of the employees at these colleges and universities.

Evangelical Free Church Scholarship

Trinity Law School is part of the Trinity International University family of schools; this family is part of the Evangelical Free Church of America. Because of this affiliation, as a voluntary service to the EFCA, Trinity Law School offers a scholarship worth 50% of the cost of tuition for the entire three-year law degree to the following: members of EFCA churches for at least one year, employees of EFCA churches, and immediate family members of full-time EFCA church or denomination employees. Candidates must also meet the requirements for admission into Trinity's regular JD program.

Founder's Scholarship

This scholarship honors the vision of Dr. John Warwick Montgomery, a renowned historian and lawyer; Dr. Harold Lindsell, a popular Bible scholar; and Dr. Walter Martin, a celebrated Christian apologist. Each desired to integrate law, human rights, and Christian apologetics into a single academic institution through the founding of Simon Greenleaf University (where Trinity Law School first began). This vision is continued by awarding scholarships to students who demonstrate the desire to integrate law and theology.

Mephibosheth Scholarship

The Mephibosheth Endowed Scholarship Program is provided by the late Peter DeKorte of Hawthorne, New Jersey. Mr. DeKorte, a successful businessman who had a disability, established this scholarship fund for Trinity Law School out of gratitude to the Lord for all He had done for him. Recipients of this scholarship must have a physical or sensory impairment that is likely to continue indefinitely. Recipients may be eligible for renewal each year if they maintain specific academic requirements. Preference will be given to those who have an impairment that makes employment during the academic year less likely. Click here (<https://tls.edu/aid/>) for more information about the Mephibosheth Scholarship.

Grants

Public Service Grants

These grants are awarded to first-year law students demonstrating a commitment to public and community service. Examples of grant recipients may include pastors and their families, or law enforcement personnel, as well as applicants with significant volunteer involvement in their community.

Community College Grants

These are awarded to AA or AS graduates of California community colleges who have not yet earned a bachelor's degree and who are beginning their first year of law study. Employees of California community colleges who work 20 or more hours per week are also eligible to receive this award upon verification.

Church Match Scholarship

If a church donates funds towards your education, Trinity Law School will match the donations each academic year. Certain restrictions apply (talk to your admissions counselor for more details).

Satisfactory Academic Progress

Bannockburn and Florida (FRC) Satisfactory Academic Progress Policy

Trinity International University is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive institutional, state, and federal Title IV funds administered by the university. Federal Title IV programs include Direct Loans, Pell, and federal Work-Study.

Trinity has established the following criteria in conjunction with federal regulation published on October 29, 2010, Federal Register Part 668.34 and in the Higher Education Amendments of 1986.

Qualitative Standards of Academic Progress

Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. To maintain financial aid eligibility, students must maintain a cumulative grade point average of:

| Hours Attempted | Cumulative GPA |
|-------------------------------|----------------|
| Freshman | 1.6 CGPA |
| Sophomore | 1.8 CGPA |
| Junior | 2.0 CGPA |
| Senior | 2.0 CGPA |
| Undergraduate TIU-Florida | 2.0 CGPA |
| Graduate Programs, TEDS & TGS | 2.0 CGPA |

- Credits transferred, incompletes, and course withdrawal will not count toward the cumulative GPA.
- Successful retaking of a course may improve the cumulative GPA.

Quantitative Standards of Academic Progress or PACE

Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified PACE. PACE is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted. At Trinity, students must achieve a PACE of 67% in order to complete degree requirements within the maximum time-frame allowed.

- Credit hours transferred from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours.
- Course incompletes and withdrawals will count toward "hours attempted" and will negatively affect PACE.
- Successful retaking of a course may improve PACE.
- Administrative Withdrawals will not count towards "hours attempted" and will not affect PACE.

Failure to Meet the Satisfactory Academic Progress Standards

1. Financial Aid Warning

Student records are reviewed after each semester. Students who fail to meet either the qualitative or quantitative standards are placed on Financial Aid Warning for one semester. During the semester of Financial Aid Warning, the student continues to be eligible to receive financial aid.

2. Financial Aid Suspension

Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester results in Financial Aid Suspension. During a period of Financial Aid Suspension, a student is no longer eligible to receive institutional or federal student aid. Eligibility for financial aid can be regained by again achieving Satisfactory Academic Progress at the student's expense.

3. Financial Aid Appeal

Under certain circumstances, students who fail to meet Satisfactory Academic Progress after the Warning Semester may submit a written appeal. An appeal may be submitted under the following circumstances: Death of a relative, injury or illness of a student, or other special circumstances. The written appeal must include the following:

- The basis for submitting the appeal
- Reason the student failed to make Satisfactory Academic Progress
- What has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the end of the next term.

An appeal may be approved only if the school:

- Has determined that the student will be able to meet SAP standards after the subsequent payment period, or
- Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

Change in major. On a case-by-case basis, as part of the appeal process, we will permit that for students who change majors, credits and grades that do not count toward the new major will not be included in the satisfactory progress determination.

A student who submits a financial aid appeal will be notified in writing of the results of the appeal. A successful appeal results in one semester or specified time period of *Financial Aid Probation*.

4. Financial Aid Probation

A student on Financial Aid Probation may receive institutional, federal, and state financial aid funds for one semester or specified time period. At the end of the Probationary semester or specified time period, the student must meet Satisfactory Academic Progress standards to receive financial aid in subsequent semesters. Only one semester or specified time period of Financial Aid Probation is allowed in a student's academic program. On an individual basis, a probation period can be extended if the student has demonstrated strong academic improvement towards the specified standard.

Trinity Law School Satisfactory Academic Progress Policy

Trinity Law School is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive state and federal Title IV funds administered by the law school. Federal Title IV programs at Trinity Law School are the Direct Unsubsidized and Grad Plus Loans.

Trinity Law School has established the following criteria in conjunction with federal regulation published on October 29, 2010, Federal Register Part 668.34 and in the Higher Education Amendments of 1986.

Qualitative Standards of Academic Progress

Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. In order to maintain financial aid eligibility, students must maintain a 2.0 cumulative grade point average.

- Credits transferred in, Incompletes and Course Withdrawal will not count toward the cumulative GPA average
- Successful retaking of a course may improve the Cumulative GPA average.

Quantitative Standards of Academic Progress

Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified pace. Pace is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted.

- Credit hours transferred in from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours
- Course Incompletes and Withdrawals will count toward 'hours attempted' and will negatively affect pace
- Successful retaking of a course may improve pace

To comply with additional timing requirements, students are to adhere to the following pace guides to be in compliance both with federal and CBE requirements regarding academic progress.

| Rule | When |
|---|--|
| Student will not be permitted to complete more than 40 units | Within the first 12 months of study |
| Student will not be permitted to complete more than 70 units | Within the first 24 months of study |
| A candidate for the J.D. degree must complete his or her studies | No earlier than 32 month and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transferred credit. |
| Students must successfully complete the prescribed program of 90 units of study | Within 5 years |
| A student must file a petition with the Registrar | A student must file a petition with the Registrar If the student will take longer than 60 months to complete the J.D. degree |

Academic Plans

Academic plans are prescribed upon admission for all new students based on their status as full or part time, and taking into consideration personal factors such as home life, work schedule, commute to campus, etc.

These plans are agreed upon by the student and a formal contract is sent through echo-sign and signed by the student and Director of Academic support. These plans all meet the requirements for SAP at Trinity Law School.

To change an academic plan for any reason will require a meeting with the student's advisor and re-approval by academic support.

Failure to Meet Satisfactory Academic Progress Standards

1. Financial Aid Warning

Student records are reviewed after each semester. Students who fail to meet both the qualitative and quantitative standards are placed on Academic Warning for one semester. During the semester of Academic Warning, the student continues to be eligible to receive financial aid.

2. Financial Aid Termination

Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester or Probation semester results in **Financial Aid Termination**. Once financial aid is terminated, students are no longer eligible to receive federal or institutional financial aid. This would not preclude a student from paying tuition out of pocket or securing a private student loan.

3. Financial Aid Probation

A student on Financial Aid Probation may receive federal financial aid funds for one semester. At the end of the Probationary semester, the student must meet Satisfactory Academic Progress standards in order to receive financial aid in subsequent semesters.

4. Financial Aid Appeal

Under certain circumstances, students who fail to meet SAP after the warning semester may submit a written appeal to the Financial Aid Department. The written appeal must include:

- The basis for submitting the appeal.
- Reason the student failed to make Satisfactory Academic Progress
- What has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the end of the next term

An appeal can only be approved if the school:

- Has determined that the student will be able to meet SAP standards after the subsequent payment period
- Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

Official University Policies

A comprehensive list of TIU policies can be found on myTIU (https://my.tiu.edu/ICS/Administrative_Resources/University_Policies.jnz).

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community.

- All individuals, being in the image of God, are to be respected for their intellectual contributions.
- The use of one's God-given talents is the responsibility of every individual and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God.
- Relationships within our community are to be nurtured in an environment of trust.

Therefore, plagiarism and cheating in any form will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words or ideas in a person's writings are one's own, whereas in reality they are taken from someone else's written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as students give the impression of doing better on assignments, quizzes or exams than they deserve.

Plagiarism and cheating have a negative effect on the Trinity community in that they do not promote truth, they break the relationship of trust, they do not encourage the individual to develop his or her creative talents, and they erode the moral fiber so vital in an academic community. For a further description, see the *Student Handbook*.

Any student who breaks the standard of academic integrity by cheating or plagiarism will be dealt with severely by the faculty and staff and will be reported to the Dean of Students. The result may be failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

Acceptable Use Policy Summary for Technology and Telecommunication Systems

The following summarizes major points contained in the Acceptable Use Policy (https://my.tiu.edu/ICS/Portlets/ICS/Handoutportlet/viewhandler.ashx?handout_id=b30dc30e-0efb-4f95-9483-6259ec93a2af). Students are responsible for abiding by the complete text contained within the "Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy." For the complete text, please visit MyTIU> Administrative Resources>University Policies. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of university networks, phone systems, computer systems, and technology.

The university network and systems are to be used primarily for activities related to the educational mission of the university. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these terms and conditions and does not, at the university's discretion, utilize excessive capacity of resources, or in the

case of employees, interfere with the employee's work. For any other personal use, written approval is required from the Student Life Office.

Computer login and phone PIN (Personal Identification Number) account holders are responsible for any activity originating from their accounts. Your computer and account may be used for:

- authorized network access to university systems and resources that are used for curricular, academic, and administrative activities.
- e-mail and access to worldwide web pages.

Official notifications made by university offices are increasingly made using e-mail, rather than by paper memos sent through the university mail services. E-mail used for such notifications will be delivered to the recipient's university e-mail account. **Employees and students are expected to read their university e-mail and are strongly encouraged to use their university e-mail accounts for all communication within the university to ensure reliable and secure delivery.**

University personnel can and will access files when necessary for maintaining the university network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the university.

Individuals may not use university computers, networks, system resources, and phones

- for commercial or business purposes.
- for accessing or distributing defamatory, abusive, obscene, sexually oriented/pornographic, threatening, racially offensive, or illegal material. Any access to such materials by way of the university internet connection will be blocked, logged, and reported.
- for any activity which interferes or inhibits the use of the network or university systems by others.
- to connect non-authorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a university policy.

Additionally, individuals may not use university computers, networks, and system resources

- for unauthorized browsing or exploring, or making other unauthorized attempts to view data, files, or directories belonging to TIU or to other users.
- to transmit, use, or serve unauthorized software.
- to violate copyrights of documents or media.
- for misuse of message boards or any web-based community.
- for computer tampering or unauthorized alteration of data, identification, or credentials.
- for introducing deviant software (viruses, worms, etc.) into the university network and systems. Students and employees who do not comply with the "Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy" are subject to disciplinary action. The university reserves the right to cooperate fully with local, state, and federal officials in investigations relating to information accessed or distributed using university computing systems, the university network, the university phone system, or the university internet connection.

Auxiliary Aids and Services for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students assists students with disabilities in obtaining auxiliary aids and services and in consultation with the faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Dean.

It is the policy of the Trinity International University as outlined by the ADA to require from the students supporting diagnostic test results and professional prescriptions for auxiliary aids and services, particularly for those students with hidden disabilities. Documentation for medical/physical disabilities may be satisfied by a physician's statement that includes, but is not limited to, description of the disability and the limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

For students with specific learning disabilities, the following requirements apply for documentation to be considered reasonable documentation:

- It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.
- It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.
- It must reflect the student's present achievement level, be as comprehensive as possible, and dated no more than three years prior to the student's request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, and writing; adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale—Revised or equivalent; and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Denny, or equivalent.
- It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the ADA Coordinator, should direct their concerns to the Vice President for Student Life or, in his or her absence, to the Provost.

Copyright Policy

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Permissions Act as it pertains to copying both course materials and material for personal use are available through the Dean's Office.

Drug-free Environment

Trinity is committed to the maintenance of a drug-free environment. We believe that the implementation of a drug-free environment is for the protection of students and employees of Trinity, and we have established the following policy designed to maintain such an atmosphere:

1. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general.
- Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion.
 - If individuals become aware of a violation of this policy, they are encouraged to report it to the Dean of Students immediately so that the matter can be investigated promptly.

Family Educational Rights and Privacy Act of 1974

The purpose of the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) is to ensure access to educational records for students and parents while protecting privacy of such records and to control the careless release of educational information.

In accordance with requirements established by the Act also commonly known as the "Buckley Amendment," Trinity International University hereby provides notice of intention to comply fully with the Act and also provides notice to students of their rights under the Act.

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such students' right to privacy by limiting the transfer of their records without their consent. "Educational records" are defined as those records, files, documents, and other materials directly related to a student that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

The Act clarifies that an institution is not required to grant access to students to certain materials, including the following:

Private notes and other materials created by Trinity's personnel, provided they are not revealed to another individual.

- Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, or psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however,

that a physician or other appropriate professional of the student's choice may review such records).

- Law enforcement records, which are kept separate from educational records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the school does not compromise the rights of individuals enjoyed prior to the enactment of the legislation, students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974.

Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in educational records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

The legislation also makes clear that the parent or legal guardian of a dependent student, as defined for federal Income Tax purposes, has a right to information about his or her child without the school's having to seek the student's consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student's name, address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students have a right to inform the school within a reasonable period of time that any or all of this so-called "directory information" should not be released without their prior consent. Requests by the student to suppress from public distribution the above mentioned information are to be made annually.

As required by the Act, the school hereby provides public notice of its intention to publish this type of information in the annual directory.

In complying with the legislation, the school has adopted the procedures and policies below, in addition to those noted on the previous page:

1. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:
 - a. Other university officials, including faculty, who have legitimate educational interests
 - b. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of

the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record

- c. Those representatives of the federal government and the state who are identified in the "Act," provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
 - d. Those who serve in connection with the student's application for, or receipt of, financial aid
 - e. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
 - f. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
 - g. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
 - h. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
 - i. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
 - j. In connection with a health or safety emergency
 - k. Information that has been designated as "directory information"
 - l. To the parent of a student who is not an eligible student or to the student
 - m. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime
2. Records (usually only transcripts) released to any organization, agency, or individual at a student's request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.
 3. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student's education record.
 4. Student may inspect material belonging to their education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student's request be made in writing and, where appropriate, in person. On request, students may be required to identify themselves in filing a request prior to having access to their records. The

student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has forty-five days from the time of request until it must comply with the request.

Copies of records accessible to students shall be transmitted to the student upon payment of the established fee for issuing such copies. The Act does not preclude the school's right to destroy any records if not otherwise precluded by law, unless prior to destruction the student has requested access. In fact, there is general encouragement to reduce the number of records so that destruction of records is consistent with the spirit of the law.

****Notice**** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Firearms, Weapons, and Explosives

Possession of firearms, weapons, or explosives on campus is not permitted. Students who are found in possession of any type of firearm, weapon, or explosive are subject to immediate dismissal from the institution. This includes, but is not limited to, BB guns, paint ball guns, air-soft pellet guns, bows and arrows, ammunition, sling blades of more than four inches (excluding cutlery manufactured for cooking purposes for apartment residents), toy guns, and any other weapon of any kind or imitation thereof that could be used to cause fear or injury to another person.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity's intent to comply with both the letter

and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student Life Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

Human Rights in Research

Trinity is concerned with the moral responsibilities involved in the rights and welfare of human subjects in all research, class projects and related activities. This concern includes the protection of rights to privacy, the need for informed consent, protection of confidential data, and protection against physical, psychological, spiritual, social and legal risks. The safeguarding and confidentiality of records and data collected on individuals and groups, the use of such data by the investigator conducting the original research or by other investigators, and the use of the data at a later time are all within the scope of this policy.

To protect the rights of all human subjects in research carried out by Trinity faculty, staff, and students and to meet the standards required by governmental agencies, the institution has developed a Human Rights in Research policy and protocol that must be followed in conducting all research. Program handbooks contain the policy and procedures used for implementation.

Immunization Requirements

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office (Health@tiu.edu) or go to Health Services (<https://my.tiu.edu/services/counseling-and-health/>) on MyTIU.

Posters and Notices

Students are permitted to post items (notices, advertisements, etc.) in designated locations on campus only if the posted item receives an approval stamp. To get an item approved for posting on the graduate side of campus, contact the Student Life Office.

Referenda and Petitions

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the University Leadership Team before being distributed or circulated. All items posted on campus by student must be approved and stamped by the Student Life Office.

Soliciting

No soliciting is permitted on campus and violations of this should be reported to the Dean of Students.

Student Loan Program Code of Conduct

Trinity International University (TIU) has adopted a Code of Conduct, in compliance with sec 487(a) (25) of the HEA of 1985.

The goal of the TIU Office of Student Financial Services is to provide the highest quality service in the most efficient and timely manner possible, while upholding the mission of the institution, and acting in a matter with the integrity of a Christian institution. We willingly adhere to the following "Code of Conduct." All officers, employees and agents of Trinity International University willingly agree to adhere to the Code of Conduct.

- **TIU will not enter into a revenue-sharing agreement with any lender. A "revenue-sharing arrangement" is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.**

TIU embraces a ban on the employees of the university receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU Office of Student Financial Services, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A "gift" is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include

- a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training.
- food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution's officer, employee, or agent.
- favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution.
- entrance and exit counseling as long as the institution's staff are in control of the counseling and the counseling does not promote the services of a specific lender.
- philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans.
- State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

TIU embraces a ban on contracting agreements. No officer or employee of the university (or agent who otherwise has responsibilities with respect to education loans) will accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

TIU embraces a prohibition against steering borrowers to particular lenders or the delay of loan certifications. For the first time borrower, TIU will not assign, through the award packaging or other methods, the borrower's loan to a particular lender. In addition, TIU will not refuse to certify, or delay the certification, of any loan based on the borrower's selection of a particular lender or guaranty agency.

TIU embraces a prohibition on offers of funds for private loans. TIU will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specific loan volume, or a preferred lender arrangement. An "opportunity pool loan" is defined as a private education loan made by a lender to a student (or the student's family) that involves a payment by the institution to the lender for extending credit to the student.

TIU bans the use of staffing assistance from lenders. TIU will not request or accept from any lender any assistance with call center staffing or Office of Student Financial Services staffing, except that provided by a lender that involves professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

TIU adopts a ban on advisory board compensation. An employee of TIU who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

Title II Information

For Title II information, you may access the TIU website's consumer information section. (<http://www.tiu.edu/offices/student-financial-services/consumer-information/>) under the Teacher Preparation Program Report – Title II.

Vehicles

By operating a vehicle on university property you are subject to all state and TIU motor vehicle regulations. All vehicles must check in with security or have a current TIU parking permit. Passes, permits and a copy of the rules and regulations may be obtained at the Gate House located by the Route 22 entrance.

VA Benefits

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not

- prevent the student's enrollment.
- assess a late penalty fee to the student.
- require the student to secure alternative or additional funding.
- deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to

- produce the VA Certificate of Eligibility (COE) by the first day of class.
- provide a written request to be certified.
- provide additional information needed to properly certify the enrollment as described in other institutional policies.

Academic Calendar

Reference should be made to the current *Academic Handbook* or to the University Calendar (<https://www.tiu.edu/events/calendar/>) on MyTIU and the TIU website for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

Current year is 2024-25. Next year is 2025-26.

Fall

| Calendar Item | Current Year | Next Year |
|---|-----------------------------------|-----------------------------------|
| TLS Fall Registration Begins | July 24, 2024 | July 23, 2025 |
| Bannockburn Campus - TC International New Student Orientation | August 14, 2024 | |
| TLS Fall Orientation | August 16-17, 2024 | August 15-16, 2025 |
| Bannockburn Campus - New Student Orientation | August 16-21, 2024 | |
| Bannockburn Campus - TEDS International New Student Orientation | August 17, 2024 | August 16, 2025 |
| TC Online Classes Start | August 26, 2024 | August 25, 2025 |
| TLS First day of Fall Classes | August 26, 2024 | August 25, 2025 |
| TIU-Florida - Undergraduate first day of Fall classes | August 26, 2024 | August 25, 2025 |
| Convocation | August 27, 2024 | August 26, 2025 |
| TEDS - First day of Fall Quad A classes | August 27, 2024 | August 26, 2025 |
| TIU-Florida - Graduate first day of Fall classes | August 28, 2024 | August 27, 2025 |
| Labor Day holiday (no classes) | September 2, 2024 | September 1, 2025 |
| TEDS - End Fall Quad A | October 15, 2024 | October 14, 2025 |
| TEDS - Fall break (no classes) | October 16-21, 2024 | October 15-20, 2025 |
| TIU-Florida Undergraduate Subsession 1 ends | October 19, 2024 | October 18, 2025 |
| TIU-Florida Undergraduate Subsession 2 begins | October 21, 2024 | October 20, 2025 |
| TEDS - Fall Quad B begins | October 22, 2024 | October 21, 2025 |
| Day of Prayer (no classes) | October 28, 2024 | October 27, 2025 |
| Fall DMin Classes | November 4-7, 2024 | November 3-6, 2025 |
| TEDS - Thanksgiving recess (no classes) | November 23-December 1, 2024 | November 22-30, 2025 |
| TIU-Florida - Undergraduate Thanksgiving Recess | November 25-30, 2024 | November 24-29, 2025 |
| TLS Thanksgiving Recess (no classes) | November 25-30, 2024 | November 24-29, 2025 |
| TLS Fall Final Exams | December 10-21, 2024 | December 9-20, 2025 |
| TLS Spring Registration Begins | December 11, 2024 | December 10, 2025 |
| TEDS - Last day of Fall Quad B classes | December 13, 2024 | December 12, 2025 |
| TEDS - Winter Break | December 18, 2024-January 6, 2025 | December 17, 2025-January 5, 2026 |
| TIU-Florida - Graduate last day of Fall classes | December 19, 2024 | December 18, 2025 |
| TIU-Florida - Undergraduate last day of Fall classes | December 21, 2024 | December 20, 2025 |
| TEDS - Fall Quad B Ends | December 23, 2024 | December 22, 2025 |

Spring

| Calendar Item | Current Year | Next Year |
|---|---------------------------|---------------------------|
| TC Online Classes Start | January 6, 2025 | January 5, 2026 |
| TIU-Florida - Undergraduate first day of Spring classes | January 6, 2025 | January 5, 2026 |
| TEDS - First day of Spring Quad A classes | January 7, 2025 | January 6, 2026 |
| TIU-Florida - Graduate first day of Spring Classes | January 8, 2025 | January 7, 2026 |
| TLS Spring Orientation | January 10-11, 2025 | January 9-10, 2026 |
| TLS First day of Spring Classes | January 13, 2025 | January 12, 2026 |
| Martin Luther King Day holiday (no classes) | January 20, 2025 | January 19, 2026 |
| TEDS - Spring Quad A ends | February 21, 2025 | February 20, 2026 |
| Spring DMin Classes | February 26-March 3, 2025 | February 25-March 2, 2026 |
| TEDS - Spring break (no classes) | February 26-March 3, 2025 | February 25-March 2, 2026 |
| TIU-Florida - Undergraduate Subsession 1 ends | March 1, 2025 | February 28, 2026 |
| TEDS - First day of Spring Quad B classes | March 3, 2025 | March 2, 2026 |
| TIU-Florida - Undergraduate Subsession 2 begins | March 3, 2025 | March 2, 2026 |
| Day of Prayer (no classes) | March 10, 2025 | March 9, 2026 |
| TEDS - Easter break (no classes) | April 12-20, 2025 | March 28-April 5, 2026 |
| TIU-Florida - Undergraduate Easter Break | April 14-19, 2025 | April 1-5, 2026 |
| TLS Easter Break | April 14-19, 2025 | Mar 30-April 4, 2026 |
| TLS Summer Registration Begins | April 16, 2025 | April 15, 2026 |
| TEDS - Last day of Spring Quad B classes | April 25, 2025 | April 24, 2026 |
| TEDS - Spring Quad B ends | April 29, 2025 | April 28, 2026 |
| TLS Spring Final Exams | April 29-May 10, 2025 | April 28-May 9, 2026 |
| TEDS Commencement | May 2, 2025 | May 1, 2026 |
| TIU-Florida - Graduate last day of Spring classes | May 2, 2025 | May 1, 2026 |
| TIU-Florida - Commencement | May 3, 2025 | May 2, 2026 |
| TIU-Florida - Undergraduate last day of Spring classes | May 3, 2025 | May 2, 2026 |
| TLS Last Day of Classes | May 10, 2025 | May 9, 2026 |
| TC/TGS Commencement | May 17, 2025 | May 16, 2026 |
| TLS Commencement | May 17, 2025 | May 16, 2026 |
| Memorial Day (no classes) | May 26, 2025 | May 25, 2026 |

Summer

| Calendar Item | Current Year | Next Year |
|---|-------------------------|-------------------------|
| TIU-Florida - Graduate first day of Summer classes | May 5, 2025 | May 4, 2026 |
| TIU-Florida - Undergraduate first day of Summer classes | May 5, 2025 | May 4, 2026 |
| TEDS - Summer Quad A begins | May 6, 2025 | May 5, 2026 |
| TEDS May Term Week | May 12-16, 2025 | May 11-15, 2026 |
| TC Online Classes Start | May 19, 2025 | May 18, 2026 |
| TLS First day of Summer Classes | May 19, 2025 | May 18, 2026 |
| Memorial Day Holiday (no classes) | May 26, 2025 | May 25, 2026 |
| Juneteenth Holiday (no classes) | June 19, 2025 | June 19, 2026 |
| TEDS - Last Day of Summer Quad A Classes | June 20, 2025 | June 19, 2026 |
| TEDS - Summer A Ends | June 24, 2025 | June 23, 2026 |
| TEDS - Summer Break | June 25-30, 2025 | June 24-29, 2026 |
| TEDS Summer Quad B Classes Begin | July 1, 2025 | June 30, 2026 |
| Independence Day Holiday (no classes) | July 4, 2025 | July 4, 2026 |
| Summer DMin Classes | July 21-24; 28-31, 2025 | July 20-23; 27-30, 2026 |
| TLS Fall Registration Begins | July 23, 2025 | July 22, 2026 |
| TLS Summer Final Exams | August 5-19, 2025 | August 4-15, 2026 |
| TEDS - Last Day of Summer B Classes | August 15, 2025 | August 14, 2026 |
| TEDS - Summer B Ends | August 19, 2025 | August 18, 2026 |
| TLS Last Day of Classes | August 19, 2025 | August 15, 2026 |
| TIU-Florida - Graduate last day of Summer classes | August 22, 2025 | August 21, 2026 |
| TIU-Florida - Undergraduate last day of Summer classes | August 22, 2025 | August 21, 2026 |

General Academic Information

Course Numbering System

The alpha characters of a course number indicate the department or subject of study, the first numeric character indicates the academic level of the course:

- 100-499 Undergraduate Courses
- 5000-6999 Masters Courses
- 7000-7499 Advanced Master's Courses
- 7500-8999 Advanced Master's Courses or Doctoral Courses
- 9000-9999 Doctoral Courses

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.

Like the traditional college, adult undergraduate courses (both face-to-face and online) operate within a semester system. These courses are divided into six units each, and their learning outcomes are the same as those in the traditional college.

TIU Credit Hour Policy

A credit/semester hour is an amount of work represented by specific learning outcomes and is verified by evidence of student achievement that is an established institutional policy that reasonably approximates not less than

1. one hour (not fewer than 50 minutes) of in-class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit. This accounts for approximately 700 minutes of in-class or direct faculty instruction and a minimum of 1,400 minutes of out-of-class student work for a total of approximately 2,100 minutes for one semester hour of credit; or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by TIU, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy, graduation, and honors are stipulated by program and are noted under each program in the Catalog.

- "A" : outstanding work—superior achievement of course objectives.
"B" : good work—commendable achievement of course objectives.
"C" : acceptable work—satisfactory achievement of course objectives.
"D" : minimal work—marginal achievement of course objectives.
"F" : failure—unacceptable work. "F" is also assigned when a course is dropped after 50 percent course meetings.

The following grade points are assigned to letter grades:

| | |
|----|-----|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

Technology and Students

Classrooms are equipped with appropriate instructional technology. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process and are expected to become familiar with and use their computer skills as part of the academic and student process. Education in the twenty-first century demands technology skills, including the use of a computer for course assignments.

Transcripts and Records

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.

TRINITY COLLEGE

- About Trinity College (p. 55)
- Academic Life (p. 59)
- Personnel (p. 56)

About Trinity College

- Trinity College Purpose (p. 55)

Trinity College Purpose

The undergraduate program at Trinity International University prepares students to engage and influence their local and global communities through holistic Christ-centered liberal arts education. To accomplish this, TIU as an academic community, commits itself to distinctive objectives:

1. A Reasoned Belief in the Christ-Centered Focus of Truth

A belief that:

- affirms a personal and loving God as source and sustainer of all created beings and values.
- proclaims Jesus Christ as liberator and Lord of individual and corporate living.
- appropriates Holy Scripture as God's direct and definitive self-disclosure.
- discovers God's continual self-revealing activity in every aspect of nature, life, and knowledge.
- provides illumination and significance to the quest for understanding in all its dimensions.
- engages in open-minded inquiry as an appropriate response of love to God.

2. A Liberal Arts Approach to Learning

An approach that:

- gives systematic exposure to the heritage of human experience.
- sharpens the ability to form significant questions and sound judgments.
- teaches consistency and comprehensiveness in thought and clarity, and coherence in expression.
- cultivates appreciation for the beautiful, the imaginative, and the delightful; as well as empathy for the unlovely, the commonplace, and the tragic.
- develops the human capacity to create, which reflects the creative power of God.

3. A Sustained Interest in Every Participant

An interest that:

- respects the dignity of each person as a unique image-bearer of God.
- takes seriously the particular concerns of current and former students, faculty and staff, administrators and trustees, and those in its various constituencies.
- supports each member in the integration of all the facets of his or her personal growth.

4. A Purposeful Involvement in Contemporary Society

An involvement that:

- subjects pervasive human problems to penetrating critical analysis.

- confronts deterioration and corruption in institutions as well as individuals.
- translates Christian compassion into redemptive social action, with special sensitivity to global injustice and ecological stewardship.
- points men and women, individually and collectively, to their ultimate need for God's forgiving healing and grace.

5. A Serious Attempt to Encourage Career Potential

An attempt that:

- applies formal instruction to issues of current importance.
- offers guidance in the development of life-planning skills.
- emphasizes a range of vocational possibilities more than specific occupational training.
- promotes effective participation in the body of Christ.

6. A Creative Balancing of Tensions Inherent in the Educational Process

A balance that:

- sets and strives for high ideals, but confesses and struggles with flaws and limitations.
- allows for maximum realization of freedom and order, spontaneity and continuity.
- recognizes the necessary interdependence of reason and faith, reflective thinking and responsible acting.
- treats with tolerance and fairness ideas that are novel, traditional, simple, or complex.
- requires equally of all who teach and learn both careful research and effective communication.
- transmits Christian values while sustaining the exercise of individual moral decision.
- discriminates between need and excess in the use of natural and economic resources.
- distinguishes good from evil, but refrains from separating God's universe into "sacred" and "secular" compartments.

Trinity College, as a Christian liberal arts college, is dedicated to exploring all knowledge and is committed to the fact that all truth is God's truth. In part, this commitment entails engaging the culture and seeking to transform it for Jesus Christ. There is, therefore, an inherent tension between the search for God's truth and the Christian's engagement of culture. Ideas and issues, whether presented by the arts, literature, or sciences, are to be examined and evaluated in light of God's inerrant and authoritative Word. Through this process students may on occasion experience some discomfort as aspects of human fallenness are studied. Students are encouraged to interact with their professors or Student Life personnel when such situations occur.

Personnel

- Adjunct Faculty (p. 58)
- Endowed Faculty Chairs (p. 57)
- Full-time Faculty and Administrators (p. 56)
- Professors Emeriti (p. 56)
- Trinity College Academic Administration (p. 56)

Trinity College Academic Administration

Note: Alumni of Trinity International University are indicated by parenthetical degree and year following the name.

(TBD)

Associate Dean of the Wisconsin Prison Initiative

Full-time Faculty and Administrators

Full-time teaching faculty are those persons with a full-time contract whose principal employer is Trinity and who hold faculty status. They are involved in daily campus life. In the case of teaching faculty, they have completed the regular, full interview process or, in some cases, may serve by appointment of the dean. The date that follows the listing of each faculty member indicates the beginning year of service at Trinity.

Shanthini A. Baskaran, 2023

Clinical Assistant Professor of Psychology

BA, Women's Christian College, Madras

MA, The Justine Basheer Ahmed Sayeed University, Chennai, India

MPhil, The National Institute of Mental Health and Neurosciences, Bangalore

PhD, The National Institute of Mental Health and Neurosciences, Bangalore

Dr. Baskaran joins Trinity's faculty bringing significant experience as a psychologist and therapist in hospitals, as well as in volunteer work with missions and missionary member care. previously, she served on the faculty at the Soul Care Institute. She teaches in Trinity's Wisconsin prison ministry initiative, where students can earn a BA in biblical studies with a minor in psychology.

1

Administrators with faculty status.

Professors Emeriti

Emeriti professors have distinguished themselves in their service to Trinity and, as such, have been granted the honorary status of emeritus by the faculty and Board of Regents.

Harold J. Baxter

Associate Professor Emeritus of English, 1989-2009

BA, Houghton College

BD, Evangelical School of Theology

ThM, Eastern Baptist Seminary

MA, Old Dominion University

PhD, Florida State University

Jacqueline H. Bell

Associate Professor Emerita of Music, 1971-1999

BME, Wheaton College

MM, American Conservatory of Music

Gregory C. Carlson

Professor Emeritus of Christian Ministry and Leadership, 2007-2023

BA, Grace University (Omaha)

MACE, Biola University Talbot School of Theology

PhD, University of Nebraska, Lincoln

E. Morris Faugersstrom

Professor Emeritus of Music, 1952-1998

BM, Wheaton College

MM, PhD, Northwestern University

Chris L. Firestone

Professor Emeritus of Philosophy, 1999-2024

BA, BS University of Illinois at Urbana-Champaign

MA, Trinity Evangelical Divinity School

PhD, University of Edinburgh

Lois C. Fleming

Associate Professor Emerita of English, 1986-2021

BA, BA HONS, MA, University of Natal

MA, Wheaton Graduate School

Steven D. Fratt

Professor Emeritus of History, 1990-2020

BA, Westmont College

MA, PhD, University of California—Santa Barbara

William E. Graddy

Professor Emeritus of English, 1973-2010

BA, MA, PhD, Southern Illinois University

Bradley J. Gundlach

Distinguished Professor Emeritus of History, 1999-2024

AB, Princeton University

MA, Trinity Evangelical Divinity School

MA, PhD, University of Rochester

Jeanette L. Hsieh

Provost Emerita, Trinity International University

Dean Emerita, Trinity College and Graduate School, 1997-2015

BA, Westmont College

MA, Wheaton College

EdD, Northern Illinois University

Dori L. Karlesky

Professor Emerita of Chemistry, 1989-2021

BS, Wheaton College

PhD, Texas A&M University

Carol L. Kennett

Professor Emerita of Education, 1996-2012

BA, Eastern College

MA, Immaculata College

PhD, University of Pennsylvania

Kristin Lindholm

Professor Emerita of Communication, 1994-2024

BA, MA, University of Illinois at Urbana-Champaign

MA, Trinity Evangelical Divinity School
PhD, University of Illinois at Urbana-Champaign

Wendy L. Martin

Professor Emerita of Business, 2006-2024

BS, University of Colorado
MBA, University of Michigan
PhD, University of Illinois at Chicago

Carmen T. Mendoza

Associate Professor Emerita of English/Communication, 1985-2012

BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University

William J. Moulder

Professor Emeritus of Biblical Studies, 1975-2020

BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University

Donna Peterson

Dean Emerita, College of Arts & Sciences, 1987-1997

BA, Wheaton College
MA, University of Illinois
PhD, Trinity Evangelical Divinity School

Robert W. Pirsein

Professor Emeritus of Business

Full time: 1997-2004

Adjunct: 1989-1996

BA, MA, Marquette University
PhD, Northwestern University

Steven R. Pointer

Professor Emeritus of History, 1985-2012

BA, Duke University
MA, Trinity Evangelical Divinity School
PhD, Duke University

Angelo G. Rentas

Associate Professor Emeritus of Biology, 1985-2021

BS, MS, Northern Illinois University

Timothy M. Robinson

Associate Professor Emeritus of Psychology, 1988-2024

BS, Western Michigan University
MA, Trinity Evangelical Divinity School
MA, EdD, Western Michigan University

Paul Satre

Professor Emeritus of Music, 1996-2017

BA, Trinity College, cum laude
MMus, DMA, American Conservatory of Music

Joyce A. Shelton

Professor Emerita of Biology, 1988-2020

BS New Mexico State University
PhD, University of New Mexico School of Medicine

Jana Sundene

Associate Professor Emerita of Christian Ministries, 1990-2020

BA, Wheaton College
MA, Northern Illinois University

MA, Trinity Evangelical Divinity School

Paul A. Twelker

Professor Emeritus of Psychology, 1984-2004

BA, San Diego State University
MA, EdD, University of California—Los Angeles

Timothy J. Voss

Associate Professor Emeritus of Human Performance and Wellness, 1990-2012

BA, Trinity College
MS, University of Illinois

Clifford E. Williams

Professor Emeritus of Philosophy, 1982-2012

BA, Wheaton College
PhD, Indiana University

Peter Wright

Associate Professor Emeritus of Education, 2007-2017

BA, Trinity College
MSEd, Northern Illinois University
MSEd, National College of Education
EdD, National-Louis University

Karen A. Wrobbel

Professor Emerita of Education, 2003-2024

BA, Biola University
MA, Wheaton College
PhD, University of Minnesota

Endowed Faculty Chairs

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson's outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh's outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

The Susan B. Stover Chair for Leadership in Christian Higher Education is occupied by the Dean of the College and Graduate School.

The Richard A. Swanson Endowed Chair of Preaching and Pastoral Theology is given by Craig and Susan Swanson. The Chair shall be used to provide financial support for a faculty position in the Pastoral Theology department at TEDS in perpetuity, specifically a position that will be used to equip men and women to be preachers of the Gospel.

The Tite Tiéno Chair of Mission and Global Theology was given in honor of Dr. Tienou's outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology.

The William Washington Chair of Student Leadership was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.

Adjunct Faculty

Adjunct faculty members are part-time teaching faculty who teach one or more classes on an occasional basis. The degree to which adjunct faculty participate in daily campus life is limited. They are appointments of the Dean of the College. The date that follows the listing of each adjunct indicates the beginning year of service at Trinity.

Sherry Bengsch, MA

Lecturer in English, WI Prison Initiative 2018

BS, MA, Marian University

Paul Bialek, PhD

Professor of Mathematics, WI Prison Initiative 1995

BS, MS, PhD, University of Illinois at Urbana-Champaign

Susan Corapi, PhD

Associate Professor of Education, 2015

BA, Wheaton College

MA, Denver Seminary

DipCS, Regent College (Vancouver)

MLS, Texas Woman's University

PhD, University of Arizona

Jodi Craiglow, PhD

Lecturer in Psychology, WI Prison Initiative, 2013

BA, Grove City College

MEd, Miami University

MDiv, Gordon-Conwell Theological Seminary

PhD, Trinity Evangelical Divinity School

Daniel Green, PhD

Lecturer in Psychology, WI Prison Initiative, 2021

BA, Trinity College, Deerfield, IL

MA, Bradley University

PhD, University of Arkansas

Douglas Haney, PhD

Lecturer in History, WI Prison Initiative, 2021

BA, University of Wisconsin, Madison

MA, Butler University

MA, Georgetown University

PhD, Walden University

Fred D. Hjerstedt, Jr., MS

Lecturer in Biology, WI Prison Initiative 2017

BA, Trinity College

MS, National-Louis University

MS, Northwestern Illinois University

Robin Knoll, MAR

Lecturer in Bible and Ministry, WI Prison Initiative, 2017

BS, Milwaukee School of Engineering

MAR, Trinity Evangelical Divinity School

Diane Knowlton, MA

Lecturer in Psychology, WI Prison Initiative, 2020

BS, University of Wisconsin, Milwaukee

MA, University of Illinois, Urbana

Paul Sinclair, DMin

Lecturer in Bible and Ministry, WI Prison Initiative, 2023

BS, Carroll University

MDiv, DMin, Columbia International University

Jamie Thompson

Lecturer in Ministry, WI Prison Initiative, 2023

BS, University of Wisconsin

MDiv, Trinity Evangelical Divinity School

DM, Denver Seminary

Phillip Wood, PhD

Lecturer in Bible, WI Prison Initiative, 2023

BA, Trinity Baptist College

MA, Bob Jones University

MA, Liberty University

DMin, Trinity Evangelical Divinity School

PhD, University of the Cumberland

Academic Life

- Academic Information (p. 59)
- Academic Majors and Minors by Discipline (p. 73)
- Academic Policies (p. 62)
- One Mission, Many Stories: Planning Your Trinity College Academic Program (p. 68)
- Special Programs: Off Campus (p. 73)

Academic Information

- Academic Load (p. 59)
- Academic Year and Semester Hour of Credit (p. 59)
- Grade Point Average (p. 59)
- Grades (p. 59)
- Scholastic Status (p. 60)
- Student Classifications (p. 60)

Academic Load

- Twelve (12) credit hours per semester is the minimum required for full-time student status. Students who find it necessary to earn part or all of their expenses are encouraged to reduce their academic loads accordingly.
- Students who wish to take more than 18 credit hours must receive written approval from the Dean of the College.
- Visiting students are limited to a maximum of 6 credit hours per semester or summer term.

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period.

Grade Point Average

Academic grade point averages are computed as follows:

| | |
|-------|-----------------------|
| A+, A | 4.0 points per credit |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F | 0.0 |

Only grade points earned for courses completed through Trinity International University are used in determining the grade point average

unless the student is being considered for honors at graduation. (See Graduation Honors (p. 60) for details.)

Grades

Levels of scholastic achievement are determined by several means that may include periodic testing at the discretion of the instructor, class participation, daily assignments, class attendance, and a final examination at the end of the semester. These levels of achievement are expressed and recorded as follows:

A — Superior: indicates outstanding achievement in completeness and accuracy of comprehension, sustained and effective use of knowledge, independence of thought, originality, and ability to interrelate knowledge with other disciplines.

B — Good: indicates above average achievement in respect to some, if not all, of the aforementioned factors.

C — Satisfactory: indicates acceptable work such as may be expected from students of normal ability.

D — Below Average: indicates a standard of work below that expected from students of normal ability.

F — Failure: indicates that requirements were not satisfactorily fulfilled in a credit course.

I — Incomplete: indicates a twelve-week extension (four weeks for online courses) for completion of course requirements in cases of serious illness, emergency, or impairment of a student's ability to perform satisfactorily. It is granted only upon verification of a student's good standing in the course by the instructor, verification of the circumstances by the Dean of Students, and approval of the Academic Dean. The grade automatically becomes "F" if the incomplete work is not completed within twelve weeks from the end of the semester in which the student was enrolled in the course.

Failure to appear for a final examination or complete the semester's work in the time allowed is not evidence for the Incomplete except as indicated above and, in absence of such evidence, the test and other work will be graded as an "F."

P — Pass: indicates that a student has performed at a "C—" or higher level of scholastic achievement. The P grade is not computed into the Trinity grade point average.

Policies for the Pass/No Credit option:

- junior or senior classification (58 or more hours);
- course not applied to general education, major, or minor requirements;
- no more than one course per semester; and
- a maximum of 12 hours with a P grade applicable to meeting the 120-hour graduation requirement.

The student must apply for the Pass / No Credit option no later than day ten of instruction (corresponding to the last day to add a class). Once selected, this option may not be returned to the letter-grade system.

NC — No Credit: indicates that a student who opted to take a course under the Pass / No Credit option did not attain a "C—" or higher level of

scholastic achievement. The NC grade is not computed into the Trinity grade point average.

AU — Audit: indicates regular involvement in the intellectual investigation of a course, even though academic credit is not received and hours are not counted in the computation of grade point average. Students may change from audit to credit up to the fifteenth day of the semester and from credit to audit up to the tenth week of the semester.

NCA — No Credit Audit: indicates that requirements were not satisfactorily fulfilled for an audit course.

W — Withdrawal: indicates an official withdrawal from class after “last day to add a class” period and prior to the tenth week of the semester.

Note: A special grade designation is posted whenever a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web grade report, which indicates that the Academic Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.

Student Classifications

Student classifications are based on credit hours earned.

| | |
|-----------|-------------------------------|
| Freshman | 0-25 hours of college credits |
| Sophomore | 26-57 |
| Junior | 58-91 |
| Senior | 92+ |

Regular Student: A student enrolled in a degree program at TIU.

Auditor: A student permitted to enroll in a course without being required to fulfill the normal requirements in that course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Abbreviated admissions credentials are required of those students who are only auditing classes.

Leave of Absence: A regular student, as defined above, who does not enroll in classes for one semester (summer excluded). A student who desires a leave of absence for a period of one semester should request a Leave of Absence (LOA) from the student life office. This apprises Trinity of student program plans, and enables appropriate services to be provided. A student on an approved leave of absence is considered active and campus services such as library, e-mail, faculty, etc. are available. Student accounts must also be in good standing for a student to remain active and be able to register for the next semester. See "Withdrawal or Leave of Absence from the College." (p. 67)

Student At Large: A student who meets all admission requirements but is not pursuing a degree program at Trinity. Such students elect a specialized program of their own choosing and are not required to meet degree requirements.

Visiting Student: A student not pursuing a degree program but desiring to be admitted for part-time studies (a maximum of 6 hours of credit per semester). A simplified admission procedure is used.

Scholastic Status

Dean’s List

Students who earn at least 12 hours and a session grade point average of 3.50 or above in a given semester are awarded special recognition by being placed on the Dean’s List.

Graduation Honors

Graduates who attain a cumulative grade point average of 3.50 or above with a minimum of 48 credit hours of Trinity work are recognized as follows:

| | |
|-----------------|--|
| summa cum laude | 3.90 GPA, or 3.80 GPA and completion of the honors program |
| magna cum laude | 3.70 GPA, or 3.60 GPA and completion of the honors program |
| cum laude | 3.50 GPA, or 3.40 GPA and completion of the honors program |

Honors shall be determined on the basis of work completed prior to the semester in which the graduation exercises are held. The diploma and transcript will reflect honors earned in all undergraduate work. The official honors designation awarded will include the final semester coursework and is based on the transcript posting of degree completion. If the final semester GPA calculation to determine honors differs from the honors announcement at commencement, the honors award will be adjusted accordingly.

Satisfactory Progress

Satisfactory progress is determined each semester. The May Term academic progress will be included and calculated with the spring semester cumulative GPA calculation. A student maintains satisfactory progress upon successful completion of at least 12 hours as a full-time student or 6 hours as a half-time student per semester while maintaining a cumulative GPA as follows:

| Hours Attempted | Cumulative GPA |
|-----------------|----------------|
| 1-26 | 1.50 |
| 27-42 | 1.62 |
| 43-58 | 1.75 |
| 59-75 | 1.87 |
| 76+ | 2.00 |

1

Including transfer credits but not grades.

Academic Warning

A student whose semester or cumulative GPA is below 2.0 at the end of a semester will be on Academic Warning for the following semester.

Academic Probation

A student whose cumulative GPA is below the required level for hours attempted will be placed on academic probation. Once a student has been placed on academic probation, the probationary status remains until the student's Trinity cumulative GPA meets or exceeds the above academic scale.

Academic Dismissal

A student whose cumulative GPA remains below the required level at the end of a probation semester is subject to academic dismissal.

Academic Dismissal Appeal Process

A student who has been academically dismissed may appeal to the Dean of the College within five days of receipt of notification. The basis of the appeal must be extraordinary circumstances such as serious and documented illness, injury, or family crisis.

Reinstatement following Academic Dismissal

To be considered for reinstatement to Trinity, a student who has been academically dismissed must present a transcript from an accredited college showing credits earned subsequent to the dismissal. The transcript must indicate 12 or more hours of credit transferable to Trinity earned during one semester with grades of "C" or better. If reinstated, the student will be placed on Academic Probation.

Academic Policies

- Academic Appeal Process (p. 62)
- Academic Integrity (p. 62)
- Advanced Standing (p. 62)
- Catalog (p. 64)
- Class Attendance (p. 65)
- Commencement Participation (p. 65)
- Confidentiality of Records (p. 65)
- Course Delivery Modalities (p. 65)
- Cross-Registration (p. 65)
- Formal Student Complaint Policy (p. 65)
- Guided Study (p. 65)
- Independent Study (p. 65)
- Policy for Students Called to Active Military Duty (p. 66)
- Readmission (p. 66)
- Registration (p. 66)
- Requirements for a Minor (p. 66)
- Retaking Courses (p. 67)
- Second Bachelor's Degree (p. 67)
- Withdrawal from the College (p. 67)

Academic Appeal Process

Students with concerns about course grades or the interpretation and/or implementation of academic policies may pursue resolution through the following appeal process. (For academic dismissal, there is a separate process; see the Academic Dismissal Appeal Process (p. 60).) At each stage, students should attempt to clearly articulate and document any unusual or extenuating circumstances that they feel have bearing on the issue. Each stage of the process is essential, and every effort should be made to resolve concerns as early as possible in the process, making further appeals unnecessary.

First and foremost, the student should attempt resolution by discussing the issue with the faculty/staff member involved.

If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should approach the chair of the department or director of the division to seek resolution.

Failing resolution at the department/division level, the student may submit a written appeal to the College Academic Appeals Committee (CAAC), a standing committee composed of two full-time faculty members and the University Registrar. This formal, written appeal to the CAAC must be initiated within sixty days of receipt of the grade or interpretation/implementation of policy that is in question. **Note:** Complete "Academic Appeal Instructions" are available from the Academic Records office via My.TIU.

Finally, if the matter is still not resolved, or if the student is still dissatisfied with the outcome, the student may appeal to the Dean of the College. Such an appeal must be initiated within ten days of the written communication indicating the decision of the CAAC.

At any stage of this process the student may choose to be represented by legal counsel; however, the Dean of the College should be informed of this in advance to give the college the opportunity to obtain legal representation.

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. The university Academic Integrity policy (p. 46) details the university's expectations.

In the case of an incident of cheating, plagiarism, or other academic dishonesty, the professor will submit a written report to the academic dean outlining the incident and the disciplinary action taken (usually failure of the assignment if a first incident, but depending on the severity of the incident or pattern of dishonesty, possible failure of the course). Subsequent or egregious first incidents result in more severe disciplinary actions, up to and including failure of the course or academic dismissal. Students receiving a disciplinary failure in a course may not withdraw from the course.

The academic dean will refer students with two or more incidents of academic dishonesty to the Dean of Students as a community standard violation. A file of all academic dishonesty incidents is maintained in the academic dean's office. Students with multiple incidents of academic dishonesty are subject to dismissal from Trinity College. The Scholastic Standards Committee, which includes faculty and administrative representatives, will hold a hearing to consider the case. The student is entitled to appear before the committee, and to have an advocate present. The faculty member(s) who have reported cases of academic dishonesty are expected to appear or provide information to the committee. If the Scholastic Standards Committee decides to suspend or dismiss a student, the student may appeal to the Dean of the College, whose decision will be final.

Advanced Standing

Some entering freshmen and transfers may qualify for waiving of certain requirements.

Advanced Placement

Students who earn acceptable scores in the Advanced Placement Program of the CollegeBoard will receive credit at Trinity providing they receive a grade of 3 or better and that all appropriate materials and scores are submitted to Trinity.

CLEP

College Level Examination Program (CLEP) scores (subject examinations only) may be accepted for credit upon the recommendation of the department. A student may not earn CLEP credit for a course previously taken, as an audit or for credit, at Trinity International University.

Competency Exams in Old Testament and New Testament

Students who believe that their Old Testament and New Testament knowledge is equivalent to Trinity's introductory courses may demonstrate their mastery by taking a competency exam. Credit for the courses BI 105 and BI 115 may be achieved upon successful completion of the respective competency exam and reading of the respective biblical text. Successful completion is understood to be a score of B (3.0) or better on the exam. The Director of the TEDS Undergraduate Teaching Department administers the exams. The exams are made up of objective questions (multiple choice, true/false, matching) addressing the content of the texts and integrative essays addressing the application of the

texts. A fee for the exam is charged; see credit by examination procedure, below.

Credit by Examination (CBE)

On occasion, examinations conducted by departments of the college may be used to determine a student's achievement and mastery in specific subject areas and serve as a basis for credit or waiving a course, as recommended by the department. Credit by Examination is limited to matriculated Trinity undergraduate students. CBE is regarded as transfer credit and, therefore, will not be computed into the student's grade point average. CBE will not be granted for a course that the student has previously taken (for audit or credit) at Trinity International University.

Students should complete the following process for seeking CBE for a specific course:

1. Obtain a "Credit By Exam" form from the Student Accounting Office. The Student Accounting Office will initiate the approval process by assessing the appropriate CBE fee (see "Fees" section in this catalog).
2. Make arrangements for completing the exam with the department chair or instructor.
3. Obtain the signature of the department chair.
4. Submit the completed CBE form to the instructor.
5. Upon completion of the exam, the instructor will post the test results on the CBE form, sign, and submit the form to Records.
6. The Records Office will notify the student when the CBE credit is posted on the transcript.

Credit examinations administered at other schools may be accepted for credit (not grade) at the discretion of the department chair. The chair may require an additional examination to determine the student's level of competence prior to granting Trinity credit.

Advanced Placement, CLEP, Credit by Exam, or proficiency tests will not be allowed to count toward the residency requirement for graduation from Trinity. Proficiency tests may not be used to fulfill any general education or major requirement.

Credit for Military Basic Training

Any prospective student having successfully completed Military Basic Training may be eligible to receive credit. The student should submit a copy of the military DD-214 (Copy-4) to the Records Office and request an evaluation. Upon verification of completed Military Basic Training, credit will be posted as transfer work on the transcript.

International Baccalaureate Program

Trinity recognizes the International Baccalaureate Program and awards credit from the Diploma or the Certificate for Higher Level Subjects in which the student has attained a score of 5 or better. Application of this credit to specific courses is determined by the appropriate departments. Hours of credit are determined by the Trinity courses for which the subject exams are substituted.

Pre-High School Diploma, College-level Work

Trinity accepts, under normal transfer credit guidelines, course credit earned by a high school student provided that the credit appears on the transcript of a regionally accredited college or university and that the

student attended the regularly scheduled classes on the institution's campus.

Transfer Credit Policy

Trinity is pleased to receive credits from other postsecondary institutions to fulfill degree requirements, subject to the following criteria and limitations:

- The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including—but not limited to—regional accrediting agencies, such as the Higher Learning Commission, national accrediting agencies such as the Association for Biblical Higher Education (ABHE) (<https://www.abhe.org/>) and the Transnational Association of Christian Colleges and Schools (TRACS) (<http://www.tracs.org/>), and specialized accrediting agencies such as the National Association of Schools of Music (NASM) (<http://nasm.arts-accredit.org/>). (For a complete listing of recognized accrediting bodies and accredited institutions, see the USDE Database of Accredited Postsecondary Institutions and Programs (<http://ope.ed.gov/accreditation/>).) A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity coursework at a cumulative GPA of 2.5 or higher.
- The student must have received a grade of "C" or higher (or its equivalent) from the sending institution in all coursework presented for transfer.
- Trinity credits are based on semester hours, so credits from institutions that grant credits according to other delivery systems (e.g., quarters, trimesters) will be adjusted accordingly and proportional credit received.
- Nontransferable courses that must be taken at Trinity include:
 - For traditional and online students: The general education course IDS 180 (IDS 150 or IDS 180 for online) and the capstone course in each major.
 - For Adult Undergraduate students (TIU-Florida): The general education course IDS 105.
- The general education courses BI 105, BI 115, and BI 211 are transferable, but the credits received to satisfy these requirements must be from sending institutions that are members of the Council for Christian Colleges and Universities (CCCCU) (<http://www.cccu.org/>) or that are accredited by ABHE or TRACS.
- A maximum of 82 credits at the 100 or 200 level may be transferred into a BA degree program at Trinity.
- At least 30 of the last 45 credits (exclusive of credits by examination) applied to a degree must be taken at Trinity or in a nonresident program of study authorized by the faculty.
- Students who complete any of the following - an Associate in Arts (A.A.) degree, an Associate in Science (A.S.) degree, or an Associate in Fine Arts (A.F.A.) degree - at an accredited institution are guaranteed a minimum of 60 transfer credits. The A.A., A.S., or the A.F.A. degree fulfills general education requirements in all categories, including the world language requirement, with the exception of:
 - For traditional and online students: The Thinking and Living Biblically in the World category. Students with an Associate degree must fulfill the Thinking and Living Biblically in the World course requirements in accordance with established policies.
 - For Adult Undergraduate students: Foundations of Adult Learning (IDS 105), Understanding the Old Testament (BI 105) and Understanding the New Testament (BI 115). Students

with an A.A. degree must fulfill these course requirements in accordance with established policies.

- The Illinois Articulation Initiative's (<http://www.itransfer.org/IAI/container.aspx?file=iai>) general education core, completed at an accredited Illinois institution, fulfills the general education requirements in all categories with the exception of the Thinking and Living Biblically in the World category and the Foundations of Adult Learning course. Students who complete the IAI general education core must fulfill the Thinking and Living Biblically in the World course requirements in accordance with established policies.
- Traditional and online undergraduate students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 180 (traditional) or IDS 150 or IDS 180 (online) and two of the three Bible classes in the category Thinking and Living Biblically in the World (BI 105, BI 115, and BI 211).
- Undergraduate online students may have a maximum of 33 percent of the total credit hours for any major accepted as transfer credit. Because of the integrated nature of the courses in each major and the elements that are built across the curriculum, students must take a majority of the courses that constitute the major from Trinity.
- To facilitate efficient transfer processes, Trinity maintains a database (<http://www.tiu.edu/transfer/>) of transfer articulation agreements involving individual courses, as well as blocks of courses taken at other institutions, including (but not limited to) area community colleges and online course offerings. The Records Office can also facilitate pre-approval of transfer coursework according to university policies.
- Students who wish to appeal an evaluation of credits presented for transfer may do so in writing to the Dean of the College and Graduate School or designee.
- Please note that the transferability of credits taken at Trinity to other colleges and universities is at the discretion of the receiving institution. It is the student's responsibility to confirm whether another college of the student's choice will accept credits earned at Trinity.
- Transfer credits may not apply towards the completion of any certificate program.

Prior Learning Assessment

(Available to online and TIU-Florida students only)

The university recognizes learning gained through various life experiences. This learning may have been acquired through professional/job endeavors, ministry/church activities, personal or family events or education in unaccredited settings. Students may receive credit for college-level learning gained through these experiences, not for the experiences themselves. This college-level learning can be demonstrated through life learning papers, business and professional training, as well as through credit by examination as described elsewhere in this section. To be considered college-level learning, the experience must be measurable through documentation, be at a level of achievement defined by faculty as university equivalent or consistent with the learning of other students in university studies, be applicable outside of the specific job or context in which it was learned, have a knowledge base, be reasonably current, imply a theoretical or conceptual as well as practical understanding, show some relationship to degree or lifelong learning goals, and not repeat learning for which credit has already been earned.

Prior learning credit may be applied to general education electives, or major requirements as appropriate.

Prior Learning Assessment workshops are offered to inform students about the process of writing papers to demonstrate life learning. Students may seek advice from advisors about the potential number of credits they may petition for through Prior Learning Assessments (PLAs) but advisors do not determine how many credits papers are worth.

PLA credits (including Life Learning Papers, and Business and Professional Training) are classified under, and are therefore subject to, transfer credit policies. On this basis, students needing to complete credit hours toward graduation requirements may be eligible to petition up to 82 hours of credit through PLAs. It is important to note that the maximum of 82 credits includes both transfer credits from other schools and PLA.

PLAs are divided into two categories:

1. Business and Professional Training (BPT): demonstrates college-level learning through documented nontraditional educational experience such as conferences and workshops. The student verifies learning through providing documentation regarding the curriculum, organization, trainers/teachers, and hours. Faculty evaluate the BPTs.
2. Life Learning Paper (LLP): demonstrates college-level learning through previous life experience apart from formal training. This can include travel abroad, family, work and ministry experience, and life-changing events (e.g. divorce, leadership, ministry).

Upon completion of the appropriate documentation, the student submits the PLA to the appropriate office (online students to the Dean of the College; TIU-FL students to the academic leadership in Florida). The documentation is then forwarded to a faculty reader qualified to evaluate the subject matter. The faculty reader determines if the documentation needs to be rewritten or the amount and level of credit to be awarded, if any. The faculty reader then returns the PLA to the relevant office, and the student is notified of the results via mail. The process takes approximately six to eight weeks, and students should refrain from contacting the office regarding the status of the PLA until eight weeks have elapsed.

The title of each PLA-awarded paper will appear on the student's transcript, with one of two alpha-numeric codes, either IDS 199E for lower division coursework, or IDS 399E for upper division coursework. PLA credit is listed as a number of credits with no grade. There is a fee for prior learning assessment based on the number of credits petitioned, not the number of credits earned.

VA Student Credit for Previous Education and Training

Veteran students must report all previous education and training. Trinity International University will evaluate such education and training, and if appropriate will award transfer credit. VA Benefits exception: For VA benefit awards, it is not required that a student's last semester of degree completion only include TIU courses. However, the awarding of credits toward the degree is subject to the normal request, review, transfer and acceptance policy of TIU.

Catalog

Students admitted to Trinity College are subject to the program requirements of the Catalog current at the time of initial enrollment (matriculation). The Trinity College catalog is valid for seven years for those students who enter under that catalog and enroll continuously. If

courses from that catalog are no longer offered, course substitutions approved by the program director can be used to fulfill requirements.

Students may elect, by indicating their intention to the Academic Records Office, to complete the program requirements of a subsequent catalog. However, the catalog change policy requires that students complete all degree requirements under any subsequent catalog selected. Students must choose one catalog or the other, not a combination of the two.

If a student withdraws and is readmitted, the student is subject to the program requirements current at the time of re-enrollment.

Class Attendance

Online Undergraduate

Participation in an online class is equivalent to attendance in the face-to-face environment, and therefore, students are expected to participate in the online class regularly. Attendance within the online class includes:

- submission of an academic assignment.
- examination, interactive tutorial, or computer-assisted instruction.
- study group assigned by school.
- participation in online discussion about academic matters.
- initiation of contact with instructor to ask question about academic subject.

Students who do not participate (and therefore “attend”) class by participating in at least one assignment or discussion will be administratively withdrawn after two weeks.

Commencement Participation

The College has an annual commencement ceremony in May. December, May, and August graduates are eligible to participate in the ceremony. Participation in the ceremony does not signify graduation; all graduation requirements must be met for the degree to be conferred.

College policy permits students to participate in the ceremony if they are within six (6) hours of meeting graduation requirements at the end of the spring semester. Students must complete the Academic Records “6-Hour Contract” form. See graduation requirements in this catalog for further information.

Confidentiality of Records

Trinity complies with the Family Educational Rights and Privacy Act (FERPA). Specific information may be obtained from the Records Office. For additional information, see Family Educational Rights and Privacy Act of 1974 in the Official Policies section (p. 46) of this catalog, or contact the Academic Records Office.

Course Delivery Modalities

Trinity College offers instruction via online classes.

Online classes are designed especially for working adults, who can complete their degree while continuing their work and ministry wherever they live. Online courses last six, twelve, or 18 weeks. Trinity’s accelerated online courses require about 20 weekly study hours for a six-week three-credit online class. In light of the workload, students may enroll in no more than six credit hours (or two courses) concurrently. A typical

student load is three courses per semester, taken one at a time (e.g. August to early October, October to mid-November, and mid-November to late December).

Cross-Registration

Degree-seeking Trinity College students may cross-register for one graduate-level course (up to 4 credit hours) per semester. A minimum cumulative GPA of 3.0 is required, and the opportunity is available to juniors and seniors only. (Juniors must secure approval from the academic dean.) Consult with the bursar’s office for tuition information.

Formal Student Complaint Policy

Trinity College, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Formal complaints should be addressed in writing (dated and signed) to the dean’s office. If unresolved, the student may choose to submit the formal complaint to the Academic Council of Divisions, the provost, or the president. Upon first receipt of the formal complaint, the person to whom it is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution’s final decision regarding the complaint, and any other (external) action initiated by the student to resolve the complaint. Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. The university will protect students’ privacy by removing their names from files before submission to an outside team (unless they have given express permission for use of their names).

Guided Study

A regular course listed in the catalog may be offered on an individual basis to an enrolled Trinity student if a requirement in the student’s academic program cannot be met in any other manner. Conditions for a guided study include the following:

1. The regular course is not offered in the semester of the guided study, or the course cannot fit into the student’s schedule;
2. The student has at least a 2.0 cumulative GPA and has completed at least 50 semester hours of coursework.

Prior to final registration, written permission to enroll in the guided study must be secured from the instructor, department chair, and the Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than the final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies. A guided study may not be used to retake a course (i.e., to improve a grade).

Independent Study

An independent study is a non-catalog course in which a faculty member and an advanced student design research on a topic of special interest that extends beyond the scope and depth of courses regularly offered in the curriculum.

To be eligible for an independent study, a matriculated Trinity undergraduate student must have a cumulative grade point average of at least 3.0 and must have completed at least 50 credit hours of academic work prior to the semester in which the independent study is taken. The topic or content must have the written approval of the instructor, the department chair, and the Dean of the College. All work is due according

to the schedule determined by the instructor and no later than final exam week. A student may earn a maximum of 21 credits by any combination of independent and guided studies.

Policy for Students Called to Active Military Duty

Trinity students called to active military duty have the following options, which are based on the current catalog policies:

- Receive course grades for the current semester, or incompletes for all courses, if approved by your professors.
- Receive administrative drops with a refund for some courses and grades/incompletes in other courses, if approved by your professors.
- Withdraw from all current semester courses with a full refund of tuition and fees.

Contact the Academic Records office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Readmission

A student who discontinues attendance for one or more semesters must apply for readmission by requesting and completing a Supplementary Application form. The Supplementary Application is also used to update applications of students not previously enrolled but whose earlier applications have been kept on file.

At this time, readmission is only available to qualified students in the Wisconsin Prison Initiative program.

Registration

Students register for classes using Trinity's web-based registration system or by submitting a registration form to the Academic Records office.

Late Enrollment

Late enrollment will be permitted after the first day of the semester and through the end of the fifth teaching day of the semester, during which time a fee will be assessed. "Enrollment" refers to creating a schedule for the semester. Students may not enroll after the fifth teaching day of the semester. In addition to being enrolled, students must also attend classes; see class attendance (p. 65) for further information.

Adding or dropping classes for enrolled students

Semester-length classes

- Individual courses may be added or dropped through the end of the tenth teaching day of the semester.
- Beginning the eleventh teaching day, and prior to the end of the tenth week of the semester, a student may withdraw from a class and receive a withdrawal grade (W) for the course.

Quad-length (half semester) classes

- A quad (7-week) course may be added or dropped through the end of the fifth teaching day of the quad.

- Beginning the sixth teaching day, and prior to the end of the 20th teaching day of the quad, a student may withdraw from a class and receive a withdrawal grade (W) for the course.

Online classes

- A student may withdraw from a six-week online course through the last day of the second week of the course. The student will receive a withdrawal grade (W) for the course.
- A student may withdraw from a twelve-week online course through the last day of the fourth week of the course. The student will receive a withdrawal grade (W) for the course.
- A student may withdraw from an eighteen-week online course through the last day of the sixth week of the course. The student will receive a withdrawal grade (W) for the course.

MODULAR COURSES

- Adds must be completed by the first meeting of the class. No course may be added after the first meeting of the class.
- Modular courses must be dropped by the end of the first class meeting. Students who wish to withdraw from a modular course will receive a "W" when withdrawing from the course during the first 50 percent of class meetings. There is no withdrawal after 50% of the course is completed; the grade earned will be assigned.

Students should refer to the university finances (p. 35) regarding the possibility of tuition refunds when dropping or withdrawing from courses. Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

Requirements for a Minor

Trinity College offers academic minors in two ways: specified and unspecified. The requirements for each are described below.

Specified minors

In some academic areas, coursework for an academic minor is prescribed in this catalog. (See course requirements listed under the "Programs" tab.) Students must successfully complete all the requirements specified for the minor to be recognized and recorded. These requirements will include at least 18 credits of coursework, at least 6 credits of which must be earned at Trinity (at least 9 credits in the Biblical Studies minor). If a specified minor requires fewer than 24 credits of coursework, at least nine of the credits must be at the 200-level or above. Specified minors will generally include one third or more of the coursework required in a major in the same field if the college offers a major in that field.

Unspecified minors:

In areas of study in which the college does not offer a specified minor (or in which both a specified minor and an unspecified minor are offered), students may elect to comprise a minor by successfully completing at least 24 credits of coursework in one department.

Students may not declare a minor in the same field as their declared major(s).

To have a minor recorded, whether specified or unspecified, students must first declare that minor by completing the "Declaration of Minor" form and submitting it to the Academic Records office.

Retaking Courses

A student may elect to repeat any course in which a grade of “B–” or lower is earned provided that the repeated course is taken at Trinity College in a regularly scheduled class. (Grade replacement is not available from guided study courses, as they are not “regularly scheduled” classes. Acadeum consortium online courses, even if identified as an analog to a TIU course, also do not provide grade replacement for Trinity courses.) All grades will be retained on a student’s transcript.

Retaking a course in which credit has been earned (i.e., in which the student receives a passing grade) may produce an improved grade, but will not provide additional credit. The highest grade achieved in a repeated course will count toward graduation requirements and calculation of the cumulative grade point average.

A course in which credit has been earned (i.e., in which the student receives a passing grade) may be repeated only once.

Second Bachelor's Degree

Often individuals wish to obtain additional education after earning their bachelor’s degree. This may take the form of continuing education (non-credit) or they may pursue a graduate degree in the same field as the bachelor’s degree or in a new field. On occasion, a person may determine that a second bachelor’s degree is preferable to graduate or non-credit education. For individuals in this situation, Trinity College offers the option of earning a second bachelor’s degree.

Applicants who already hold a regionally accredited bachelor’s degree may pursue and, if all degree requirements are met, earn a second bachelor’s degree from Trinity. To earn a second bachelor’s degree, students who already have a bachelor’s degree (from Trinity or another institution) must fulfill the following requirements:

- Meet all the requirements of the new major via new coursework or transfer credit.
- Take a minimum of 30 credit hours of new coursework at Trinity that is not counted for any other degree.
- Fulfill the general education requirements. All candidates for the Bachelor of Arts degree at Trinity College must take IDS 180 *One Mission, Many Stories* at Trinity. General education requirements, with the exception of the “Thinking and Living Biblically in the World” category, are considered fulfilled by a previous Bachelor of Arts degree, or by an associate’s degree as outlined elsewhere in this catalog. Applicable general education and elective credits that meet current Trinity degree requirements may be transferred, subject to transfer credit policies delineated elsewhere in this catalog.

Students considering this option should note that those pursuing a second bachelor’s degree are not eligible for Federal or state grant funds. Lifetime Direct Loan limits for undergraduate work must be reviewed to determine whether a student has remaining Direct Loan eligibility.

Withdrawal or Leave of Absence from the College

Students who find it necessary to withdraw entirely from the college must complete an official withdrawal form available in the student life office or on My.TIU.edu (<https://my.tiu.edu>). A student is not eligible for refunds (where applicable) and forfeits academic standing in the college if this form is not properly completed and submitted. Students withdrawing by

the last day to drop classes will receive a “W” designation (withdrawal) for all classes. Students withdrawing after the last day to drop classes will receive a regular letter grade.

After official withdrawal from the college, students may be eligible for a partial refund of tuition and board (p. 35). All refunds are based on the date of official withdrawal from the college.

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a leave of absence (LOA) via the academic withdrawal/leave of absence form available from the Student Life Office (studentlife@tiu.edu). The form must be submitted prior to the proposed leave. The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. A LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA, the student is considered “active” but “on leave” and should maintain contact with TIU, ensuring that address information and other relevant data are kept current through the Academic Records office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Academic Records office. During the LOA, the program statute of limitation clock (p. 69) continues; however, the students remain in their program of admission, and no continuation fees are assessed. LOA status is not intended to merely delay program deadlines or other program responsibilities but is rather a genuine absence from the Trinity College community.

If during the LOA students find that they must withdraw from the university or need further extended leave beyond what was originally filed, they must communicate their intentions with the Student Life office. LOA beyond twelve months is considered withdrawal from the university, and the student must reapply with no guarantee of readmission. If readmitted, students will be subject to the catalog current to their readmission date and may face programmatic or course requirement changes.

One Mission, Many Stories: Planning Your Trinity College Academic Program

We believe that God's kingdom work is interwoven into the life stories of regular people who strive to live exceptional, God-honoring lives. At Trinity College, you will embark on a new part of your journey by learning key skills, discerning truth, and growing in knowledge and wisdom. From initial registration to graduation, you will be equipped to live out your story in a complex, dynamic world.

That's why Trinity's undergraduate educational programs are organized around four chapters that build on one another as you write your story with the help of Trinity's faculty and staff.

FIRST (p. 70), you will be equipped with a firm grasp of the Christian life and worldview as well as the critical and creative skills necessary to meet real-world challenges. You will have the opportunity to develop your biblical literacy and Christian moral reasoning in addition to critical thinking, writing, and communication skills, all aimed at successfully navigating life in the 21st century.

SECOND, you will be provided with broad exposure to aspects of the 21st century world (p. 70) that you are likely to encounter. With the help of engaged and experienced mentors, you will choose the general education courses that are best suited to providing the knowledge you need to reflect the image of God and live well.

THIRD, you will be guided through a distinct area of study (p. 70) in order to refine your skills, increase your confidence, and pursue excellence. You will engage in personalized learning aimed at refining your understanding of your chosen field of study and preparing for your future employment. To promote such employment, every major at Trinity provides students with the opportunity for hands-on experiential learning, such as internships. Each major includes an integrative thought capstone that culminates key concepts from the major and also connects the general education learning goals with the student's major and the Christian faith.

FOURTH, you will be engaged in active learning in areas you choose to explore (p. 347). You will select a portion of your classes completely at your discretion and in the context of your own journey. These elective courses allow you to experiment with a variety of topics and develop the mindset of a lifelong learner.

At Trinity, you will develop your own story in the context of personalized learning guided by experienced Christian college faculty and pursued in the company of your peers. Trinity's personalized education leads not only to graduates whom employers look for but also to people who love and honor God, God's world, and other human beings.

We invite you to write your four-chapter story, which begins here:

Chapter One: Tooling Up (p. 70) (24 hours)

Preparation for life begins with the right tools. In this first chapter, you will build your toolkit for further learning as you develop your biblical literacy, communication ability, and critical thinking skills. You will think about your worldview, moral reasoning and life, all from a Christian perspective,

and you will develop your skills to think and communicate effectively about topics that matter.

This first chapter plays out in two ways. First, you will focus on addressing some basic questions, such as Who am I? Who does God say that I am? How does the person and work of Jesus impact my perception of the world? How do I think and live well with a Christian worldview? What are my life's callings? Second, you will work on building your skills in thinking, writing, and speaking in order to prepare you to navigate your professional and personal life effectively.

Chapter Two: Exploring (p. 70) (24 hours)

Life in the 21st century is complex and multi-faceted, so no two stories will be exactly the same. Nevertheless, there are areas common to contemporary life that you will likely encounter in your life journey, such as diverse cultures and ways of thinking, the arts, mathematics, science, technology, contemporary social and political life, and wellness.

In this second chapter, you may select from a variety of courses in these spheres of exploration and discovery. Choose eight courses total, with no more than two in any single category. You must take at least one course in each of the five categories marked with an asterisk; the other three courses may be from any of the eight categories.

Chapter Three: Shaping Your Vocational Story (p. 73) (approximately 48 hours; varies by major)

You need a specific set of skills, a base of knowledge, and relevant experiences to shape your life journey. A major helps to establish a calling and enhance your contributions to your family, society, and the world. Your major will also become a key component of your resume.

In order for you to discover and develop your vocation, you need to have practical experience. Therefore, every major at Trinity provides experiential learning opportunities to help you develop as a professional. In these experiences, you will refine your skills and learn crucial lessons about the kinds of careers you want to pursue by engaging in on-the-job learning. You will have the opportunity to develop professionally in high-quality workplaces.

By completing a major, you will have demonstrated your competence in a significant area of human inquiry, engaged in hands-on learning, and shown your ability to dive deep into the complexities of a particular area of 21st-century life. Your experience in your major will culminate with an integrative thought capstone course that enables you to demonstrate your mastery of key concepts and skills in your area of expertise.

Chapter Four: Becoming a Lifelong Learner (p. 347) (approximately 24 hours)

Elective courses allow you to explore the range of liberal arts and science offerings and develop the kind of inquisitive minds that make for effective lifelong learning. The opportunity for choice not only empowers you, but also enhances your flexibility and readiness for employment.

Elective courses can be any course within the university. You are encouraged to explore areas of interest within the general education course offerings or in specialized areas outside of your major. You may

decide to choose elective courses in pursuit of a minor in a field different from your major.

You will need to earn a minimum of 120 credit hours to graduate.

Additional Information to Help You Plan Your Academic Program

All regular students are assigned a faculty advisor who is available to help in planning a college program. As possible, advisors are assigned according to a student's interest area. Students are encouraged to work closely with their faculty advisors during pursuit of an academic program at Trinity. As a student progresses in his or her degree work and completed requirements are posted on the academic transcript, the student and academic advisor may access and review this information by using the degree audit on My.TIU.edu (<https://my.tiu.edu/ics/>).

Students who have not decided on a major field of study should concentrate on meeting general education requirements. First-year students should register for IDS 180 *One Mission, Many Stories*, or a Bible course, unless an exception is made by the Dean of the College. Students who have fairly well-defined educational goals may begin coursework in the major concurrently with completing general education courses. This is especially important in education and science. When a major field is selected, students should confer with the department chair and formally declare the major. An advisor will be assigned from that discipline to help students plan a program of study consistent with personal objectives and goals. A declaration of major must be filed prior to registration for the junior year.

Although the college catalog is not a legal contract, it does outline institutional policies, procedures, and regulations and describes requirements that students must meet before qualifying for a Trinity degree.

With regard to curricular offerings, students should note that requirements for an academic major in effect for the year in which the first enrollment occurred (matriculation) are applicable as long as the student continues to attend Trinity, provided the degree is complete within seven years of that first catalog date.

When curricular changes are made, students may follow either the original or changed curriculum requirements. However, students must choose one catalog or the other—not a combination of the two. Reasonable substitutions will be made for discontinued or changed courses.

Students working toward a degree must file the "Application for Graduation" document approximately six months prior to the proposed graduation date to assure proper and timely verification of graduation requirements. Specific deadlines and the form are available on My.TIU.edu (<https://my.tiu.edu/ics/>).

Graduation Requirements

It is our goal that every candidate for graduation give evidence of a true Christian life and character during their academic studies at TIU. All candidates are recommended for consideration as graduands by faculty vote. To be eligible to receive the Bachelor of Arts degree from Trinity College, students must meet the following requirements within seven years of catalog date:

- Earn 120 semester hours of credit. Included in this are those hours required in general education and the student's major

field of study. A maximum of 12 hours of applied music, 4 hours of Preparation for College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship will count toward graduation.

- Earn an overall Trinity cumulative grade point average (GPA) of at least 2.00. The general education, major¹, and minor requirements must *each* be completed with a minimum of 2.00 GPA.
- Complete the general education requirements.
- Be accepted into a major and fulfill the requirements of that major. Students must declare a major no later than the second semester of their sophomore year or on entrance, in the case of junior and senior transfer students. A minimum of nine (9) upper-division credits in the major must be earned while in residence.
- Complete at least 30 of the last 45 hours at Trinity, or in a nonresident program of study authorized by the faculty, as a regular student in order to receive a degree. Hours completed through credit by examination (CBE) do not count toward these 30 hours. Seniors who plan to matriculate in another college and transfer their final credits to Trinity must make arrangements with the Academic Records Office prior to leaving Trinity.
- Apply for and complete graduation requirements. A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. The Application for Graduation is due on December 15 of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15 of the anticipated graduation year. The following documentation must be filed with the Academic Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:
 - Application for Graduation form.
 - When approved by faculty, any "Substitution/Waiver Form" should also be submitted to the Records Office for processing.
 - "6-Hour Contract," if applicable, for commencement participation (see Commencement Participation (p. 65) for further information).
- Attend² the commencement ceremony. Permission to graduate *in absentia* must be obtained from the Dean of the College.

1

Students should review their specific major requirements as listed in this catalog. Some majors require a higher cumulative GPA for graduation.

2

Attendance at commencement does not necessarily indicate degree completion.

General Education

Trinity College's *One Mission, Many Stories* curriculum includes an innovative approach to general education that is designed to foster connection, communication, critical thinking, and Christian faithfulness. As part of your general education, you will select from a variety of courses in eight spheres of exploration and discovery. Some general education courses may also fulfill major requirements; students should consult with their faculty advisor and read this catalog carefully.

Purpose

The general education program prepares students for life with tools for thinking and living biblically in the world, and for understanding the world critically and creatively.

As a result of Trinity's general education program, students will:

- explore a broad range of ideas and perspectives, and connect them with a knowledge of God and a biblical worldview.
- communicate effectively in a variety of settings with a diversity of contexts and audiences.
- develop skills in critical thinking and analysis to address contemporary challenges in culture and society.
- grow as integrated individuals who can apply biblical principles to real-world problems and serve both God and others through their vocations.

Chapter One: Tooling Up

| Code | Title | Hours |
|---|---|--------------|
| Thinking and Living Biblically in the World ¹ | | |
| BI 105 | Understanding the Old Testament | 3 |
| BI 115 | Understanding the New Testament | 3 |
| BI 211 | Ethics and the Bible | 3 |
| IDS 180 | One Mission, Many Stories | 3 |
| Understanding the World Critically and Creatively | | |
| ENG 105 | English Composition ² | 3 |
| ENG 106 | Critical Thinking and Composition | 3 |
| Presentation Intensive Course, select one | | 2-3 |
| BI 290 | Interpreting and Teaching the Bible | |
| COM 112 | Speech | |
| CRJ 410 | Criminal Courts | |
| ED/PSY 260X | Educational Psychology/Human Development | |
| IDS 290 | Critical Topics in the 21st Century (Or select one of the following courses outside of your major.) | 3 |
| BE 474 | Introduction to Bioethics | |
| BE 475 | Topics in Bioethics | |
| CRJ 351 | Drugs, Alcohol, and Crime | |
| PSY 230 | Crisis Intervention | |
| PSY 350X | Social Psychology | |
| SOC 222 | Social Problems | |
| Total Hours | | 23-24 |

¹

Students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 180 and two of the three Bible classes in the "Thinking & Living Biblically in the World" category (BI 105, BI 115, and BI 211).

²

This requirement may be waived for students who have met one of the following requirements.

- ACT "Writing": score at or above the 75 percentile
- SAT "Writing"; composite score of at least 15
- AP English Language and Composition: 3, 4, or 5

³

There are several courses, including this one, that can fulfill a requirement in more than one category. However, you may only use the course once in the general education so that you have a total of eight distinct general education courses in chapter 2. Some general education courses may also count for your major.

Chapter Two: Exploring

| Code | Title | Hours |
|---|---|------------|
| Choose 8 courses, with no more than two in any single category, for a minimum of 24 hours. Include at least one course in each of the five categories marked with an asterisk; the other three courses may be from any of the eight categories. | | |
| Diversity, Traditions, and Cultures* | | 3-6 |
| What visions and stories form the foundations of people's experiences? How do we interact with others and their view of the world? | | |
| Choose from: | | |
| BRS/PH 363X | Survey of Religious Diversity | |
| CM 260 | Introduction to Intercultural Ministry | |
| COM 330 | Intercultural Communication | |
| CRJ 360 | Race, Gender, Ethnicity, and Criminal Justice | |
| SOC 330 | Race and Ethnic Relations | |
| Transfer coursework in areas of diversity, traditions, and cultures. | | |
| <ul style="list-style-type: none"> Note: All students must show proficiency in a spoken language other than English. Students who are fluent in one or more language(s) other than English, and/or have completed two years of secondary-level coursework in a single language other than English with a grade of "C-" or higher (or its equivalent in the school's grading system), and/or have successfully completed one year (two semesters) of college-level coursework or its equivalent (including CLEP exams) in a single language other than English, and/or a combination of the above (but in a single language) are considered to have met this requirement, and should therefore choose from the above-listed courses to meet the Diversity, Traditions, and Cultures requirement. Students who cannot demonstrate proficiency as specified above must successfully complete one year (two semesters) of college-level coursework (or its equivalent) in a single language other than English to fulfill the Diversity, Traditions, and Cultures requirement (and will thus not need to choose from the above-listed courses to meet that requirement). | | |
| The World of Ideas * | | 3-6 |
| How have we thought and how do we think today? What have we done and what are we likely to do? | | |
| Choose from: | | |
| History course without a prerequisite | | |
| Philosophy course at the 100 or 200 level | | |
| The World of the Arts * | | 3-6 |
| What do the arts teach us? | | |
| Choose from: | | |
| ENG 222 | Studies in Fiction | |
| MUH 121 | Music Appreciation | |
| Transfer coursework in the arts, including courses in art appreciation, literature, poetry, and drama. | | |
| The World of Mathematics * | | 3 |
| How do mathematics skills help us navigate the world around us? Why is mathematics important? | | |
| Choose from: | | |
| MA 117 | Mathematics in the Modern World ² | |
| MA 280X | Introductory Statistics | |
| PSY 285X | Statistics | |
| The World of Science and Nature * | | 4-8 |
| How do we understand the nature of the physical world? How do we steward God's creation? | | |
| Choose from: | | |
| BIO 103 | Introductory Biology | |
| A college-level laboratory science course taken elsewhere may be used to fulfill this requirement. | | |
| The World of Technology | | 0-6 |
| How should we engage effectively and morally with new developments in science and technology? | | |
| Choose from: | | |
| BUS 388 | Digital Analytics | |
| BUS 423 | Management Information Systems | |
| COM 281X | Social and Interactive Media Strategies | |
| CS 112 | Intermediate Spreadsheets, Databases, and Word Processing | |

Transfer coursework in technology, such as computer science, mass communication, graphic design, and analytics.

The World of Contemporary Social and Political Life

0-6

What is justice and how can it be best achieved among imperfect human beings? Who are our neighbors and how do we interact with them?

Choose from:

| | |
|---------|----------------------------------|
| BE 474 | Introduction to Bioethics |
| BUS 103 | Introduction to Economics |
| BUS 207 | Microeconomics |
| BUS 208 | Macroeconomics |
| CRJ 101 | Introduction to Criminal Justice |
| CRJ 201 | Criminal Law and Procedure |
| GEO 100 | World Geography |
| POL 250 | American Government |
| SOC 101 | Introduction to Sociology |
| SOC 222 | Social Problems |

The World of Mental and Physical Wellness

0-6

How do we live in wellness and learn to flourish mentally and physically in a fallen world?

Choose from:

| | |
|-------------|--|
| BUS 310 | Personal Finance |
| ED/PSY 260X | Educational Psychology/Human Development |
| HPW 180 | Introduction to Health and Wellness |
| HS 202 | Nutrition |
| PSY 140 | Introduction to Psychology |
| PSY 210 | Life Planning |
| PSY 240 | Human Sexuality |
| PSY 255 | Psychology of Addiction |

Transfer coursework in areas of mental and physical wellness. Activities courses may not be used for general education in this area.

Total hours minimum for chapter 2:

24

1

Students who have an ACT math subscore of 25 or higher, or an SAT math subscore above 560, need not take a course in The World of Mathematics category. All others must complete at least three credits in this category. Students who are exempt from The World of Mathematics category will need to complete 8 courses, with no more than two in any single category, to complete "Chapter Two: Exploring."

2

Students whose ACT math subscore is lower than 17 (or whose SAT math subscore is lower than 400) and/or who have not successfully completed a high school Algebra II course need to take MA 116 (3 hours) as a prerequisite to the courses listed.

Academic Majors and Minors by Discipline

Students with a completion plan for a major or minor from an earlier catalog should consult their degree catalog (p. 423) for requirements.

Minors

Minors may be possible, see Requirements for a Minor (p. 66).

Special Programs: Off Campus Programs

Wisconsin Inmate Education Initiative (p. 74)

Wisconsin Inmate Education Initiative

The Wisconsin Inmate Education Initiative's Biblical Studies major prepares students to interpret the Bible accurately and to apply the Bible wisely in a wide variety of settings. The major prepares inmates for ministry to fellow inmates, positions of leadership in the church, or for a variety of other ministry positions at home or abroad.

This program is a cohort-based, 120-hour degree program that serves an adult non-traditional student population at the a correctional institution in Wisconsin. Presently, the program is housed at the Waupun Correctional Institution.

PROGRAM OUTCOMES

Students graduating with a Bachelor of Arts degree in Biblical Studies will be able to:

- identify the basic elements of Christian ethics, exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and describe their responsibilities in the context of ministry (biblical living).
- analyze biblical texts in their historical, grammatical, and theological context and interpret the Scriptures accurately by applying linguistic, historical, theological, and philosophical methods (biblical interpretation).
- develop a Christian worldview that describes how biblical truths apply to contemporary settings in order to be culturally relevant (biblical application).
- explain the major doctrines of Christianity and articulate their own theological convictions by integrating scriptural interpretation, biblical philosophy, and critical thinking (theological integration).

General Education

Students in this special program will be required to complete the college's general education and global requirements, with these specifications and exceptions:

- IDS 105 Foundations for Adult Learning is taken in lieu of IDS 180 One Mission, Many Stories.
- BI 290 Interpreting and Teaching the Bible is taken as presentation-intensive general education course.
- PSY 140 Introduction to Psychology and PSY 255 Psychology of Addiction are to be taken within the general education core.
- Service learning requirement is waived.
- World language is not required.

| Code | Title | Hours |
|---------------------------|--|--------------|
| Major Requirements | | |
| BI 290 | Interpreting and Teaching the Bible ¹ | 3 |
| BI 301 | Old Testament Pentateuch and Former Prophets | 3 |
| BI 303 | Old Testament Latter Prophets | 3 |
| BI 307 | Old Testament Writings | 3 |
| BI 331 | New Testament Synoptic Gospels and Acts | 3 |
| BI 333 | New Testament Pauline Epistles | 3 |
| BI 337 | New Testament General Epistles | 2 |
| BI 339 | New Testament Johannine Literature | 2 |
| BI 350 | Topics in the Bible | 1-3 |
| BRS 305 | Theology I: The God of the Gospel | 3 |
| BRS 306 | Theology II: The Gospel of God | 3 |
| BRS 338 | Theological and Sociological Foundations of Evangelism | 3 |
| BRS 340X | History of Christianity | 3 |
| BRS 400 | Bible and Ministry Senior Seminar | 3 |
| CM 172 | Introduction to Ministry | 3 |
| CM 181 | Spiritual Formation | 3 |
| CM 260 | Introduction to Intercultural Ministry | 3 |
| CM 331 | Theology and Practice of Discipleship | 3 |
| Total Hours | | 50-52 |

Students in the Waupun program also complete a minor in psychology as part of the cohort program by taking the following courses:

| Code | Title | Hours |
|-------------------------|---|-----------|
| Psychology Minor | | |
| PSY 140 | Introduction to Psychology ² | 3 |
| PSY 220 | Interpersonal Skills Training | 3 |
| PSY 255 | Psychology of Addiction ² | 3 |
| PSY 300 | Personality Theories | 3 |
| PSY 356 | Conflict Management | 3 |
| PSY 375X | Foundations of Christian Counseling | 3 |
| PSY 381 | Counseling Theories | 3 |
| PSY 382 | Crisis Counseling | 3 |
| PSY 383 | Marital Counseling | 3 |
| PSY 384 | Parent Education | 3 |
| Total Hours | | 30 |

1

The 3 units for BI 290 are counted in the General Education totals, so they are omitted from the total hours for the Biblical Studies Major.

2

The 6 units for PSY 140 and PSY 255 are counted in the General Education totals, so they are omitted from the total hours for the psychology minor.

TRINITY EVANGELICAL DIVINITY SCHOOL

- A Message from the Dean (p. 76)
- About Trinity Evangelical Divinity School (p. 76)
- Academic Life (p. 92)
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- Personnel (p. 81)

A Message from the Dean

Trinity Evangelical Divinity School is boldly “evangelical” where faithfulness to the gospel of Jesus Christ is the center of our study, our reflections, and our practices. This gospel acknowledges Christ to be the Lord of all, one who demands whole-hearted worship and obedience in diverse social and cultural contexts in which he has called us. We also recognize, however, that this gospel that we preach is often “a stumbling block” to many in the wider society (1 Cor. 1:23), but we are “not ashamed of the gospel” (Rom. 1:16) and we are committed to proclaim, expound, defend, and live out this gospel in the midst of difficulties, which the church has faced since the time of the apostles. After all, this is a subversive gospel that challenges both our minds and our hearts, and it is one that transforms our lives as we serve the church of the living God.

Here at Trinity, you will find yourself learning not only from an international team of scholars, but also from an international body of students who can testify to the amazing work of this powerful gospel among different people groups. Every student, staff, and faculty member is an active participant in this transformative community. If God is leading your way here, you should be prepared to encounter this gospel anew as you dig deeper into the study of the power of God’s word, as it has manifested in both present and past ages. We pray that this will result in a renewed commitment that leads to the faithful proclamation of the gospel “to the ends of the earth” (Acts 1:8).

David W. Pao, PhD
Dean of Trinity Evangelical Divinity School

About Trinity Evangelical Divinity School

- Cooperative Programs (p. 78)
- Distinctives (p. 77)
- Programs (p. 76)
- TEDS Purpose (p. 76)

TEDS Purpose

Trinity Evangelical Divinity School exists to serve the church of the living God by equipping servants for the work of the gospel of Christ Jesus worldwide by the power of the Holy Spirit.

Programs

Certificate Programs (p. 104)

Certificate in Biblical and Theological Studies (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificate-theological-studies/>)

Certificate in Children and Family Ministries (p. 105)

Certificate in Christian Counseling (p. 107)

Certificate in Christian Studies (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificate-christian-studies/>)

Certificate in Christian Tradition (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificates/cert-christian-tradition/>)

Certificate in Educational Ministries (p. 110)

Certificate in Hippocratic Healthcare Ethics (p. 112)

Certificate in Ministry Care (p. 115)

Certificate in New Testament Greek

Certificate in Old Testament Hebrew (p. 117)

Certificate in Organizational Leadership (p. 118)

Certificate in Pro-life Advocacy and Engagement (p. 120)

Certificate in Scripture (p. 121)

Certificate in Teaching and Learning (p. 122)

Master’s Programs (p. 125)

Master of Arts (Biblical Languages) (p. 125)

Master of Arts (Theological Studies) (p. 128)

Master of Arts (Academic Discipline) (p. 132)

Concentrations (p. 133) in:

- Church History (p. 134)
- New Testament (p. 136)
- Old Testament and Semitic Languages (p. 138)
- Systematic Theology (p. 140)
- Specialized Concentration (p. 142)

Master of Arts Professional Programs (MA in) (p. 125)

- Master of Arts in Bioethics (p. 143)
- Master of Arts in Chaplaincy and Ministry Care (p. 147)
- Master of Arts in Educational Ministries (p. 150)
- Master of Arts in Intercultural Studies (p. 156)
- Master of Arts in Mental Health Counseling (p. 158)

Master of Divinity (MDiv) (p. 161)

Choice of Track: (p. 164)

- Church and Parachurch Ministry (p. 164)
- Academic Ministry (p. 164)

Master of Theology (ThM) (p. 169)

Concentrations (p. 170) in:

- Church History
- Counseling
- Educational Studies
- Mission & Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology
- Specialized Concentration

Doctoral Programs (p. 172)

Professional Doctoral Program (DMin) (p. 172)

Doctor of Ministry (p. 172)

Concentrations in:

- Strategic Leadership
- Military Chaplaincy
- Missional Engagement
- Pastoral Ministry
- Thriving Immigrant Churches

Academic Doctoral Program (PhD) (p. 178)

- Doctor of Philosophy (Educational Studies) (p. 180)
- Doctor of Philosophy (Intercultural Studies) (p. 186)
- Doctor of Philosophy (Theological Studies) (p. 194)
 - Church History/Historical Theology (p. 201)
 - New Testament (p. 201)
 - Old Testament (p. 201)
 - Systematic Theology (p. 201)

Distinctives

A Global Community

Trinity Evangelical Divinity School is one of the largest seminaries today, as it enrolls approximately 1,200 students from across the world. Hundreds of students take advantage of opportunities available through online study and extension sites as well. Trinity Evangelical Divinity School offers eight master's and two doctoral degrees in many different concentrations of study, as well as a number of shorter certificate programs.

A Diverse Faculty

The divinity school faculty includes nationally and internationally recognized scholars in Old and New Testament Studies, Biblical and Systematic Theology, Philosophical Theology and Apologetics, Pastoral Theology, Church History, Educational Ministries, Mission and Evangelism, Counseling, and Bioethics.

A Proven Track Record

Approximately 85 percent of Trinity's Master of Divinity students are successfully placed in ministry positions within six months of graduation. In addition to ministry, students who graduate from the master's degree programs serve in teaching, counseling, and many other professional fields.

Trinity Evangelical Divinity School's academic and professional doctoral programs serve nearly 300 active students. Trinity offers an academic doctorate—the Doctor of Philosophy with concentrations in three areas: Educational Studies, Intercultural Studies, and Theological Studies. Graduates of the academic doctoral programs have been placed in faculty, administrative, and church positions around the world. Trinity's professional Doctor of Ministry program is designed to enhance the skills and effectiveness of men and women already involved in ministry.

A Community of Believers

We have a firm desire to minister to our students beyond the academic realm. Numerous organizations on campus provide support, fellowship, and service opportunities to members of the Trinity family. Groups that address the needs and interests of international students, women students, minority students, and wives of students will be happy to welcome you into their fellowships. Trinity even has programs for the children on campus. We also have active service organizations such as the International Missions Fellowship and the student government.

A Community Commitment to Nondiscrimination

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or gender in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. Trinity complies with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. (See "Grievance Procedure for Discriminatory and Sexual Harassment Complaints.")

A Community Committed to Equipping Men and Women for Ministry

Trinity acknowledges that, according to Scripture, both men and women are created in the image of God and are objects of God's gracious redemption in Jesus Christ. In Christ, both men and women are gifted and equipped for ministry and are called to serve God in varied ways. Because of this, Trinity seeks to be a community where both men and women are valued and warmly accepted as servants of Jesus Christ.

As an educational institution, Trinity does not ordain people. We seek to equip people for ministry. We actively recruit and admit women into all programs (including all foci of the MDiv program). We seek to address the unique needs of women as students and as future ministers in our curriculum development. We seek to develop placement services for women as they pursue the ministries to which God has called them. We also seek to promote and protect an ethos where women are encouraged to fulfill their ministry callings.

A Great Location

Our beautifully wooded main campus is located 25 miles north of downtown Chicago in Bannockburn, Illinois. This location provides students with the best of both urban and suburban life. We are close enough to the city to take advantage of its cultural, educational, and ministry opportunities while also enjoying many of the characteristics of suburban life. To assist you in relocating, we have a full-time Transition Coordinator (847.317.8000) who has access to valuable information regarding off-campus housing opportunities. Our Housing Office (847.317.7134) coordinates our on-campus dormitories and apartments.

Cooperative Programs Educational Consortia

Trinity Evangelical Divinity School is a member of both the Northside Chicago Theological Institute (NCTI) and the Association of Chicago Theological Schools (ACTS). Full-time Trinity master's students in good standing and enrolled in a degree program may register for courses in any of the member schools and pay Trinity's tuition charge.

Northside Chicago Theological Institute (NCTI)

NCTI represents a consortium of theological seminaries on the north side of Chicago. The following schools are members of NCTI:

- **Evangelical Covenant:** North Park Theological Seminary, Chicago
- **Evangelical Free Church:** Trinity Evangelical Divinity School, Bannockburn
- **Roman Catholic:** University of St. Mary of the Lake / Mundelein Seminary, Mundelein
- **United Methodist:** Garrett-Evangelical Theological Seminary, Evanston

Each spring semester, *Prayer and Life in the Spirit* is offered cooperatively in ecumenical mode by NCTI.

Association of Chicago Theological Schools (ACTS)

ACTS includes NCTI members as well as the following schools:

- **American Baptist Churches, U.S.A.:** Northern Seminary, Lombard

- **Ecumenical:** Chicago Theological Seminary, Chicago
- **Episcopal:** Bexley-Seabury Seminary, Chicago
- **Evangelical Lutheran Church of America:** Lutheran School of Theology at Chicago
- **Presbyterian Church, U.S.A.:** McCormick Theological Seminary, Chicago
- **Roman Catholic:** Catholic Theological Union, Chicago
- **Unitarian Universalist:** Meadville Lombard Theological School, Chicago

ACTS seminaries' cross-registration policy enables TEDS students to choose from more than 750 courses offered at these schools. Current course listings may be found on the ACTS website (<http://www.actschicago.org>).

ACTS also sponsors a number of clusters and cooperative activities that further broaden educational opportunities for TEDS students. The following may be of particular interest to TEDS students: the Urban Clinical Pastoral Education Program (part of the national CPE program focusing on urban and public ministry); the Language Program at the Hyde Park Cluster (providing noncredit French, German, Latin, Spanish, Greek for those doing academic research); the Seminary Consortium for Urban Pastoral Education (SCUPE—providing programs for those anticipating urban ministry as a vocation); the ACTS Library Council, which enables TEDS students to access and check out 1.7 million volumes in the ACTS libraries. See the ACTS website (<http://www.actschicago.org>) for more information.

International Partnerships and Study Opportunities

Jerusalem University College

Trinity's membership in Jerusalem University College (JUC) provides students with the opportunity of supplementing their campus studies with study in the Holy Land. JUC offers both undergraduate and graduate courses designed to introduce students to the Near East, to provide introduction and advanced training in the languages and literatures of that area from antiquity to the present, and to contribute to the understanding of Near Eastern cultures and peoples in other times as well as in the present. JUC's staff has been recruited from the faculties of the Hebrew University and the University of Tel Aviv.

Archaeological and geographical field trips supplement the classroom lectures. In class and on the field, students are in constant contact with specialists and with the land whose geography, archaeology, and history are being studied.

Special opportunities are also available for Trinity students to study in the Holy Land, Egypt, or other Middle Eastern sites. These study tours involve instruction from one of our professors, who leads the tour, and academic credit can be received.

For further information on JUC, contact:

Jerusalem University College
4249 East State St., Suite 203, Rockford IL 61108-2045
Phone: 815.229.5900, Fax: 815.229.5901
In Israel: 011.972.2.671.8628

Nairobi Evangelical Graduate School of Theology of Africa International University

TEDS's partnership with Nairobi Evangelical Graduate School of Theology (NEGST) in Nairobi, Kenya involves three forms of collaboration: faculty exchange, doctoral student exchange, and partnership in common scholarship projects; as well as some shared administrative services. The intent of the partnership is mutual benefit, for the fulfillment of the institutional missions, and the strengthening and maturation of both institutions.

For additional information contact the TEDS Dean's Office.

TVSEMINARY

We maintain a partnership with TVSEMINARY. TVSEMINARY produces college courses and other training in many languages available worldwide through DVDs and the internet. Based in Russia, TVSEMINARY maintains a close affiliation with the Evangelical Free Church of America.

TVSEMINARY receives permission from TEDS' faculty to video record selected live courses and then provides copies to Trinity's online team to turn into TEDS' online courses appropriate to an ATS accredited graduate program. TVSEMINARY can also use copies of the recorded courses edited into other languages to offer its own version of the courses.

For further information about TVSEMINARY contact:
tvseminary@gmail.com www.tvseminary.com (<http://www.tvseminary.com>)

The Center for Bioethics & Human Dignity (CBHD)

2065 Half Day Road, Bannockburn IL 60015 USA
Phone: 847.317.8180
Fax: 847.317.8101 E-mail: info@cbhd.org
Primary Website: www.cbhd.org (<http://www.cbhd.org>)

The Center for Bioethics & Human Dignity is a bioethics research center at Trinity International University that explores the intersection of medicine, technology, and our individual and common humanity.

Established in 1994, CBHD brings distinctly Christian reflection to bear on current and emerging bioethical challenges that is both academically rigorous and broadly accessible. Such issues include end-of-life concerns, euthanasia and physician-assisted suicide, infertility and reproductive technologies, genetic interventions, biotechnologies (e.g., stem cell research, cloning, synthetic biology), emerging technologies (e.g., nanotechnology, neuroscience, artificial intelligence, robotics), and disability ethics, among many other issues. Working within a Judeo-Christian Hippocratic framework, CBHD fosters rigorous research, theological and conceptual analysis, charitable critique, and thoughtful engagement, to bring clarity to these complex issues of our day.

In short, the Center articulates Christian bioethics within the academy and provides credible, current, and comprehensive resources from a distinctly Christian perspective to assist in making wise decisions for ethical dilemmas that arise in medicine, science, and technology.

In addition to its annual summer conference, the Center has hosted a number of consultations, and regional and international conferences, and has produced a wide range of print publications and electronic resources. As an early provider of online resources, CBHD's websites host a spectrum of resources on a wide diversity of topics from introductory materials to scholarly resources for a global audience. As a leading voice in Christian bioethics, CBHD staff and fellows have appeared in a wide range of print, radio, and television media, provided congressional testimony, and are regular speakers at universities, conferences, and churches. In this regard, CBHD serves as a visible expression of TIU's emphasis on cultural engagement.

Carl F. H. Henry Center for Theological Understanding (HCTU)

Trinity Evangelical Divinity School
2065 Half Day Road, Bannockburn IL 60015
Phone: 847.317.8066 E-mail: hctu@tiu.edu
Primary website: www.henrycenter.org (<http://www.henrycenter.org>)

The Carl F. H. Henry Center for Theological Understanding (HCTU) is a ministry aimed at bridging the gap that all too often divides the academy and the church. The HCTU conducts a number of programs aimed at producing collaborative work between ministers, professionals, academics, and seminary faculty. The goal of this partnership is to advance Christian wisdom in all areas of life and thought—in short, to enable people to apply the knowledge of God and themselves gleaned from Scripture in the rough and tumble of life. The work of the Center is thus aimed at promoting gospel-centered thinking and living with others—from a variety of ethnic and social backgrounds—for the glory of God, the good of his church, and the welfare of the world. The Center produces a number of publications, audio lectures, and video interviews available on their website.

Programs

Christ on Campus Initiative: This series of publications is aimed at producing top-notch Christian scholarship on the most important issues related to college students.

Bannockburn Dialogue Group: This gathering of TEDS faculty members is to enhance scholarship and discuss one another's research.

Faculty Initiatives: TEDS faculty members are awarded annual grants for the purpose of conducting conferences and summer workshops aimed at the mission of the Center.

Hansen Fellowships: Every year three TEDS PhD students are awarded a \$10,000 tuition scholarship based on vocational and research interests related to the Center.

Kantzer Lectures in Revealed Theology: This series occurs every two years and takes a more academic approach to the contemporary issues in theology.

Scripture and Ministry Lecture Series: This series occurs four times annually and takes a more practical approach toward bridging the gap between theologians and ministry practitioners.

Timothy Series: This series celebrates the calling to the pastorate and features seasoned pastors sharing their personal ministry experience and advice to TEDS seminary students.

Trinity Debates: This series features expert presentations and open discussion as a forum for discussing challenging issues related to the church, theology, and the Christian life.

Office of Extension and Affiliated Education

The Office of Extension and Affiliated Education is committed to assisting the church to develop professional and lay leaders through nontraditional forms of education. These include such off-campus learning experiences and primary delivery systems as extension sites and TEDS online distance education courses. Graduate school prerequisites may, in some cases, be met through Office of Extension and Affiliated Education courses. Contact the Office of Extension and Affiliated Education at 800.588.7705 or the Admissions Office (tedsadm@tiu.edu) (847.317.6900) for additional information. Students desiring to pursue Office of Extension and Affiliated Education courses as part of their master's program should consult their Program Chair.

Personnel

- Affiliate Faculty (p. 88)
- Endowed Faculty Chairs (p. 91)
- Faculty Sabbatical Leave (p. 88)
- Full-time Faculty (p. 82)
- Professors Emeriti (p. 90)
- Trinity Evangelical Divinity School Academic Administration (p. 82)

Trinity Evangelical Divinity School Academic Administration

Note: Alumni of Trinity International University are indicated by parenthetical degree and year following the name.

David K. Bryan, PhD (MDiv '06, PhD '18)

Assistant Director of the MDiv Program
Director of TEDS Undergraduate Programs

Deborah Colwill, PhD (MDiv '98, PhD '05)

Educational Ministries Department Chair

Fellipe do Vale, PhD (MAs '17)

Biblical and Systematic Theology Department Chair

Rebekka Greenlee, MA (MA '21)

Acting Director of Master's Programs, Extension, and Affiliate Education

David M. Gustafson, PhD (MDiv '88, ThM '89)

Mission and Evangelism Department Chair

Donald Guthrie, PhD (MDiv '85)

Director of the PhD/Educational Studies Program

Dana M. Harris, PhD (MA '06, PhD '09)

New Testament Department Chair

Jonathan Kim, PhD (PhD '13)

Director of Professional Doctoral Programs

Peter Lee, PhD (PhD '20)

Associate Director of Korea DMin Program

Dennis R. Magary, PhD (MDiv '77)

Old Testament and Semitic Languages Department Chair

Scott Manetsch, PhD (MDiv '86, MA '88)

Church History and History of Christian Thought Department Chair

David W. Pao, PhD

Dean of Trinity Evangelical Divinity School

Manuel R. Rauchholz, PhD (ThM '99)

Director of the PhD/Intercultural Studies Program

Eric Rivera, PhD (MDiv '07, PhD '16)

Pastoral Theology Department Chair

Luis San Roman, PhD (MAs '15)

Counseling Department Chair

John Simons, PhD, JD (PhD '18)

Associate Dean and Director of the MDiv Program

Michael J. Sleasman, PhD (MDiv '02, PhD '08)

Director, Master of Arts in Bioethics program

Eric Tully, PhD (MDiv '03)

Director of the PhD/Theological Studies Program

Full-time Faculty

Full-time and regular faculty include full-time teaching faculty and administrators, and faculty and administrators with part-time teaching loads and other institutional responsibilities. All are involved in daily campus life. In the case of teaching faculty, they have completed the regular full interview process, or in some cases, may be a Dean's appointment. The date that follows the name of each faculty member indicates the year that full-time teaching at Trinity began.

David K. Bryan, 2020

Director of TEDS Undergraduate Programs

Assistant Professor of New Testament [UG]

BA, James Madison University

MTh, Luther Seminary

MDiv, PhD, Trinity Evangelical Divinity School

Dr. Bryan started his work at TEDS as an adjunct professor and then Masters Programs Coordinator. He served previously on a church planting team in Madrid, Spain, and currently serves as a pastor at Lakeview Presbyterian Church in Vernon Hills. He is the co-editor of *Ascent Into Heaven in Luke-Acts* (Fortress, 2016) and has published other works related to the Gospel of Luke. His research interests focus on the Gospel of Luke, the parables of Jesus, authority and politics in the ancient world, political theology, and the kingdom of God. He is currently revising his dissertation on Luke's narration of the domain of Jesus's authority for publication, and he is also working on a monograph on the art of hearing and preaching Jesus's parables. He and his wife, Beth, have three children.

Steven M. Bryan, 2016

Professor of New Testament

BSc, Oklahoma State University

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Cambridge University

Before coming to TEDS in the fall of 2016, Dr. Bryan served as a missionary in Ethiopia for more than 23 years. He served as the first Dean of Studies of the Ethiopian Graduate School of Theology for 6 years and taught for many years at the Evangelical Theological College in Addis Ababa. From 2009-2015, he was the Director of SIM Ethiopia, leading the work of 150 missionaries from Europe, Australasia, Africa, and North America, as well as 400 Ethiopian ministry and support staff, in a wide variety of church planting, disciple-making, leadership development and compassion ministries. Dr. Bryan was selected as part of the Ethiopian delegation to the 2010 Lausanne Congress on World Evangelization in Cape Town, South Africa. He completed his PhD in New Testament at Cambridge University, and his PhD thesis – *Jesus and Israel's Traditions of Judgement and Restoration* – was subsequently published by Cambridge University Press. In addition, he has published a number of articles and reviews in a variety of journals and publications. His research interests focus on Jesus and the gospels, mission, and Second Temple Judaism. He is married to Dawn, a graduate of Trinity College and they have three adult sons. Steve enjoys reading about culture, politics, and history and coaching his sons' basketball teams.

John A. Carter, 2023

Assistant Professor of Pastoral Theology

BA, North Central University

MA, US Naval War College

MDiv, Westminster Seminary California

ThM, Duke University

DMin, Covenant Theological Seminary

A retired Commander in the US Navy Chaplain Corps, Dr. Carter ministered for over 20 years in various settings from Europe, to the Middle East, and Japan, holding various ministry positions of increasing responsibility. Prior to coming to TEDS, he served as the Base Chaplain at the largest training installation in the Navy. Previously, he was the Officer in Charge of the Navy and Marine Corps activity at Arlington National Cemetery, our nation's most sacred shrine to military service. An ordained minister of the Orthodox Presbyterian Church, he serves on his denomination's Committee for Chaplains and Military Personnel and on the board of the International Association of Evangelical Chaplains. His dissertation focused on the impact of religious pluralism on the delivery of ministry in the military. He was involved in church planting in Hawaii and has pastored chapels in the Far East, Washington State, and Illinois. He's been married to Linda for more than 30 years, and they have four children.

Peter T. Cha, 1997

Professor of Church, Culture, and Society

BA, University of Chicago

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Northwestern University

Prior to joining the Trinity faculty, Dr. Cha was involved in a number of different ministries, including youth and young adult ministry in Korean immigrant churches, campus ministry with InterVarsity Christian Fellowship, church planting, and pastoring a multiethnic congregation. He also served as a board member of InterVarsity Christian Fellowship, USA and of the Louisville Institute. Dr. Cha is a coauthor of *Following Jesus without Dishonoring Your Parents: Asian American Discipleship* (IVP, 1998) and *Growing Healthy Asian American Churches* (IVP, 2006). He also contributed chapters to *This Side of Heaven: Race, Ethnicity, and Christian Faith* (Oxford University Press, 2006), *Honoring the Generations: Learning with Asian North American Congregations* (Judson Press, 2012), *Teaching for a Culturally Diverse and Racially Just World* (Wipf and Stock, 2014), *Christian Higher Education: Faith, Teaching, Learning in the Evangelical Tradition* (Crossway, 2018), and *Emerging Adults: Formation for Mission* (Lexham Press, 2022).

Deborah A. Colwill, 2013

Chair of the Educational Ministries Department

Professor of Educational and Leadership Studies

BA, University of Minnesota

MDiv, PhD, Trinity Evangelical Divinity School

PhD, Benedictine University College of Business

Prior to coming to TEDS, Dr. Colwill served as Associate Professor of Leadership and Director of Institution Research and Evaluation at Asbury Theological Seminary (ATS) in Wilmore, Kentucky. Dr. Colwill is author of the books *Educating the Scholar-Practitioner in Organization Development* (2012) and *Conflict, Power and Organizational Change* (2022) as well as numerous articles, chapters, and peer reviewed conference papers. In addition to her teaching roles, Dr. Colwill has worked in a variety of leadership and consulting positions within both profit and non-profit organizations.

Felipe do Vale, 2021

Chair of the Biblical and Systematic Theology Department

Assistant Professor of Biblical and Systematic Theology

BA, Calvin College

MA, Trinity Evangelical Divinity School

PhD, Southern Methodist University

Dr. do Vale is Assistant Professor of Systematic Theology. He has an enduring interest in utilizing the tools of theology to investigate those categories of identity that make being human so remarkably complex, like gender, race, disability, politics and the like. His research is driven by the conviction that the recognizable tools of theology, accountable as they are to the gospel, are suitable to address these complexities of being human in a distinctly Christian way. His first book, released from Baker Academic in November 2023, is entitled *Gender as Love: A Theological Account of Human Identity, Embodied Desire, and Our Social Worlds*, and it provides a theological answer to the question "What is gender?" He has published articles in the *International Journal of Systematic Theology* (where he won the Colin Gunton Prize), *Philosophia Christi*, *The Irish Theological Quarterly*, *TheoLogica*, and *The Journal of Reformed Theology* among others. He has presented his research nationally and internationally, including Rome and Helsinki. Dr. do Vale was born in Belo Horizonte, Minas Gerais, Brazil.

David M. Gustafson, 2012

Chair of the Mission and Evangelism Department

Professor of Evangelism and Missional Ministry

BB, Western Illinois University

MDiv, ThM, Trinity Evangelical Divinity School

DMin, Fuller Theological Seminary

PhD, Linköping University

Dr. Gustafson served twenty-five years in ministry, first as campus director with Cru at Fresno State University in California, and then as pastor in two Evangelical Free churches in the Great Lakes District. Prior to Trinity, he taught courses in Christianity at the University of Houston and courses in practical ministries at Houston Graduate School of Theology. Dr. Gustafson's areas of expertise include evangelism, Evangelical Free Church history, and missional praxis. He is book review editor of *Witness: Journal of the Academy for Evangelism in Theological Education*. He is an ordained minister of the Evangelical Free Church of America and serves on its Board of Ministerial Standing. He is an affiliate docent at Johannelund School of Theology in Uppsala, Sweden, and a contributing author in evangelism to the International Alliance for Christian Education. He and his wife, Sharon, have four children, and he enjoys bicycling, backpacking, and cooking stir-fry. He is author of *Gospel Witness: Evangelism in Word and Deed* (Eerdmans, 2019) and *Gospel Witness through the Ages: A History of Evangelism* (Eerdmans, 2022).

Donald C. Guthrie, 2012

Director, PhD Program in Educational Studies

Professor of Educational Ministries

The Jeanette L. Hsieh Chair of Educational Leadership

BA, Grove City College

MDiv, Trinity Evangelical Divinity School

MA, Indiana University of Pennsylvania

EdD, University of Georgia

Prior to joining the TEDS faculty, Dr. Guthrie served as a faculty member and the academic dean at Covenant Theological Seminary in St. Louis, MO. Previously, he served as a campus minister and senior administrator with the Coalition for Christian Outreach in Pittsburgh, PA. In addition to his teaching and administrative roles at Trinity, Dr. Guthrie also serves as Executive Director of the Center for Transformational Churches. He has authored several journal articles focusing on teaching and learning. He is a co-author of *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*; *The Politics of Ministry: Navigating Power Dynamics and Negotiating Interests*; and *Pastoral Wellbeing*, as well as a contributor to *Christian Higher Education: Faith, Teaching, Learning in the Evangelical Tradition*. Dr. Guthrie serves on the board of Covenant

Theological Seminary, the Society of Professors in Christian Ministry, and on the editorial board of *Christian Higher Education*. Dr. Guthrie is a frequent teacher at conferences and retreats, often addressing whole life discipleship, intergenerational ministry, leadership, and adult learning. Donald and Mary have two adult children and one wonderful daughter-in-law.

Dana M. Harris, 2006

Chair of the New Testament Department

Professor of New Testament

BA, Stanford University

MA, PhD, Trinity Evangelical Divinity School

Dr. Harris taught as an adjunct at TEDS from 2001 to 2006. Her dissertation topic was *The Eternal Inheritance in Hebrews: The Appropriation of the Old Testament Inheritance Theme by the Author of Hebrews*. She is currently writing the volume on Hebrews for the Exegetical Guide to the Greek New Testament (Broadman & Holman). She recently wrote the article on "Priest," in the NIV Study Bible. Her research interests include Hebrews, Revelation, Greek syntax, linguistics, hermeneutics, Second Temple Literature (particularly apocalyptic literature), and archaeology. In July 2010, Dr. Harris became the editor of the *Trinity Journal*. Dr. Harris has taught extensively at retreats, conferences, and adult Sunday school classes. She also teaches Bible and theology classes in various overseas contexts. Prior to coming to Trinity, Dr. Harris was the managing editor of the *Hoover Digest*, a quarterly academic journal covering public policy, economics, and foreign affairs, published by the Hoover Institution, Stanford University. For the first five years after the fall of the Berlin Wall, she coordinated a program, funded by the Pew Charitable Trust that brought young diplomats from former Soviet-satellite countries to Stanford for four-month study programs. As an undergraduate, she double-majored in International Relations and French Studies. Prior to coming to Trinity, she was also extensively involved in ministry.

Joshua Jipp, 2012

Professor of New Testament

Executive Director, The Henry Center for Theological Understanding

BA, Northwestern College

MDiv, Trinity Evangelical Divinity School

ThM, Duke Divinity School

PhD, Emory University

Dr. Jipp came to TEDS in the spring of 2012. Prior to teaching at Trinity, he has lectured on the New Testament in a variety of settings, including Northwestern College, the Interdenominational Theological Center (Atlanta, GA), as a part of the Emory Theology Certificate program for incarcerated women in Atlanta, GA, and as a teaching fellow at TEDS. Dr. Jipp received the 2013 Paul J. Achtemeier Award through the Society of Biblical Literature for his paper, "Christ the King as Living Law: Paul's 'The Law of Christ' and Ancient Kingship Discourse." His dissertation, *Divine Visitations and Hospitality to Strangers in Luke-Acts: An Interpretation of the Malta Episode in Acts 28:1-10* was recently published (Leiden: Brill, 2013), as was *Christ is the King: Kingship Ideology in the Letters of Paul* (Minneapolis: Fortress, 2015). He will soon be contributing a commentary on the book of Acts in the *Two Horizons Commentary* series. Dr. Jipp has also published articles in reputed journals, like *Journal of Biblical Literature*, *New Testament Studies*, *Catholic Biblical Quarterly*, and *The Journal for the Study of the New Testament*. He is married to Amber, who also graduated from TEDS, and they have two children. Dr. Jipp enjoys reading, traveling, and is an avid fan of the Iowa State Cyclones and the Minnesota Twins.

Patrick J. Jones, 2022

Director of Supervised Ministries

BA, Toccoa Falls College

MDiv, Columbia International University

ThM, Trinity Evangelical Divinity School

Prior to joining Trinity in the summer of 2022, Rev. Jones served for over ten years in ministry. From the country roads of West Virginia to the bustling metropolis of Bangkok, he has provided leadership and care in a variety of ministry contexts. He has been an adjunct professor for TEDS and Toccoa Falls College. Patrick and his wife, Susan, have two children. He enjoys board games, sci-fi, and FSU football.

Michelle Knight, 2018

Associate Professor of Old Testament and Semitic Languages

BA, Lincoln Christian University

MDiv, Trinity Evangelical Divinity School

PhD, Wheaton College

In 2018, Dr. Knight completed her dissertation on the narrative function of the Song of Deborah and Barak in the book of Judges, before joining the faculty later that year. While working toward her PhD, she taught Hebrew language and Old Testament courses as a Guest Professor at Wheaton College and an Adjunct Professor at TEDS. She is an active member of the Institute for Biblical Research, the Society of Biblical Literature, and the Evangelical Theological Society, where she serves as the Program Unit Chair for the Old Testament Theology section. She is currently writing a textbook on the historical books (Baker), a commentary on Joshua (Cascade) and a commentary on Judges (Baker). Her research interests include narrative criticism, theology of the Old Testament, the early historical books, and poetry in biblical narrative. Dr. Knight and her husband, Kenyon, have a son, Oliver. In her spare time, she enjoys serving as a deacon in her church, reading with her son, and seeing movies.

Kimberley Kroll, 2023

Assistant Professor of Biblical and Systematic Theology

BA, Queens College

MDiv, Grace Theological Seminary

MA, Biola University

PhD, University of St. Andrews, Scotland

Dr. Kroll is Assistant Professor of Biblical and Systematic Theology at TEDS. Upon the completion of her PhD (2020) and her joining TEDS (2023), Dr. Kroll taught philosophy at Grand Canyon University (2021-2023) and literature at The Stony Brook School (2020-2021). Dr. Kroll's primary area of research is pneumatology with a focus on (1) the metaphysics of the indwelling relation between the human creature and the Spirit of God and (2) the epistemology of discernment given the relation of the Spirit of God to the redeemed creature. She has published journal articles and contributed to edited volumes specializing in conversations across disciplines and constructive dogmatics (See her chapter, co-authored with Joanna Leidenhag, 'On the revelation of the Holy Spirit and the problem of thirdness', in *The Third Person of the Trinity: Explorations in Constructive Dogmatics* (2020), and the forthcoming chapter, 'Necessary Ambiguity: The Pneumatic Gestalt Experience of Indwelt Human Creatures', in *Analytic Essays in Pentecostal and Charismatic Theology*, as examples). If she is not teaching, reading, or writing, you can find her on some sort of outdoor adventure with her favorite girl—pup Numa.

Mimi L. Larson, 2021

Assistant Professor of Educational Studies

Executive Director, Center for Faith and Children

BA, Wheaton College
 MA, Wheaton Graduate School
 MA, Covenant Theological Seminary
 PhD, Concordia University Chicago

Prior to joining the TEDS Faculty, Dr. Larson served for over 25 years in practical church ministry and was Visiting Assistant Professor of Christian Formation & Ministry and Wheaton College. Her research is in the area of children's faith formation with a particular interest in how faith is formed in early childhood. She has received several grants for her work, including the most recent Nurturing Children Through Worship and Pray Initiative from Lilly Endowment which has enabled her to establish the Center for Faith and Children here at TEDS. Dr. Larson serves on the board for the Society of Children's Spirituality: Christian Perspectives and her latest book is *Bridging Theory and Practice in Children's Spirituality: New Directions for Education, Ministry and Discipleship* (edited with Robert Keeley, Zondervan, 2020). Dr. Larson regularly consults with churches regarding their ministry with children and families and has developed curriculum for children's ministry in the local church.

Te-Li Lau, 2008

Associate Professor of New Testament

BS, MS, Stanford University
 MDiv, ThM, Trinity Evangelical Divinity School
 PhD, Emory University

Dr. Lau grew up in Singapore, before it became the place known for Crazy Rich Asians. As part of his national service, he served as a Singaporean infantry platoon commander for two and a half years. He also studied electrical engineering at Stanford University and worked as a computer engineer in Silicon Valley for ten years, obtaining several patents in the field of computer architecture. In 1998, he sensed God's call to ministry. After completing his theological studies at TEDS and Emory University, he joined the faculty at TEDS in 2008. His publications include *Defending Shame: Its Formative Power in Paul's Letters* (Baker, 2020), *The Politics of Peace: Ephesians, Dio Chrysostom, and the Confucian Four Books* (Brill, 2010), the introduction and notes for Ephesians in the NIV Biblical Theology Study Bible (2015), and several other essays and articles. His current research interests include the relationship between emotions and moral formation, and the comparative analysis of New Testament and Confucian texts.

Dennis R. Magary, 1979

Chair of the Old Testament and Semitic Languages Department

Professor of Old Testament and Semitic Languages

BA, Fort Wayne Bible College
 MDiv, Trinity Evangelical Divinity School
 MA, PhD, University of Wisconsin

Dr. Magary joined the full-time TEDS faculty in 1984. Dr. Magary has also taught at Trinity College (Bannockburn), the University of Wisconsin-Madison, the Institute of Christian Studies (Madison, WI) and Bethel College (Indiana). He has taught as adjunct professor at the Caribbean Graduate School of Theology (Kingston, Jamaica), Visiting Instructor at Torch Trinity Graduate School of Theology (Seoul, Korea), and professor of Old Testament for Timothy Training International (Hong Kong). In addition to teaching at Trinity, he also serves as a lecturer with the U.S. Center for World Missions and has taught in China and Eastern Europe. Dr. Magary's publications include chapters contributed to *Seeking Out the Wisdom of the Ancients* (which he also co-edited), *Preaching the Old Testament* (Baker), and most recently co-edited *Do Historical Matters Matter to Faith? A Critical Appraisal of Modern and Post-Modern Approaches to Scripture* (Crossway). He has contributed articles to the

New International Dictionary of Old Testament Theology and Exegesis and to *Eerdmans Dictionary of the Bible*. He served as a translation consultant and contributor of notes to both the *ESV Study Bible* and *Quest Study Bible*. He served as a theological advisor and content collaborator for the *Jeremiah Study Bible*. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. Dr. Magary is a licensed minister in the Missionary Church. Dennis and his wife, Pamela, reside in Vernon Hills, Illinois. They have three married children and seven grandchildren.

Scott M. Manetsch, 2000

Chair of the Church History and the History of Christian Thought Department

Professor of Church History

BA, Michigan State University
 MDiv, MA, Trinity Evangelical Divinity School
 PhD, University of Arizona

Dr. Manetsch joined Trinity's faculty in 2000 after serving three years as Assistant Professor of Religion at Northwestern College (Iowa). During graduate school, he was awarded a Fulbright fellowship and spent two years doing archival research on French Reformation history at the University of Geneva. He is the author of *Theodore Beza and the Quest for Peace in France, 1572-1598* (Brill, 2000), *Calvin's Company of Pastors. Pastoral Care and the Emerging Reformed Church, 1536-1609* (Oxford, 2013), and co-editor of three books, including *The Great Commission: Evangelicals and the History of World Missions* (Broadman & Holman, 2008), and *Theodore Beza at 500: New Perspectives on an Old Reformer* (Vandenhoeck & Ruprecht, 2021). His articles have appeared in such journals as the *Bibliothèque d'humanisme et renaissance*, *Calvin Theological Journal*, *Church History*, *Themelios*, *Trinity Journal*, and *Westminster Theological Journal*. Dr. Manetsch is the associate general editor of the Reformation Commentary on Scripture series (InterVarsity Press) in which he has published the volumes on 1 & 2 Corinthians. He is a member of the Calvin Studies Society, the Evangelical Theological Society, the Sixteenth-Century Studies Society, and the American Society of Church History. Dr. Manetsch is an ordained teaching elder in the Presbyterian Church in America.

John M. Monson, 2008

Associate Professor of Old Testament and Semitic Languages

BA, Wheaton College
 MA, Institute of Holy Land Studies
 MA, PhD, Harvard University

Dr. Monson was born to missionary parents in Zaire but spent most of his youth in Jerusalem, Israel, where he developed an interest in biblical studies, archaeology, and historical geography. Prior to coming to Trinity, he taught for eleven years at Wheaton College, where he received the Faculty Achievement Award in Teaching. His archeological fieldwork has taken him to Syria, Lebanon, and numerous excavations in Israel. His most recent publications include *Dothan I: Remains from the Tell (1953-1964)* (Eisenbrauns), *1 Kings* in the Zondervan Illustrated Bible Backgrounds Commentary (2016), and *The Temple of Solomon* (Oxford University Press, forthcoming).

Harold A. Netland, 1993

Professor of Philosophy of Religion and Intercultural Studies

BA, Biola College
 MA, PhD, Claremont Graduate University

Prior to coming to Trinity, Dr. Netland was a missionary educator for nine years in Japan with the Evangelical Free Church of America. Dr.

Netland was involved in ministries among university students, church planting, and teaching at Tokyo Christian University. Dr. Netland's areas of expertise include religious pluralism, epistemology of religion, and missions in East Asia. Dr. Netland's published works include *Encountering Religious Pluralism: The Challenge to Christian Faith and Mission*; *Christianity and Religious Diversity*; and *Religious Experience and the Knowledge of God: The Evidential Force of Divine Encounters*. He coauthored with Gerald R. McDermott, *A Trinitarian Theology of Religions*; coauthored with Keith Yandell, *Buddhism: A Christian Exploration and Appraisal*; and coedited with Craig Ott, *Globalizing Theology: Belief and Practice in an Era of World Christianity*.

Craig Ott, 2002

Professor of Mission and Intercultural Studies

BA, California State University, Long Beach

MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott was a missionary with ReachGlobal (EFCA) to Germany for twenty-one years. He served as academic dean and faculty member at the Akademie für Weltmission (Korntal, Germany), and planted several churches in both the United States and Germany. Areas of expertise include theology of mission, contextualization, church planting, and teaching across cultures. From 2015 to 2022 he was director of the PhD program in intercultural studies at TEDS. He has published numerous award winning books and academic articles, including most recently *Teaching and Learning across Cultures* and *The Church on Mission: A Biblical Vision for Transformation among all People*. He has taught or consulted mission movements and national organizations in over forty countries and is a member of the Evangelical Missiological Society, American Society of Missiology, and the Midwest Mission Studies Fellowship.

David W. Pao, 1998

Dean of Trinity Evangelical Divinity School

Professor of New Testament

BA, Wheaton College

MA, Wheaton Graduate School

MTS, MA, PhD, Harvard University

Prior to joining the faculty at Trinity, Dr. Pao taught and preached at the Chinese Christian Church of Rhode Island while completing his doctoral work at Harvard, where he majored in Greco-Roman World/Early Christianity. He has taught as a visiting professor in several institutions in Hong Kong, Canada, New Zealand, and Australia. His publications include *Acts and the Isaianic New Exodus* (2000), *Thanksgiving: An Investigation of a Pauline Theme* (2002), *Early Christian Voices: In Texts, Traditions, and Symbols* (coeditor, 2003), *Commentary on the Gospel of Luke*, 2 vols. (2008, 2009), *After Imperialism: Christian Identity in China and the Global Evangelical Movement* (coeditor, 2011), *Commentary on Colossians and Philemon* (2012), and *1–2 Timothy, Titus* (2024). He has also contributed to a number of collections of essays and reference works, including *The Expositor's Bible Commentary* (vol. 10; 2007), *Commentary on the New Testament Use of the Old Testament* (2007), *The Baker Illustrated Bible Commentary* (2012), and *The Cambridge Companion to the Book of Isaiah* (2024). He is currently serving as the New Testament editor of the *Tien Dao Bible Commentary* series and the consulting editor of the *Zondervan Exegetical Commentary* series.

Manuel R. Rauchholz, 2018

Director of the Doctor of Philosophy (Intercultural Studies) Program

Associate Professor of Anthropology and Intercultural Studies

University of Tübingen

ThM, Trinity Evangelical Divinity School

Dr. Phil., Heidelberg University

Dr. Manuel Rauchholz earned the PhD. from Heidelberg University in cultural anthropology, and the Th.M. in missions and evangelism from Trinity Evangelical Divinity School. He completed university studies at Heidelberg University and theological studies at Krelingen in Germany. Dr. Rauchholz's research and publications have been primarily in applied anthropology on ethical topics such as human trafficking, sexual exploitation, adoption practices, human rights and economic development. In 2011, he received the prestigious Frobenius Research Award for his dissertation, titled: "Towards an Understanding of Adoption, Person and Emotion: The Ideal Norm and Reality of Life amongst the Chuukese of Micronesia." Since 2016, Dr. Rauchholz has established and managed the Faichuk Educational Development and Research Project in Chuuk State. This is an interdisciplinary educational and research project focused on education and community development, based on a grant of \$1.3 million from the Chuuk State Department of Education and the US Department of the Interior. Dr. Rauchholz's academic teaching experience is extensive including three years as researcher and lecturer at the Institute of Anthropology, Heidelberg University where he also mentored masters' theses and research projects. He has taught as adjunct professor at numerous institutions teaching Social Science Research Methods at Internationale Hochschule Liebenzell in Germany, Anthropology and Missions at Presbyterian University and Theological Seminary in Seoul, and Anthropology at the University of Guam.

Eric Rivera, 2022

Chair of the Pastoral Theology Department

Assistant Professor of Pastoral Theology

BA, Moody Bible Institute

MDiv, PhD, Trinity Evangelical Divinity School

Dr. Rivera has been a Pastor since 2008 and is currently the Lead Pastor at The Brook, a multiethnic church in Chicago that he and his team planted with the EFCA in 2013. Dr. Rivera is passionate for mobilizing the church to be on mission in an urban context. He earned his PhD in Historical Theology from Trinity Evangelical Divinity and is the author of *Christ is Yours* (Lexham, 2019) and *Unexpected Jesus: How the Resurrected Christ finds us, meets, and heals us* (Lexham Press, 2022). He contributed the chapter, "Planting a New Church," in the *One Volume Seminary* (Moody Publishers, 2022) and, "Building up your Spouse," with his wife Erikah in *The Story of Us: A Couples Devotional* (FamilyLife, 2019). In addition to these, he has written, "The First Mexican Protestant Loved the Bible" for *Christianity Today* (February 2019), "The Legacy of Scripture in the Latino(a) Protestant Church in America," for *Church Leaders* (September, 2021) and "Stay in Chicago" for *Legacy Disciple* (September 2018). He married his best friend Erikah in 2003 and together they serve the local church and speak for FamilyLife's Weekend to Remember marriage getaways. They are parents to three amazing kids.

Julie West Russo, 2011

Program Director for the Mental Health Counseling and Chaplaincy and Ministry Care Programs

Clinical Coordinator

Assistant Professor of Counseling

BA, Northwestern University

MA, Trinity International University

EdD, Argosy University

Dr. Russo is a licensed professional counselor, providing individual and family counseling services, with particular expertise in the treatment of addictions. She is a member of the American Counseling Association, the

Illinois Counseling Association, the Association of Counselor Educators and Supervisors, and the Christian Association for Psychological Studies.

Luis San Roman, 2022
Chair of the Counseling Department
Assistant Professor of Counseling

AA, William Rainey Harper College
 BA, Northeastern Illinois University
 MAs, Trinity Evangelical Divinity School
 EdD, Governors State University

Luis is a licensed clinical professional counselor in Illinois. Luis offers bilingual counseling at White Stone Counseling Resources, a Christian counseling ministry that serves local churches in Chicago's northern and northwest regions. Luis considers counseling the key component in understanding the underlying issues surrounding our emotional well-being. His faith informs his practice, and he believes spirituality can be vital to the therapeutic process when a client is open to the concept. Luis specializes in working with couples struggling in their relationship. His research interests include Marriage and Family, Latino Mental Health, and Church Leadership.

John Simons, 2019
Associate Dean
Director of the MDiv Program
Assistant Professor of Church History [UG]

BA, JD, University of Florida
 MA, Reformed Theological Seminary
 PhD, Trinity Evangelical Divinity School

In his previous career, Dr. Simons practiced law in Atlanta, Georgia, and Ocala Florida for more than ten years. His legal practice included commercial litigation, business law, health care law, and real estate law. In Fall of 2010, he stepped down from his legal practice to pursue advanced theological education. His research explores the intersection of church history, theology, and legal history. His dissertation focuses on the relationship between puritan theology and the work of the magistrates who governed the colonies of Connecticut and New Haven in the second half of the Seventeenth Century. He has taught in a variety of contexts at the undergraduate and graduate level. John and his wife, Lynn, have three adult children. John enjoys woodworking and cycling. He is an avid fan of University of Florida athletics.

Michael Sleasman, 2019
Director of Bioethics Programs
Associate Professor of Bioethics
 BA, Malone College
 MDiv, PhD, Trinity Evangelical Divinity School

Prior to joining the Trinity faculty full-time, Dr. Sleasman was the managing director and research scholar at The Center for Bioethics & Human Dignity for 12 years where he oversaw the center's research agenda and online resource development. He also served as an affiliate professor, adjunct instructor, and online course tutor at the college and graduate level in the areas of philosophy, theology, ethics, and cultural engagement. His research focuses on the theological engagement of bioethical issues with emphasis on biotechnologies, other emerging technologies, and human futures, as well as the intersection of technology, ethics, and culture in general. He co-edited *Everyday Theology: How to Read Cultural Texts and Interpret Trends* with Kevin J. Vanhoozer and Charles A. Anderson (Baker Academic). He has authored and co-authored a number of essays, book chapters, and articles in the areas of theology, emerging technology, and bioethics. Dr. Sleasman is the

editor of *Ethics & Medicine: An International Journal of Bioethics* and a consulting editor for the *Journal of the Christian Institute on Disability*. He has been interviewed on a range of bioethical issues by print and radio media, and has delivered workshops, lectures, and presentations for churches, universities, and at several professional societies.

Tite Tiénou, 1997
Research Professor, Theology of Mission
The Tite Tiénou Chair of Global Theology and World Christianity
Dean Emeritus

BS, Nyack College
 Maîtrise en Théologie, Faculté Libre de Théologie Évangélique, Vaux sur Seine, France
 MA, PhD, Fuller Theological Seminary

Dr. Tiénou has served as pastor of the Central Church of the Église de l'Alliance Chrétienne in Bobo-Dioulasso, Burkina Faso. He is the founding director of Maranatha Institute in Bobo-Dioulasso, Burkina Faso as well as the founding president and dean of Faculté de Théologie Évangélique de l'Alliance Chrétienne in Abidjan, Côte d'Ivoire. He has taught at the Alliance Theological Seminary in Nyack, New York. He is an active participant in numerous conferences and special lectureships.

Dr. Tiénou is the author of *Tâche théologique de l'Église en Afrique* (1980), *The Theological Task of the Church in Africa* (1982, Second edition 1990), *Revisiter la théologie en Afrique contemporaine* (2018), *Understanding Folk Religion: A Christian Response to Popular Religious Beliefs and Practices*, co-authored with Paul Hiebert and R. Daniel Shaw (1999) and co-editor of *Majority World Theologies: Theologizing from Africa, Asia, Latin America and the ends of the Earth*, with Allen Yeh (2018), and *Issues in African Christian Theology*, with Samuel Ngewa and Mark Shaw (1998) and has published more than sixty articles, book reviews and books chapters.

Eric J. Tully, 2012
Director of the PhD (Theological Studies) Program
Professor of Old Testament and Semitic Languages

BA, Moody Bible Institute
 MDiv, Trinity Evangelical Divinity School
 MA, PhD, University of Wisconsin

Prior to coming to Trinity, Dr. Tully taught at the University of Wisconsin-Madison and Nashotah House Theological Seminary. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. His research interests include the prophetic literature, Hebrew linguistics, and textual criticism. He is the author of *The Translation and Translator of the Peshitta of Hosea* (Brill, 2015), *Old Testament Textual Criticism: A Practical Introduction* (with Ellis Brotzman, Baker Academic, 2016), *Hosea: A Handbook on the Hebrew Text* (Baylor, 2018), and *Reading the Prophets as Christian Scripture* (Baker Academic, 2022). He is currently working on a commentary on the book of Ezekiel.

Kevin J. Vanhoozer, 1986-90, 1998-2009, 2012
Research Professor of Systematic Theology
 BA, Westmont College
 MDiv, Westminster Theological Seminary
 PhD, Cambridge University, England

In addition to teaching at TEDS, Dr. Vanhoozer was appointed Blanchard Professor of Theology at Wheaton College and Graduate School (2008-11) and Senior Lecturer in Theology and Religious Studies at the University of Edinburgh (1990-98), where he also served on Doctrine committee of the Church of Scotland. He is theological mentor to the Augustine Fellowship of the Center for Pastor Theologians, Senior Fellow for Systematic Theology of the C. S. Lewis Institute, and Senior Fellow of

Newton House, Oxford. He is the author of *Is There a Meaning in this Text? the Bible, the Reader, and the Morality of Literary Knowledge* (Zondervan, 1998), *The Drama of Doctrine: A Canonical-Linguistic Approach to Christian Theology* (Westminster John Knox, 2005), *Remythologizing Theology: Divine Action, Passion and Authorship* (Cambridge University Press, 2010), *Faith Speaking Understanding: Performing the Drama of Doctrine* (Westminster John Knox, 2014), *Biblical Authority after Babel: Retrieving the Solas in the Spirit of Mere Protestant Christianity* (Brazos, 2016) and, most recently, *Mere Christian Hermeneutics: Transfiguring What it Means to Read the Bible Theologically* (Zondervan, 2024). He has edited several books, including *The Cambridge Companion to Postmodern Theology* (Cambridge University Press, 2003), *Dictionary for Theological Interpretation of the Bible* (Baker, 2005), and a collection of essays by Trinity students entitled *Everyday Theology: How to Read Cultural Texts and Influence Trends* (Baker, 2005). He is presently at work on a three-volume systematic theology. He met his wife Sylvie while serving as a missionary in France, and together they have two adult daughters.

John D. Woodbridge, 1970

Research Professor of Church History and the History of Christian Thought

BA, Wheaton College
MA, Michigan State University
MDiv, Trinity Evangelical Divinity School
Doctorat de Troisième Cycle, Université de Toulouse, France

Dr. Woodbridge was awarded a Fulbright Fellowship and has done post-graduate study with fellowships from the National Endowment for the Humanities [2] and the American Council of Learned Studies.

Dr. Woodbridge has taught history at the University of Toulouse, Northwestern University and Hautes Etudes, Sorbonne, Paris. He is the author of *Revolt in Prerevolutionary France* (Johns Hopkins) and *Biblical Authority Infallibility and Inerrancy in the Christian Tradition* (Zondervan). He is the co-author with Timothy George, *The Mark of Jesus* (Moody), co-author with Frank James, *The Zondervan History of the Christian Church Volume Two* (Zondervan), co-author with Maurice Possley, *Hitler in the Crosshairs A GI's Story of Courage and Faith* (Zondervan), co-author with Collin Hansen, *A God-Sized Vision Revival Stories that Stretch and Stir* (Zondervan), co-author with D. A. Carson, *Letters along the Way* (Crossway) and co-author with Mark Noll and Nathan Hatch, *The Gospel in America* (Zondervan).

He is editor of *Great Leaders of the Christian Church* (Moody Press; Gold Medal Award), *Ambassadors for Christ* (Moody; Gold Medal Award), *More Than Conquerors: Portraits of Believers from All Walks of Life* (Moody Press; Gold Medal Award). He is co-editor with Thomas McComiskey, *Doing Theology in Today's World: Essays in Honor of Kenneth S. Kantzer* (Zondervan), co-editor with D. A. Carson, *God and Culture: Essays in Honor of Carl F. H. Henry* (Eerdmans); co-editor with Jacques LeBrun, Richard Simon, *Additions aux Recherches curieuses sur la diversité des langues et religion* (Press Universitaires de France); co-editor with Henning Graf Reventlow and Walter Sparr, *Historische Kritik und biblischer Kanon in der deutschen Aufklärung* (Otto Harrasowitz), co-editor with D. A. Carson, *Hermeneutics, Authority and Canon* (Zondervan), co-editor with D. A. Carson, *Scripture and Truth* (Zondervan) and co-editor with John N. Akers and John H. Armstrong, *This We Believe: The Good News of Jesus Christ for the World* (Zondervan). Dr. Woodbridge has also served as a senior editor for *Christianity Today*. He enjoys composing music for relaxation.

Faculty Sabbatical Leave

As part of its ministry to the church at large, Trinity encourages its faculty to do further research and writing by granting sabbatical leaves. During a sabbatical, faculty members are released from normal responsibilities such as teaching, student advising, and participating in academic committees. As a consequence, students may not find specific courses offered by a particular professor during a given semester. Information regarding the faculty sabbatical leave schedule is available on the MyTIU web page.

Affiliate Faculty

Affiliate Faculty are those persons with annual part-time contractual responsibilities at Trinity in either teaching or administration; however, they also have major commitments to another employer that prohibits them from full participation in daily campus life. They are appointments of the Dean.

Greg Forster

Affiliate Professor of Biblical and Systematic Theology

BA, University of Virginia
MA, Trinity Evangelical Divinity School
MA, PhD, Yale University
PhD, Free University Amsterdam

Dr. Forster teaches theology and is a senior fellow at the Center for Transformational Churches at TEDS. In addition to his work at TEDS, Dr. Forster is the president of Karam Fellowship, a learning community of theological educators dedicated to theology for the life of the world, and editor of the peer-reviewed journal *Faith & Flourishing*. He serves as the chair of the Public Theology section of the Evangelical Theological Society, and on the board of Kenosha Christian Academy. He is the author or coauthor of nine books, including *John Locke's Politics of Moral Consensus* (Cambridge, 2005), *The Contested Public Square* (IVP, 2008), *The Joy of Calvinism* (Crossway, 2012), *Joy for the World* (Crossway, 2014) and *The Keynesian Revolution and Our Empty Economy* (Palgrave, 2019), as well as numerous scholarly and popular articles. He is the editor or coeditor of six books, including *Faithfully Rendering God's Word* (Credo, 2020).

James E. Gruenewald

Affiliate Professor of Counseling

BS, University of Wisconsin, Milwaukee
MA, Trinity Evangelical Divinity School
EdD, Northern Illinois University

Dr. Gruenewald is a Licensed Clinical Professional Counselor in private practice at Faithlife Counseling in Arlington Heights, IL, with more than forty-four year's experience in individual, marital, family, and group counseling. He came to Trinity in 1996 as affiliate adjunct faculty, where he taught in the Psychology Department at Trinity College for twelve years. In 2009, he became full-time faculty in the Counseling Department at TEDS, while still maintaining his practice. From 2018, he became and remains an Affiliate professor at TEDS. He is currently an elder in his church. He has been a member of numerous professional organizations, including the American Counseling Association, Christian Association for Psychological Studies, American Association of Christian Counselors, and the American Mental Health Counselors Association. He has been married since 1979 and is the father of two sons, two grandsons and one granddaughter. When it comes time for rest and rejuvenation, he spends time outdoors, particularly at the lake cabin he built in Wisconsin.

Jogging, gardening, construction and long walks with his wife are among his passions.

Bradley J. Gundlach

Affiliate Professor of Church History

Professor of History, Trinity International University

AB, Princeton University

MA, Trinity Evangelical Divinity School

MA, PhD, University of Rochester

Dr. Gundlach specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, the philosophy and methods of history, and church history – having recently taken Trinity College students to Europe for the Western Cultural Heritage class and taught Reformation History and Theology for the Ambex program in Germany. He serves as director of the division of Humanities and as book review editor for *Fides et Historia*, the journal of the Conference on Faith and History. Dr. Gundlach is the author of *Process and Providence: The Evolution Question at Princeton, 1845-1929*, and is currently at work on a biography of Princeton theologian B.B. Warfield. Dr. Gundlach is the Director of the Division of Humanities.

Martin I. Klauber

Affiliate Professor of Church History

BA, State University of New York at Buffalo

MA, MDiv, Trinity Evangelical Divinity School

MA, PhD, University of Wisconsin at Madison

Dr. Klauber is an investment banker and author of several scholarly works on post-Reformation theology. In addition to teaching regularly on Trinity's campus, he frequently teaches at Trinity's extension sites.

Peter T. Lee

Associate Director, Korea DMin

Affiliate Professor of Intercultural Studies

BS, Georgia Institute of Technology

MDiv, Fuller Theological Seminary

PhD, Trinity Evangelical Divinity School

Dr. Lee is a missiologist whose life mission is to equip the global church for participating in God's mission in the world through mentoring, research, and teaching. He has over two decades of ministry experiences in multicultural and intercultural contexts around the world. After serving as a pastor in immigrant churches in the Los Angeles area, he worked for ten years in North Africa, during which he lived out a life of witness to Christ among Muslims, led a multinational ministry team, and trained international business and development workers in cultural adaptation and intercultural skills. He coached and mentored numerous mission workers and expatriate professionals during that time. Dr. Lee's research interests include intercultural social relations, multicultural ministries, globalization and culture, social scientific research methods, international migration, Christians and Muslims in the diaspora, gender and sexuality issues in Christian mission, Asian American Christianity, and Christianity in Korea.

Alice Ott

Affiliate Professor of the History of Mission and World Christianity

BGS, Ohio University

MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott served as a missionary in Germany for twenty-one years. Her areas of expertise include German Pietism, Pietist missions, and the history of the missionary movement and world Christianity. She has published a religious history of a Pietist communal society, *The Sunwoman in*

the Wilderness (2014), and contributed chapters to various academic volumes on Pietism. Likewise Dr. Ott has published several articles on the missionary movement in the journal *Studies in World Christianity* and in the volume *Sixteenth Century Mission* (2021). Her volume *Turning Points in the Expansion of Christianity: From Pentecost to the Present* appeared in 2021.

Rick Richardson

Affiliate Professor of Mission and Evangelism

BS, Lafayette College

MDiv, Northern Baptist Theological Seminary

PhD, Trinity Evangelical Divinity School

Dr. Richardson is Associate Professor of Evangelism at Wheaton College and an associate evangelist with InterVarsity Christian Fellowship. He has served in campus ministry for 20 years, regularly speaking and ministering as an evangelist on campuses in many different parts of the country. He is also an ordained Anglican priest and has served as a pastor.

Ed Stetzer

Affiliate Professor of Research and Missional Ministry

BS, Shorter College

MAR, Liberty Baptist Theological Seminary

DMin, Beeson Divinity School

MDiv, PhD, Southern Baptist Theological Seminary

Dr. Stetzer has planted churches in New York, Pennsylvania, and Georgia and transitioned declining churches in Indiana and Georgia. He has trained pastors and church planters on five continents and has written dozens of articles and books. For three years, Dr. Stetzer was a professor at Southern Seminary in Louisville, Kentucky. He is the director of Lifeway Research and Lifeway's Missiologist in Residence. His books include *Planting New Churches in a Postmodern Age* (2003), *Perimeters of Light: Biblical Boundaries for the Emerging Church* (with Elmer Towns, 2004), *Strategic Outreach* (with Eric Ramsey, 2005), *Breaking the Missional Code* (with David Putman, 2006), *Planting Missional Churches* (2006), *Comeback Churches* (with Mike Dodson).

Gregory Waybright

Affiliate Professor of Pastoral Theology

Diploma, Moody Bible Institute

BA, Wheaton College

MDiv, Trinity Evangelical Divinity School

PhD, Marquette University

Dr. Waybright was President of Trinity International University from 1995-2007. Upon his departure, he re-entered the pastorate as Senior Pastor of Lake Avenue Church in Pasadena, CA. Most recently, Dr. Waybright was Interim Chaplain at Wheaton College from 2020-2022.

Professors Emeriti

Richard E. Averbeck

Professor Emeritus of Old Testament and Semitic Languages

BA, Calvary Bible College

MDiv, MA, Grace Theological Seminary

PhD, Annenberg Research Institute, Dropsie College

1994-2022

Barry J. Beitzel

Professor Emeritus of Old Testament and Semitic Languages

BA, MA, Bob Jones University

PhD, The Dropsie University

Post-PhD, L'Université de Liège

1976-2016

Donald A. Carson

Research Professor Emeritus of New Testament

BSc, McGill University

MDiv, Central Baptist Seminary, Toronto

PhD, University of Cambridge

1978-2018

Graham A. Cole

Dean Emeritus

Professor Emeritus of Biblical and Systematic Theology

BA, MTh, University of Sydney

BD, University of London

Dip A (Theol) Moore Theological College

ThL, ThD, Australian College of Theology

2002-2011, 2015-2021

Robert E. Coleman

Professor Emeritus of Evangelism

BA, Southwestern University

BD, Asbury Theological Seminary

ThM, Princeton Theological Seminary

PhD, University of Iowa

1983-2001

Perry G. Downs

Professor Emeritus of Educational Ministries

Diploma, Miami Christian College

BS, Philadelphia College of Bible

MA, PhD, New York University

1976-2015

Duane H. Elmer

Professor Emeritus of Educational Ministries

Diploma, Moody Bible Institute

BA, Michigan State University

MA, Trinity Evangelical Divinity School

MA, PhD, Michigan State University

1999-2015

John S. Feinberg

Professor Emeritus of Biblical and Systematic Theology

BA, University of California, Los Angeles

MDiv, Talbot Theological Seminary

ThM, Trinity Evangelical Divinity School

MA, PhD, University of Chicago

1983-2021

Stephen P. Greggo

Professor Emeritus of Counseling

BA, State University of New York College at Oneonta

MA, Denver Seminary

PsyD, State University of New York College at Albany

1996-2024

Murray J. Harris

Professor Emeritus of New Testament Exegesis and Theology

BA, MA, University of Auckland

DipTh, University of London

PhD, University of Manchester

1967-68, 1971-78, 1986-97

James K. Hoffmeier

Professor Emeritus of Old Testament and Ancient Near Eastern History and Archaeology

BA, Wheaton College

MA, PhD, University of Toronto

1999-2019

H. Wayne Johnson

Provost Emeritus

BA, Dartmouth College

MDiv, ThM, Trinity Evangelical Divinity School

PhD, Westminster Theological Seminary

2000-2022

John F. Kilner

Professor Emeritus of Bioethics and Contemporary Culture

BA, Yale University

MDiv, Gordon-Conwell Theological Seminary

AM, PhD, Harvard University

1993-2019

John W. Nyquist

Professor Emeritus of Mission and Evangelism

BA, MA, California State University

MA, MDiv, PhD, Trinity Evangelical Divinity School

1977-2012

Miriam Stark Parent

Associate Professor Emerita of Counseling

BA, The King's College

MA, Liberty University

MA, Biola University

PhD, Rosemead Graduate School

1993-2018

Steven C. Roy

Associate Professor Emeritus of Pastoral Theology

BA, Stanford University

MDiv, Gordon-Conwell Theological Seminary

PhD, Trinity Evangelical Divinity School

1998-2021

Greg R. Scharf

Professor Emeritus of Homiletics

AB, Rice University

MDiv, DMin, Trinity Evangelical Divinity School

1999-2018

Charles M. Sell

Professor Emeritus of Educational Ministries

BA, University of Pittsburgh

ThM, ThD, Dallas Theological Seminary
1971-2000

Mark H. Senter III

Professor Emeritus of Educational Ministries

BA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, Loyola University of Chicago
1980-2015

Willem A. VanGemenen

Professor Emeritus of Old Testament and Semitic Languages

Diploma, Moody Bible Institute
BA, University of Illinois, Chicago
BD, Westminster Theological Seminary
Visiting Graduate Student, Hebrew University, Jerusalem
MA, PhD, University of Wisconsin
1992-2015

K. Lawson Younger, Jr.

Professor Emeritus of Old Testament, Semitic Languages and Ancient Near Eastern History

BA, ThB, Florida Bible College
ThM, Dallas Theological Seminary
PhD, Sheffield University
1998-2023

Endowed Faculty Chairs

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson's outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

The Eva Cornelius Chair of Christian Education was funded by Miss Eva Cornelius to advance the Christian education ministry of the seminary.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh's outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

The Paul E. Little Chair of Evangelism honors the life of evangelist and TEDS professor of evangelism Paul E. Little to further the study and practice of evangelism at TEDS.

The Richard A. Swanson Chair of Preaching and Pastoral Theology is given by Craig and Susan Swanson. The Chair is used to provide financial support for a faculty position in the Pastoral Theology department at TEDS in perpetuity, specifically a position that will be used to equip men and women to be preachers of the Gospel

The Susan B. Stover Chair for Leadership in Christian Higher Education is occupied by the Dean of the College and Graduate School.

The Tite Tiéno Chair of Global Theology and World Christianity was given in honor of Dr. Tienou's outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology.

The William Washington Chair of Student Leadership was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.

Academic Life

The Theological Fabric of the Trinity Curriculum

The early Trinity Evangelical Divinity School was birthed in the vision of the late nineteenth-century Norwegian-Danish Free Church and Swedish Evangelical Free Church, both of which developed Bible-theological curriculum to serve their pastoral leaders. Both were part of the Free Church movement, “an association of evangelical denominations whose sole requirement for church membership is spiritual life through personal faith in Jesus Christ as the Son of God, Savior and Lord” (Article 2 of the Constitution). The merger of these two groups in 1950 formed the Evangelical Free Church of America (EFCA), which continues today as the sponsoring church of Trinity Evangelical Divinity School.

Catholicity of spirit marked the early EFCA founders, who emphasized “unity in essential matters and liberty in all things non-essential” (E.A. Halleen, church leader). Doctrinal statements supported common beliefs and were intentionally silent on matters such as the time and method of baptism, the extent of the presence of Christ in the elements of the Lord’s Supper, Arminianism and Calvinism, and the timing of the Tribulation in eschatology. The belief was strong- “Since all were members of the body of Christ through faith in Jesus Christ as Savior and submission to Him we should not demand that all believers be in agreement in all other matters” (A.T. Olson, retired EFCA president).

The arrival of Dr. Kenneth S. Kantzer to TEDS in 1962 reinvigorated the vision of the Seminary in terms of catholicity. Dr. Kantzer, with the support of the EFCA leadership, promoted TEDS as the “love gift of the EFCA to the broad evangelical world.” In an era when theological schism was rampant, Dean Kantzer called upon TEDS to embrace students and faculty who hold diverse theological views within the context of historic orthodox Christianity.

The TEDS of the twenty-first century still encourages diversity under the leadership of Dean Dr. Graham Cole. Committed to broad historically orthodox Christianity, and as a servant to the EFCA and the world wide church, TEDS welcomes and encourages faculty who affirm the inerrancy of Scripture. Regular TEDS faculty, while all subscribing to the EFCA’s Statement of Faith, currently represent diverse theological and denominational fellowships, including the following:

- Christian and Missionary Alliance
- Evangelical Free Church of America
- Lutheran Congregations in Mission for Christ
- North American Baptist Conference
- Presbyterian Church in Canada
- Reformed Church in America
- The Wesleyan Church
- Baptist General Conference
- Conservative Baptist Association
- Evangelical Covenant Church
- Fellowship of Evangelical Baptist Churches in Canada
- Missionary Church (Fort Wayne, Indiana)
- Presbyterian Church in America
- Presbyterian Church, USA
- Southern Baptist Convention

Part-time and adjunct faculty members further broaden the scope of denominational inclusion.

Curriculum offerings are regularly taught a breadth of theological diversity while affirming the commonality of the Christian faith. The breadth of faculty backgrounds also enables TEDS to offer courses that emphasize the history and theological tenets of various theological traditions, including Fundamentalism, Anabaptist, Lutheran, Reformed, and Wesleyan, in accordance with faculty expertise and student interests.

We invite you to join students and faculty from many church backgrounds as we seek together to affirm our commonality in Jesus Christ and the study of the Holy Scripture.

Academic Information

Academic and Personal Advisement

Admissions Office counselors provide initial academic guidance to prospective and admitted students. From the time of admission, students are encouraged to begin consulting online resources for academic advisement (https://my.tiu.edu/ICS/Academic_Resources/Advisement/) and their Department's Office (in the case of MAs) or their Program's Office or Director, or a faculty member. The faculty Formation Group leader assigned prior to matriculation, generally in the student's declared area of interest, is also available for academic and personal counsel.

Students are ultimately responsible for their program progress as outlined in the Catalog at the time of their admission and should carefully consult both the Catalog and the *Academic Handbook* as they plan their coursework. The degree audit process through the online Dashboard enables students to marshal the resources of their personal institutional data record in determining completed and outstanding requirements. This audit process is maintained by the Academic Records Office.

Academic Calendar Year

Trinity's academic calendar comprises the fall, spring, and summer semesters each divided into two sub-terms.

General academic calendar dates may be found elsewhere (p. 51) in this catalog. Reference should be made to the current *Academic Handbook* or to the online Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, as well as special sessions and lectures.

Academic Handbook and Catalog

Students admitted to Trinity are subject to the program requirements of the Catalog current at the time of initial enrollment (matriculation). Students may elect, by indicating their intention to the Records Office, to complete the program requirements of a subsequent catalog; however, the catalog change policy requires that students complete all degree requirements under any subsequent catalog selected. Students must choose one catalog or the other—not a combination of the two. If a student withdraws and is readmitted, or finishes one program and is readmitted into a second one, the student is subject to the program requirements current at the time of re-enrollment.

Specific policies and procedures related to master's, Doctor of Ministry, and Doctor of Philosophy programs are contained in the respective program handbook (see relevant doctoral sections later in this catalog). The annually updated *Academic Handbook for Master's Students* is available on the myTIU website (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks/) at the time of enrollment to all incoming master's students, and an annual electronic addendum updates changes. The *Academic Handbook* contains detailed policy and procedural matters, detailed Academic Calendar, registration information, advisement tips, exam details, and guidelines regarding program capstone experiences (theses, etc).

Students are well advised to retain at the time of their initial enrollment both the current Catalog and the *Academic Handbook* and observe changing academic procedures in subsequent Handbooks during their TEDS program. Careful reading and study of these two publications will facilitate timely program completion, the Catalog describing the

program curriculum and the *Academic Handbook* describing the policies and procedures related to the completion of that curriculum.

Academic Integrity

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community, which include respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism, including the use of generative AI tools without faculty permission and proper citation, is considered a violation of the university's policy on academic integrity. Additional information and details are available in the *Academic Handbook*.

Academic Load

To be considered full time, master's-level students must enroll in at least 10 credit hours each semester.

A graduate level student is considered full time academic status if they are registered for at least 10 credit hours within a semester. Since there are two sub-terms within a semester, a student is considered full time if they are registered for 4 credit hours in sub-term 1 and 6 credit hours in sub-term 2, 5 credit hours in sub-term 1 and 5 hours in sub-term 2, or other combination equaling 10 credits within a semester.

Students will be considered part time if they are enrolled in 1-9 credit hours. "Half time" is defined as 5-9 credit hours. Note that tuition fee structures and academic load structures differ. Doctoral Students refer to doctoral section of the catalog.

The normal course load for full-time students is 10 to 15 credit hours. Registration for more than 18 semester credit hours requires a student to be in good academic standing with a cumulative GPA above the minimum required for graduation in the student's degree program. Students employed more than twenty hours per week are advised against enrolling for a full-time academic load.

Active and Inactive Student Status

Program students are expected to register at the beginning of each semester for all coursework (including short-term modulars) or other program requirements (Field Education, Internship, Capstones, Thesis, Extensions of Capstones, etc.) they intend to complete during the semester. The status of such students is considered **active** and campus services such as library, e-mail, faculty, etc. are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester. If students are regularly taking courses each year (such as summer), but their enrollment is not continuous every semester because of regular vocational responsibilities, they should notify the Records Office to ensure their **active** status is maintained.

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a **Leave of Absence (LOA)** from the Student Life Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a **Withdrawal** must be completed through the Student Life Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed by students, and they do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered **inactive** (e.g., active students must register for at least one course each semester).

Inactive students must reapply to TEDS with no guarantee of readmission. At the time **inactive** students reapply, they are subject to a **reactivation fee**. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

Biblical Languages

A distinctive part of some of the Master of Arts programs and the Master of Divinity program at Trinity is the requirement in biblical languages. Language requirements often are the aspect of the program curricula that either facilitate or delay timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements.

The biblical Hebrew language sequence for MDiv students includes three sub-terms of elementary Hebrew and two sub-terms of Hebrew exegesis (10 semester hours) prior to beginning Old Testament canon courses. Master of Arts students with a concentration in Old or New Testament must complete prerequisite language work as outlined in the Catalog.

The biblical Greek language sequence for MDiv students requires three sub-terms of beginning Greek and two sub-terms of Greek exegesis. The beginning Greek requirement is a prerequisite to the Greek exegesis courses, which in turn are followed by New Testament canon courses. Master of Arts students with a concentration in New or Old Testament must complete prerequisite language work as outlined in the Catalog.

All students with biblical Greek language background, whether obtained by formal undergraduate or graduate coursework or independent study, must complete a proficiency exam in Greek for placement into the appropriate level in the Greek language sequence. It is possible that prior language preparation will enable students to demonstrate competency at a level sufficient to exempt them from beginning language courses; however, Trinity's biblical language programs are intense, and such competency should not readily be assumed. Nor should it be assumed that prior completion of biblical languages at other graduate institutions is equivalent to that required at Trinity, in which case course hours may transfer, but proficiency must still be demonstrated.

Some Masters degree applicants may have had prior Hebrew language coursework, which will further facilitate masters program progress. These students should carefully review the information under the heading "Preparation in Hebrew" on the Master of Divinity Program page.

Additional biblical language information may be obtained from the *Academic Handbook* or from members of the Old or New Testament departments.

Candidacy

Admission to TEDS's MDiv, MA in Mental Health Counseling, MA in Chaplaincy and Ministry Care, and PhD programs must be followed by candidacy for the degree. Candidacy requirements vary from program to program and are outlined under the specific program description and concentration. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution. Admission or change to another program is not automatic and must be accompanied by a complete reapplication.

Capstone Events

Most Trinity programs require a capstone event: professional project, major or integrative paper, internship, comprehensive exams, thesis, dissertation, or a combination of these. Note carefully the requirement in your program curricula and consult with your department as to the precise guidelines for that event.

Capstone event writers (papers, theses, dissertations) should note carefully the university writing requirements outlined in the *TIU Style and Format Manual*.

Capstone Extensions and Fees

Some capstone events are regularly completed during the semester of enrollment (major papers, internships, etc.); however, others often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (ID 7469, ID 7481, XX 7486, XX 8986) in which students must enroll to maintain their active student status (see “Active and Inactive Student Status” above). If students are enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for students to maintain their active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for *each* semester in which they failed to register and may be rendered inactive in their program requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Course Extensions

During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies. All semester course work is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). All extensions beyond the date of the final exam are granted only by the Dean or Associate Dean of Students, *not* individual faculty members.

Course extensions are granted only in the case of an unforeseen emergency such as severe illness/hospitalization or death of an immediate family member. Such emergencies are to be reported immediately, or within seventy-two hours of the occurrence. Requests based on being overcommitted, vacation or travel plans, work or ministry responsibilities, family visits, etc. will be denied.

Note that only the Dean or Associate Dean of Students, not individual faculty members, grants course extensions. The Dean or Associate Dean of Students will notify the students and faculty member of the disposal of the request and may recommend either:

- that no grade penalty be given provided the extension deadline is met, or
- that a grade reduction of one full letter grade be given for each week the extension is effective.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of final exam week. All work must be submitted by the assigned deadline, or a Fail (“F”) will be permanently recorded.

Course Registration and Course Withdrawal

Course registration dates are announced annually and posted on the TEDS Academic Information web page in MyTIU. Sub-term-length courses may not be added after the first week of classes; semester-long courses may not be added after the second week of classes. After the sub-term or semester add date, course withdrawals will be assigned a “W” grade during the first 50 percent of class meetings (i.e., during the first three weeks of a sub-term length course, during the first seven weeks of a semester-length course, during the first five days of a ten-day course).

Thereafter an “F” is assigned. Students are encouraged to register for both sub-terms prior to the start of the semester in order to be best served by Financial Aid.

Note: Students are encouraged to review the Refund policy (p. 35) in the Catalog before dropping or withdrawing from classes. Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

Students are responsible for reviewing Catalog program requirements and the *Academic Handbook* and for consulting the available academic advisement tools as needed prior to course registration to ensure that their courses apply to their program or personal interests.

Course Repeat Policy

Courses in which a letter grade of “B-” or lower is earned may be repeated in a regularly scheduled class mode with a different professor (until a grade of “B-” or better is obtained in the repeated course). The higher of the two grades earned will be calculated in the GPA; and the lower grade will remain recorded as originally completed with the notation “This course was repeated” and not calculated in the GPA. No additional credits will be earned, nor any tuition discount given for the repeated course. This policy has been created to assist students dealing with unexpected “real-life issues” that threaten one’s academic record and call for a decision, while at the same time enabling students to make up the course without negative academic reflection.

Course Prerequisite Policy

Prerequisite courses must be passed with a letter of C- or greater to fulfill a prerequisite requirement. Thus even if the student were to pass the course with a D+ the student must retake the course and achieve a grade of C- or better in order to satisfy the prerequisite requirement.

Course Scheduling and Attendance

One semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing quarter hours with semester hours, 1 semester hour equals 1.5 quarter hours.

Classes are offered in a variety of formats and times, including daytime, evenings, asynchronous online classes, and modular classes. Consult the class schedule and your program for more information.

Class attendance is expected in graduate education at Trinity. Participation in class discussions and completion of course requirements are also expected. Absences for illness or other emergencies should be discussed directly with the instructor. Students missing more than a minimal number of class hours can expect to have their final grade penalized or fail a course when absences are excessive. Students participating in intensive short-term courses, such as modular, sub-term, or weekend classes, are expected to attend all sessions for course credit or should not enroll in the course.

Students are expected to adequately prepare for class sessions. Short-term modular courses require preparation in advance of the first class meeting, or students may be asked to drop the course. Please consult the online course syllabus for short-term modular course preparation expectations.

Course Substitutions and Program Modifications

Master's-level programs may be modified through transfer credit or advanced standing (see the Admissions section of the catalog). Further program course modifications are based on previous coursework or educational objectives, as described in the *TEDS Academic Handbook*, and are arranged with the faculty. Program course substitutions may be made within the department by the written consent of the faculty advisor or department chair or by the mutual consent of both department chairs if the substitute courses fall outside the department of the concentration. Written signed notification of such substitutions should immediately be filed with the Records Office.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

Degree Combinations or a Second TEDS Degree

Students may wish to combine a professional degree, such as the MDiv, with a research degree, such as a Master of Arts, if their future expectations include ministry and teaching. (See "Tips on Selecting the Appropriate Master's Program" under "Master's Programs.") This option is desirable because in most cases students may complete coursework for both degrees in less time than taking the programs separately; however, admission to one degree program at Trinity does not guarantee that a student will be admitted to another program.

Although it is permissible to have simultaneous enrollment in two degree programs, the specific program requirements for each program must be met. Some of TEDS's present systems (technology) do not always well recognize persons with enrollments in two programs, so additional consultation may be necessary. Manual degree program audits are available through the Records Office.

A student may overlap program requirements up to 50 percent of the shorter degree. For example, a student combining the MDiv and MA in Chaplaincy and Ministry Care (MA in CMC) could overlap up to 24 semester hours (50 percent of the 48 semester hours required for the MA in CMC) with the MDiv. Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Generally a minimum of four years are required to complete both an MDiv and MA because of the program requirements, including MDiv internship, thesis, and comprehensive exams. (**Note:** The 50 percent degree overlap is not applicable in the case of a third degree.)

If students complete one Trinity degree and desire to enroll in a second Trinity degree while retaining the first degree, they must complete the program residency (normally a minimum of 16 semester hours) in that second degree.

Students who desire all the hours of a completed TEDS degree to count for another degree program may do so, but only by forfeiting their completed degree. For example, a student who has completed the MA (Theological Studies) program may desire to use all of the completed hours to pursue the MDiv program. In such cases, the first degree is surrendered. Contact the Records Office for details.

MDiv and ThM combinations: MDiv and ThM coursework may not overlap; however, students may take up to nine hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply

those hours to their ThM requirements upon matriculating into the ThM program.

Degree Program Definitions

In light of the lack of an industry standard in defining degree combinations and relationships, and in an attempt to provide clarity to students and faculty, the following degree program definitions are used at Trinity:

Concurrent or second degrees—enrollment in two or more programs simultaneously or concurrently in one or more schools of TIU resulting in multiple degrees; a student must qualify separately for enrollment in each program, and meet program requirements for each program as outlined in the catalog.

Advanced placement programs (AP)—programs that grant advanced placement (with or without credit) in a degree program on the basis of a student's prior academic work (the only TEDS program in this category is the Advanced Placement MDiv (p. 165)).

Dual degree programs—linked undergraduate—graduate program combinations where a student completes and is awarded an undergraduate degree, and moves seamlessly into a graduate degree (both at Trinity International University); admission to the graduate degree is conditional upon completion of the undergraduate degree; some program requirements may be met concurrently, however the awarding of the two degrees is sequential occurring at two different graduations (two programs in this catalog exist at TEDS: the Bachelor of Arts and MA [Intercultural Studies (<https://catalog.tiu.edu/trinity-college/academic-life/accelerated-dual-degree-programs/accelerated-ba-ma-intercultural-studies/>)] and the Bachelor of Arts in Psychology and MA in Mental Health Counseling (<https://catalog.tiu.edu/trinity-college/academic-life/accelerated-dual-degree-programs/ba-psychology-counseling-emphasis-ma-mental-health-counseling/>)).

Accelerated degree programs—accelerated refers to a modification of the curriculum leading to a different type of degree program progression, and resulting in one degree (the only TEDS program in this category is the MDiv with Pre-Seminary Honors).

Joint degree programs—joint degrees are offered in conjunction with other institutions with both institutions noted on the diploma; TIU does not offer any joint programs.

Examinations

All students, whether or not English is their primary language, are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for that particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Associate Dean of Students if they need adjustments in the location, length, or manner of their exams based on their disability.

Final examinations are given during examination week at the end of fall and spring semesters for every regularly scheduled Trinity course. The method and manner of the exam is at the discretion of the instructor. All final examinations must be taken when scheduled.

Expulsion or Dismissal from Trinity Evangelical Divinity School

A student may be expelled or dismissed from TEDS under the following circumstances:

- If a student fails to demonstrate academic improvement after a period of *academic probation*: Academic dismissal is processed by the Records Office in accordance with Catalog policy.
- If a student has breached community guidelines of academic integrity as described in the Catalog and *Academic Handbook*: An expulsion for breach of academic integrity is processed by the Dean of Students in accordance with *Academic Handbook* policy.
- If a student has breached community life expectations as described in the Catalog and *Student Handbook*: An expulsion for breach of community life expectations is processed by the Dean of Students in accordance with *Student Handbook* policy.
- If a student has been denied candidacy for reasons stated earlier or relative to matters of Christian character described in the Catalog and the candidacy process: An expulsion related to candidacy is processed by the Student Life Committee of the TEDS Faculty.

Appeals of expulsion or dismissal should be made in writing to the office or body noted above for a second review. Further appeal is directed to the Dean, whose decision is final.

Field Education and Internships

Field education and internships involve supervised work in a field-based ministry. A variety of these educational experiences are available (see course descriptions for PT 5090, PT 7481, PT 7482, PT 7483, and PT 7484). All are designed to

- integrate classroom studies with field-based ministry;
- aid in acquiring, reinforcing, and refining ministry knowledge and skills; and
- assist in the assessment and development of Christian character, spirituality, ministerial call, and identity.

Field Education and Internship experiences are guided by a field supervisor who serves as a mentor. Opportunities for Trinity students in the Chicago metropolitan area are abundant and diverse. Field Education and Internship courses may also be taken in any semester (fall, spring, or summer) and anywhere in the world under primary supervision of a field-based mentor. Students enrolled at extension sites and regional centers are required to meet the same field education requirements and should consult their extension coordinator for details on enrollment and completion of these courses.

Field education is a program requirement in most programs. All new students enrolling in their first Field Education or Internship must complete a one-time Field Education/Internship orientation online.

Field Education courses require a thirteen-week commitment with a minimum of three to five hours per week. Internship experiences require a thirteen-week commitment and require 100 hours of field work per academic credit.

Students with extensive ministry experience (two to four years or more full time) prior to enrolling in Trinity who desire to obtain a waiver of Field Education or receive advance substitution of Internship requirements are

encouraged to contact the Office of Supervised Ministries. A student who has completed at least 3 hours of PT 7481 MDiv Internship is not required to complete Field Education units to complete an MA degree when the student has changed programs or is completing multiple masters degrees.

Students should begin working early with the Office of Supervised Ministries before registering for a Field Education or Internship course since it may take time to find an appropriate ministry opportunity. Contact the Office of Supervised Ministries at 847.317.8030 or fielded@tiu.edu@ (fielded@tiu.edu)tiu (fielded@tiu.edu). (fielded@tiu.edu)edu (fielded@tiu.edu). Students in the MA in MHC and MA/ICS should consult their department. Online information and details may be found at the Office of Supervised Ministries web page at (https://my.tiu.edu/ICS/Academic_Resources/Supervised_Ministries/) MyTIU (<http://my.tiu.edu>).

Formation Groups

Participation in Formation Groups (see detailed information under Community Life) is encouraged for all students throughout their program. MDiv students are required to complete two semesters of Formation Group as part of their candidacy process (see MDiv Candidacy). For students in other masters programs, registration and participation in two semesters of Formation Group can serve to fulfill up to one Field Education requirement. No more than one Field Education requirement can be fulfilled in this manner.

Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy and graduation are stipulated by program and are noted under each program in the Catalog.

- “A” designates outstanding work—superior achievement of course objectives.
- “B” designates good work—commendable achievement of course objectives.
- “C” designates acceptable work—satisfactory achievement of course objectives.
- “D” designates minimal work—marginal achievement of course objectives.
- “F” designates failure—unacceptable work. “F” is also assigned when a course is dropped after 50 percent of the course meetings.

The following grade points are assigned to letter grades:

| | |
|----|-----|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |

| | |
|----|-----|
| D- | 0.7 |
| F | 0.0 |

In addition to letter grades, the following grading notations are also used.

AU (Audit): Assigned when one registers to audit a class and is not enrolled for credit. No hours or grade points accumulate. Auditors are expected to attend class.

CR (Credit): Represents successful completion of a course offered on a credit / no credit basis. These hours apply toward program requirements but are not calculated in the grade point average. Only courses such as colloquia and internships, and others as designated in the Catalog course descriptions, are offered CR/NC.

NC (No Credit): Represents failure to successfully complete a course offered on a credit / no credit basis. These hours are calculated as attempted but do not apply toward program requirements and are not calculated in the grade point average.

W (Withdraw): Indicates that a student withdrew from a course after the initial add period and during the first 50 percent of class meetings (e.g., during the first seven weeks of a semester-length course; during the first five days of a ten-day course). Withdrawals are not calculated in grade point average.

Withdrawals after the first 50 percent of class meetings result in the administrative assignment of an "F" grade.

Note: Students may add or drop semester-length or Field Education classes within the first two weeks of the semester (short-term modulars may be added/dropped through first day of class). Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

NR (Not Reported): Is posted when a grade has not yet been submitted for a course. "NR" may appear for one of three reasons: a) the instructor has not yet submitted a grade; b) a course extension has been granted by the Dean of Students Office; or c) the course meets as a modular near the end of the semester and all students have been granted an extension for submitting final work at a date announced by the instructor within ninety days of the last class session.

"NR" changes to a letter grade upon submission of the final grade; or to an F when coursework is not completed by the assigned deadline or if a grade has not been posted by the faculty member at the end of the first semester following the course (second semester in the case of DMin students).

Assigned grades may not be changed by an instructor unless an error was made in computation or in the original recording of the grade. Students who wish to contest a grade may petition the Academic Exceptions Committee but should be aware that an instructor's assigned grade is rarely overturned.

General Graduation Requirements for All Master's Programs

The following general requirements apply to all students of master's programs at Trinity (doctoral students should consult the graduation requirements for the specific doctoral program: PhD/EDS, PhD/ICS, PhD/THS, DMin):

- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.
- Evidence of Christian life and character and recommendation accordingly by the faculty. Regardless of their choice of vocation, students are expected to give evidence of a consistent Christian testimony, a concern for others, and sincere commitment to Christ such as to qualify for Christian service. Cooperation in field education, standards of Christian conduct, and the attitudes manifest toward other students, professors, and all those working with the student, are expected to be such as to commend the gospel, strengthen the church, and honor the Lord.
- Completion of all program requirements, including coursework, field education, capstone projects, and so on as required by the catalog program curricula in effect at the time of initial enrollment.
- Completion of residency requirements in each program.
- Completion of the program during the time duration provided in the degree's statute of limitation.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the accounting office.

Graduation and Commencement Participation

Students may graduate (complete their degree program and receive their degree) in May, August, or December of the academic year. Specific graduation requirements are listed in the master's and doctoral sections of the catalog and in the respective program curricula. Graduates are encouraged, but not required, to participate in the annual commencement ceremony held each year in May.

Candidates for graduation (August, December, or May) must submit the online Application for Graduation form (found on the Records web page MyTIU (<http://my.tiu.edu>) > Campus Services > University Records > Bannockburn Graduate Records Forms) to the Records Office by July 15 for the following December graduation, or by December 15 for the following May or August graduation. If candidates later change their intended date of completion, they must immediately update and resubmit their Application for Graduation form. Application for Graduation forms are not "carried" from graduation date to graduation date but must be updated by candidates.

After completing the Application for Graduation form, candidates must indicate their plans to participate through completion of the Commencement Participation form between January 1 and March 15 for the May ceremony. (Note: Submissions after this date are moved to the following commencement ceremony.) These candidates are then kept informed of the details for the upcoming ceremony by the Commencement Coordinator. Additional ceremony information is available on the TIU commencement website.

Candidates who have not yet completed all program requirements are eligible to participate in the commencement ceremony and have their name listed in the program, when the following criteria have been met. Program requirements may be tracked by the online student dashboard

audit system. (Note: These criteria are established by faculty policy and are nonnegotiable.)

1. On-time submission of Application for Graduation and Commencement Participation forms.
2. Six or fewer program hours remain, and the student is registering for these hours in the ensuing semester (summer or fall). (This may include Internship in the case of MDiv or MA/ICS students.)
3. Program candidacy has been granted (for MDiv, MA in Mental Health Counseling, and MA in Chaplaincy and Ministry Care programs only).
4. All general and major comprehensive exams have been passed.
5. Capstone papers or projects have been submitted (including integrative/major papers, projects, etc.).
6. The master's thesis, DMin project, or PhD dissertation defense is passed by December 1 or May 1.
7. No other program requirements remain outstanding (e.g., program prerequisites, field education, formation group participation, and so on have all been completed).

Note: The above criteria are set by faculty policy and consistently applied. Waivers are seldom granted.

If the candidate later becomes ineligible for participation by falling short of the earlier stated criteria, immediate notification must be made by the candidate to the Records Office, and the candidate will be removed from the participation list. If a candidate is unable to participate and notification is given, or if one fails to respond to the invitation to participate, such candidates will be considered *in absentia*.

Candidates may participate, or participate *in absentia*, in only one commencement for each degree program. Please ensure that your current e-mail and post office mail address are up to date with the Records Office. Participation must occur no later than the May ceremony following program completion.

Graduation with Honors

Graduation honors are awarded to graduates of the Master of Arts and Master of Divinity programs as follows. Honors are awarded on the basis of the cumulative GPA of all coursework completed at TEDS.

| | |
|-----------------|------------------------------------|
| cum laude | minimum cumulative average of 3.50 |
| magna cum laude | minimum cumulative average of 3.80 |
| summa cum laude | minimum cumulative average of 3.90 |

Leave of Absence or Withdrawal from the University

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Student Life Office (gradstudentLife@tiu.edu (gradstudentaffairs@tiu.edu)). An LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA the student is considered "Active" but "On Leave" and should maintain contact with TEDS, assuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Registrar's Office. During the LOA, the program statute of limitation clock keeps ticking; however, students remain in their program of admission, and no continuation fees are assessed. LOA status is not intended merely to delay program deadlines or other program responsibilities, but is rather a genuine absence from the TEDS community.

If during the LOA, students find that they must withdraw from the university or need further extended leave beyond what was originally filed, they must communicate their intentions with the Student Life Office. LOA beyond twelve months is considered withdrawal from the university, and students must reapply with no guarantee of readmission.

Withdrawal from the University

If a student desires to withdraw from the university with no intention of returning, the student must complete a Withdrawal from the University form available from the Student Life Office. Withdrawal is not complete until final settlements have been made with the Registrar's Office and the Business Office. Withdrawal from the university deactivates students' files, and if they desire to return at a future date, they must reapply with no guarantee of readmission.

Withdrawal for Students Called to Active Military Duty

Trinity students called to active military duty have the following options:

- Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
- Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
- Withdraw from all current semester courses with a full refund of tuition and fees.
- Contact the TIU-VA Certifying Official in the Registrar's Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Probation and Dismissal (Academic)

Maintaining good academic standing—defined as maintaining the minimum GPA for the program in which a student is enrolled—is the responsibility of the student. Regular monitoring of academic standing results in transcript posting and written notification of academic probation or dismissal in the following categories. It is the responsibility of students on academic probation to inform the Dean's Office in writing of academic progress, including the steps being taken to remedy their GPA status.

Academic Probation occurs at the conclusion of any semester in which (1) a student's *cumulative GPA* falls below that which is required for

their program of study or (2) a student earns a semester GPA of 1.80 or lower. Academic probation is also assigned at the time of admission for students with a low academic record for admission.

Academic Dismissal occurs at the conclusion of two consecutive semesters in which a student's *cumulative GPA* falls below the requirements for their program of study. Such a student is immediately **academically dismissed** from Trinity and administratively dropped from all courses.

Readmission: Subsequent to **academic dismissal**, the Admissions Committee will consider application for readmission only after the elapse of one semester and only if warranted by exceptional circumstances when applicants can demonstrate that satisfactory progress can be made. If students are readmitted, they must earn and maintain the minimum GPA required for their program of study for each subsequent semester, or they will be immediately **academically dismissed**.

Following is the minimum GPA required for good academic standing and specific degree program completion:

| Program | GPA |
|--------------------------------------|------|
| Special Students | 2.50 |
| Certificate | 2.00 |
| Master of Arts, MA in CMC, MA in MHC | 2.50 |
| Master of Divinity | 2.00 |
| Master of Theology | 3.00 |
| Doctor of Ministry | 3.00 |
| Doctor of Philosophy | 3.20 |

Residency Requirements

Residency requirements define the amount of Trinity credit that must be taken through:

- coursework at Trinity
- coursework on the Bannockburn Campus
- coursework at or near the end of the degree program

Specific residency requirements vary from degree to degree; however, the final 8 credit hours for all Trinity master's level degrees must be taken through Trinity coursework.

Statute of Limitation for Program Completion, Program Extension, Course Sunset, and Program Readmission

Statute of Limitation

The statute of limitation indicates the maximum length of time permitted for completion of a Trinity program. These vary according to the program and are noted under the program curricula. A summary follows:

- Certificate: five years
- MA, ThM: five years
- MA/TS, MDiv: eight years

At the time a statute of limitation ends, a student is administratively rendered inactive and dropped from the program unless a program extension is on file in the Records Office. Such students must reapply to TEDS with no guarantee of readmission, and are subject to a reactivation fee (see Active and Inactive Student Status in this Catalog).

Note: Part-time students enrolled in a TEDS program and making consistent and definite program progress by completing program coursework every semester are generously granted program extensions.

Program Extension

A program extension request is considered by petition to the Master's Exceptions Committee, and generally does not add more than two years to a program's statute of limitation. The petition should be filed at least one semester before a statute of limitation ends and show evidence of consistent program progress and a definitive plan for program completion. When a program extension is granted, a student is in *continuation status* and a continuation fee is charged each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

TEDS does recognize some students who are permanent part-time students and continue to make consistent and definite program progress by completing program coursework every semester; or the student who is a missionary under overseas appointment and unable to continue coursework every semester (though in light of the availability of online distance education curriculum, class schedules, transportation and the changing nature of furloughs continued study is often possible). In such cases, petitions filed for program extensions and/or waiver of continuation fees are welcomed.

Course Sunset and Readmission

Students who withdraw from Trinity (or are administratively rendered inactive) without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed.

Readmitted students two to five years beyond the date of their original statute of limitation can expect to complete an additional 25 percent program hours, in addition to retaking comprehensive exams, thesis proposal and processes, language competency exams, and other program requirements. Students readmitted more than five years beyond their statute of limitation can expect to complete a significant number of additional program hours, the amount of which is decided on a case-by-case basis. As is the common practice in higher education, and in conformity with the Program Standards of the ATS, TEDS coursework older than ten years is not considered current and must be retaken.

A written statement outlining plans for program completion must be included in application materials. Readmission is solely for the program to which the applicant is making application. Conditions for admission and program requirements will be outlined in the letter of readmission and are determined by the department or program director as applicable. Students who did not withdraw, but were rendered Inactive are also subject to a reactivation fee (see "Active and Inactive Student Status" elsewhere in this Catalog.)

Technology and Students

Classrooms are equipped with appropriate instructional technology. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process and are expected to become familiar with and use their computer skills as part of the academic and student process. Graduate education in the twenty-first century demands technology skills, including use of a computer for course assignments.

Transcripts and Records

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.

Degree Program Options

TEDS offers a number of accredited degree programs to enable Christians to pursue God's calling for their life of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. Programs are briefly outlined below, followed by a fuller description in the order they appear below. Admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program.

Certificate Programs

Certificate programs are not degree programs but are designed for persons who desire to take seminary coursework without enrolling in a program. They are also appropriate courses of study for persons who have not yet decided on a degree program or for those who simply want to enrich their Christian understanding. Courses may be taken in many of the Certificate programs in such a way that they later apply to a degree program. TEDS offers the following Certificates:

- Certificate in Biblical and Theological Studies (p. 104)
- Certificate in Children and Family Ministries (p. 105)
- Certificate in Christian Counseling (p. 107)
- Certificate in Christian Foundations (p. 109)
- Certificate in Educational Ministries (p. 110)

- Certificate in Hippocratic Healthcare Ethics (p. 112)
- Certificate in Leadership in Mission (p. 113)
- Certificate in Ministry Care (p. 115)
- Certificate in New Testament Greek (p. 116)
- Certificate in Old Testament Hebrew (p. 117)
- Certificate in Organizational Leadership (p. 118)
- Certificate in Pro-life Advocacy and Engagement (p. 120)
- Certificate in Scripture (p. 121)
- Certificate in Teaching and Learning (p. 122)

Master of Arts Programs

The Master of Arts (MA) is considered an academic degree in general theological studies designed to provide a basic understanding of particular theological disciplines for further graduate study or for general educational purposes. It is designed on a two-year model for program completion, dependent upon prerequisites completed. Often the MA is a prerequisite degree for enrolling in a public university-based terminal degree or doctoral program, though this is not always the case. Many universities accept students into a master's/doctoral program track that will award the student a master's degree while admitting them later to a doctoral program. Students anticipating future terminal degree work are advised to consult with the institution where they anticipate undertaking doctoral studies to ensure that their graduate-level preparation will be appropriate for doctoral admission. Often such students may be required to devote the capstone project in their master's program to the writing of a thesis that demonstrates ability to do academic research.

Master of Arts (Theological Studies):

With the objective of providing a basic understanding of Christianity for general educational purposes, draws from the breadth of the curriculum.

Master of Arts (Academic Discipline) Concentrations:

- **Church History:** specializing in the history of the Christian church
- **New Testament:** an emphasis upon intensive study of the New Testament
- **Old Testament and Semitic Languages:** concentrates on the study of Old Testament, Semitics, Near Eastern languages and literature, and the cultural background of the Jewish people
- **Systematic Theology:** specialized study in Christian doctrine its biblical grounding, historical development, logical coherence, and contemporary context
- **Specialized Concentration:** by special application when curriculum objectives significantly extend beyond one department

Master of Arts in [specialized ministry] Programs

A second group of master's degrees is explicitly designed to equip persons professionally for competent leadership in some form of specialized ministry in congregational or other settings. These degrees, designed on a two-year full-time model for program completion, are designated Master of Arts *in* [specialized ministry]. TEDS offers the following:

- **Master of Arts in Bioethics (MA in BE):** a program specializing in analysis of bioethical issues in healthcare and biotechnology and engaging bioethical challenges in relevant contexts.

- **Master of Arts in Chaplaincy and Ministry Care (MA in CMC):** a program designed to develop pastoral and spiritual life counseling skills.
- **Master of Arts in Educational Ministries (MA in EM):** a program specializing in educational ministry in the church/parachurch context
- **Master of Arts in Intercultural Studies (MA in ICS):** a program designed to prepare or further equip participants for the task of Christian missions through bridging cultures both at home and abroad
- **Master of Arts in Mental Health Counseling (MA in MHC):** a professional licensure track program with the intent to train students to become licensed mental health professionals

Master of Divinity Program

The Master of Divinity (MDiv) degree is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The MDiv is also the required prerequisite degree for Doctor of Ministry programs and is the recommended graduate theological degree for those intending to pursue advanced theological research degrees (ThM, PhD). As such, the MDiv carries two roles: first, to prepare persons for ministerial leadership and possibly future Doctor of Ministry studies, and, second, to provide theological training for those anticipating enrolling in a Master of Theology or Doctor of Philosophy program when that program is housed in a private theological school. Trinity's distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. TEDS has recently revised the entire MDiv curriculum which allows for selection of one of two tracks:

- Church and Parachurch Ministries
- Academic Ministries

Master of Theology Program

The Master of Theology (ThM) degree is intended to provide advanced theological study beyond the MDiv in one discipline. The ThM may strengthen study toward future doctoral-level studies, help prepare for some forms of teaching, provide enhancement of ministerial practice, or offer a context for disciplined reflection upon a specialized function of ministry. TEDS' ThM offers concentrations in each of the eight departments, and an interdepartmental specialized concentration as arranged at the time of application. Specifically:

- Church History
- Counseling
- Educational Ministries
- Mission and Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology
- Specialized Concentration

Doctor of Ministry Program

The Doctor of Ministry (DMin) program is a professional program intended for persons engaged in full-time vocational Christian ministry, such as pastors, associate pastors, Christian educators, missionaries,

workers in parachurch organizations, chaplains, and evangelists. The DMin program is designed to enhance professional ministry competencies with concentrations in the following six areas. See the Doctoral Programs section of the Catalog for a further description.

- Strategic Leadership
- Missional Engagement
- Pastoral Ministry

Doctor of Philosophy Program

The Doctor of Philosophy (PhD) program at TEDS is specifically designed for persons who wish to pursue advanced study and research in a field of interest. TEDS offers three areas of research study as follows. See the Doctoral Programs section of the Catalog for further description.

- Educational Studies
- Intercultural Studies
- Theological Studies

Additional Areas of Focused Study

TEDS degree programs are offered in the disciplines above; however, many additional areas of focused study integrate coursework offered across disciplines, in a variety of departments, or on the basis of current course offerings (many times by visiting faculty). These course offerings fit into degree programs in varying ways, and students are encouraged to consult with their faculty advisor or department chair to blend course selections particular to their needs and interests. The topic areas noted below may be completed as outlined or may be completed as specialized areas in the MDiv program.

Chaplaincy Studies

Chaplains bring the presence of Christ to persons and situations that are often inaccessible to traditional pastors, missionaries and parachurch workers. Chaplaincy ministry is incarnational by nature, and a chaplain's parish ranges from battlefields to airfields, hospital rooms to break rooms, prison chapels to ships at sea. Though chaplains are often associated with military forces or hospitals, chaplains may also serve in a number of different situations including disaster relief (first responder), corporate, fire departments, police departments, airports, race tracks, sports teams, nursing homes, hospice, and correctional. Additionally, though many chaplains serve in a full-time capacity, a number of pastors have enhanced their community outreach by serving as reserve chaplains or as volunteers with their local police or fire departments. The opportunities for chaplaincy ministry are indeed plentiful.

Trinity recognizes the value of chaplaincy studies and offers a variety of classes designed to introduce students to chaplaincy vocational options, and then train further those who desire to specialize. Since most chaplaincy programs require a Master of Divinity degree or its equivalent, students desiring to become chaplains are encouraged to enroll as MDiv students, then use their electives to specialize as appropriate.

Trinity is unique in its ability to offer not just basic chaplaincy courses, but specialized study options in related subjects including bioethics, counseling, and philosophy of religion (essential to those who will serve in pluralistic environments). Additionally, Trinity's proximity to a major military installation (Naval Station Great Lakes), major hospitals (including the nation's first Federal Health Care Center), an abundance of nursing home, multi-level care facilities, and other chaplaincy-related organizations make this an ideal location to pursue chaplaincy training.

Prospective chaplains may choose the following courses or others relevant to the specialization:

| Code | Title | Hours |
|-------------------|---|-------|
| BE 5010 | Introduction to Bioethics: Foundations and Methods | 2-3 |
| BE 5020 | Bioethics and Cultural Engagement | 2-3 |
| BE 5100 | Intensive Bioethics Institute | 2-3 |
| BE 5499 & BE 5500 | The Public Policy Context and Bioethics and Public Policy | 3 |
| BE 5900 | Bioethics National Conference | 2-3 |
| BE 7650 | Bioethics, Human Dignity, and the Church | 2-3 |
| CO 6120 | Addiction Counseling | 3 |
| ID 7375 | Clinical Pastoral Education | 1-2 |
| ME 8380 | Religion in the Modern World | 2-3 |
| PT 6300 | Introduction to Chaplain Ministries | 2 |

Field education and internship credit may be earned in a variety of ways, including attendance at Chaplain Basic Officer Training (Army, Navy or Air Force) held at Fort Jackson, SC.

Clinical Pastoral Education

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) is a multicultural, multifaith organization devoted to providing education and improving the quality of ministry and pastoral care offered by spiritual caregivers of all faiths through the clinical educational methods of Clinical Pastoral Education (CPE).

Some denominations require CPE units for ordination, and others require CPE for chaplaincy (check with your denomination). Recognizing the value of CPE, and the desire of Trinity students to participate in the experience, Trinity will grant academic credit for student participation in three ways:

- as Field Education credit,
- as MDiv Internship credit, or
- as elective credit by enrolling in ID 7375 (<https://catalog.tiu.edu/search/?P=ID%207375>).

Students wishing to complete CPE for Field Education and/or MDiv Internship should contact the Supervised Ministry Office, and students wishing to complete CPE for elective credit should contact the Dean's Office for details before they begin the CPE experience. One completed CPE unit is equivalent to two Field Education units, 2 semester hours of MDiv Internship, or 1-2 semester hours (student choice) of elective credit. (Note: One CPE unit equals 400 clock hours.)

Before the CPE experience begins, students should meet with the Supervised Ministry or Dean's Office with the following information in hand: completed site CPE, notice of approval of acceptance by CPE trainer, start and end date for experience, number of hours being completed per week during the experience, number of Trinity credit hours desired. The Trinity portion of the experience will conclude with a debrief meeting and/or paper, presentation of the ACPE's Certificate of completion, and course registration (at completion) for the experience.

Certificate Programs

- Certificate in Biblical and Theological Studies (p. 104)
- Certificate in Children and Family Ministries (p. 105)
- Certificate in Christian Counseling (p. 107)
- Certificate in Christian Foundations (p. 109)
- Certificate in Educational Ministries (p. 110)
- Certificate in Hippocratic Healthcare Ethics (p. 112)
- Certificate in Leadership in Mission (p. 113)
- Certificate in Ministry Care (p. 115)
- Certificate in New Testament Greek (p. 116)
- Certificate in Old Testament Hebrew (p. 117)
- Certificate in Organizational Leadership (p. 118)
- Certificate in Pro-life Advocacy and Engagement (p. 120)
- Certificate in Scripture (p. 121)
- Certificate in Teaching and Learning (p. 122)

Certificate in Biblical and Theological Studies

Purposes of the Certificate

The Certificate in Biblical and Theological Studies is intended for people involved in lay and parachurch ministry and leadership who feel the need to strengthen their skills and knowledge base in a specific area of study or across the theological curriculum. Students who pursue, and have completed the Certificate in Biblical and Theological Studies may wish to continue their studies and apply to the MA (Theological Studies) program. Any course work completed under the Certificate in Theological Studies is applicable to the MA/TS program as well.

Admission Requirements and Prerequisites

Applicants to the Certificate in Biblical and Theological Studies must fulfill the following requirements:

- Applicants should possess a bachelor’s degree (or the educational equivalent) from a recognized, accredited institution.
- Undergraduate grade point average of 2.0 or greater on a 4.0 scale. GRE or MAT scores may be required for those whose GPA falls below 2.0.

Admission to the Certificate in Biblical and Theological Studies does not automatically imply admission to any Trinity degree program.

Completion Requirements

The following requirements must be met to complete the Certificate in Biblical and Theological Studies:

1. Complete a minimum of 12 graduate semester hours through Trinity with a cumulative GPA for program coursework of at least 2.0, with no course work graded below a “C-” applicable to the Certificate.
2. All coursework applicable to the Certificate must be completed within a ten-year period.
3. Completion of all requirements required by the Catalog curriculum in effect at the time of initial enrollment
4. Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

The Certificate in Biblical and Theological Studies maybe completed through coursework taken at our Bannockburn campus, entirely online, and through our extension sites. This added flexibility is intended to assist people involved in various ministries with their theological training in the context of their busy lives.

There are no specifically required courses to complete the Certificate. However, Certificate students are required to fulfil the following minimal requirements:

| Code | Title | Hours |
|-------------|---------------------|-------|
| | Biblical Studies | 2 |
| | Theological Studies | 2 |
| | Electives | 8 |
| Total Hours | | 12 |

Certificate in Children and Family Ministries

The purpose of the Certificate in Children and Family Ministry is to equip persons with deeper theoretical and practical understandings in order to better serve children and families in the local church or ministry context.

Overview

Educational Ministries & Studies Department Certificates

In light of the need for continuing education in the church, higher education, and organizational leadership, the Educational Ministries and Studies Department offers four Certificates – Certificate in Educational Ministries (masters level), Certificate in Children and Family Ministry (masters level), Certificate in Teaching and Learning (both masters and doctoral levels), and Certificate in Organizational Leadership (both masters and doctoral levels). The Certificates are intended to engage learners who may not be interested in enrolling in a degree program, may wish to add it to their current master's degree program, or are interested in postgraduate or postdoctoral studies. Students can use these certificates as an entry point into the MA in Educational Ministries.

Purpose

The Certificate in Children and Family Ministry is designed for person who desire to obtain advanced certification in children and family ministries but do not wish to enroll in a degree program. for the certificate may also benefit persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with educational practice and are able to demonstrate the ability to do graduate level studies. It is also appropriate for those who wish to explore the area of children and family ministry in addition to their other TIU degree program. Admission to the Certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Children and Family Ministry generally possess the following:

- Prospective students who do not meet the general admission requirements in the Admission section of this Catalog should possess intensive or extensive life experience with children and family ministry practice in the church, parachurch or other Christian organizations, higher education, or the public education arena (generally five-plus years of full-time experience);
- Academic, non-formal, or informal preparation for children and family ministry at the graduate level;
- Demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking);
- Completion of the Certificate Application with accompanying requisite materials.

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework. However, a student may complete the Certificate simultaneously with the Master of Arts in Educational Ministries without completing additional hours.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Children and Family Ministry matches well with the MA in Educational Ministries. Admission to the Certificate does not ensure admissions to a Trinity degree program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of certificate requirements required by the catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Certificate in children and family ministry (Masters level) Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. Not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|--|---|-----------|
| Required Generally Completed at the beginning of enrollment | | 4 |
| EM 5125 | Teaching and Learning | 2 |
| EM 5110 | Educational Ministry | 2 |
| Additional Requirements ¹ | | 8 |
| Suggested curricular courses include but are not limited to: | | |
| EM 5510 | Christian Formation & Journey | |
| EM 6110 | Christian Leadership | |
| EM 6265 | Building Ministry Teams | |
| EM 6500 | Curriculum Development | |
| EM 7110 | Spiritual Formation in the Family | |
| ES 7524 | Children in the Church | |
| ES 7535 | Nurturing Families in the Church | |
| ES 7560 | Program Planning Dynamics in the Church | |
| Other departmental courses offered regularly may apply. | | |
| Total Hours | | 12 |

¹

Select additional semester hours of courses prefixed EM or ES available at the master's level (5000-8999). Courses from other departments or ES 8000 Seminar: Current Issues in Educational Ministries may be applied when such substitutions are approved in advance by the EM Department.

Certificate in Christian Counseling

Overview

Counseling Department: Certificate in Christian Counseling

In light of the need for comprehensive helping ministries in the church, higher education, and in organizations, the Counseling Department offers a Certificate in Christian Counseling. Certificates are intended to engage learners who may not be interested in enrolling in a degree program, may wish to add it to their current master's degree program, or are interested in postgraduate or postdoctoral studies. For lay ministers or clergy who want more exposure to evidence-based counseling at an advanced level, this Certificate is designed to provide a broad foundation to the concepts and practices in the field within a Christian theological worldview¹. Students may use this Certificate as an entry point to the MA in Mental Health Counseling or the MA in Chaplaincy and Ministry Care.

1

This Certificate will expose students to counseling as implemented in mainstream professions yet interfaced and delivered under the authority of Scripture. This program explores evidence-based strategies through an orthodox Christian theological lens. This is not lay level training in the respected and valuable discipleship approach commonly referenced as biblical counseling.

Purpose

The Certificate in Christian Counseling is designed for persons who desire to obtain advanced certification but do not wish to enroll in a degree program or obtain a professional license. Students who seek a vocation as a chaplain, pastoral or professional counselor, should explore our Master of Arts in Chaplaincy and Ministry Care or the Master of Arts in Mental Health Counseling. Courses completed in this Certificate could transfer into either of those degrees or this certificate may function on its own as a foundation for lay service or enhanced pastoral practice. This Certificate is open to persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with human helping services and are able to demonstrate the ability to do graduate level studies. It is also appropriate for those who wish to explore the area of counseling in addition to their other TIU degree program. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Christian Counseling generally possess the following:

- the general admission requirements described in the Admission section of the Catalog, or if an applicant does not have an earned bachelor's degree or its equivalent with the minimum GPA, intensive or extensive life experience with counseling, spiritual formation, or human service work in the church, parachurch or other Christian organization, or in the recovery arena (generally five-plus years of full-time experience)
- formal, non-formal or informal preparation for theological study at the seminary graduate level (theological education in a church or parachurch environment)
- demonstrated academic ability through evaluation and interview by the Counseling Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)
- completion of the Certificate Application with accompanying requisite materials

Completion Requirements

- All 14 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 15 hours must be in addition to program degree coursework.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Advanced Standing in the Certificate Programs

Advanced Standing of up to three semester hours may be granted in a Certificate in Christian Counseling upon demonstration of competencies related to the Certificate of enrollment. Petition for assessment of advanced standing must be made after the first class, and before the seventh credit hour of enrollment. See the Counseling Department for details.

CERTIFICATE IN CHRISTIAN COUNSELING REQUIREMENTS

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. Not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|---|---|-----------|
| Required | | |
| CO 5210 | Counseling Skills Training | 3 |
| CO 6130 | Group Counseling | 3 |
| ID 5000 | Biblical Theology and Interpretation ¹ | 2 |
| Select Additional Courses ² | | 6 |
| CO 5310 | Counseling Strategies: Theory, Treatment, and Technique | |
| CO 6110 | Career Counseling | |
| CO 6120 | Addiction Counseling | |
| CO 6000 | Current Studies in Counseling ³ | |
| Total Hours | | 14 |

¹

When combining this Certificate with another TEDS degree, a biblical/theological course substitution is permitted for ID 5000.

²

Course substitutions in counseling or from other departments are possible depending upon prior experience and ministry direction with permission of the CO department.

³

This course covers areas of interest related to pastoral counseling and counseling in ministry settings. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling; Couples Counseling; Crisis Counseling; Bereavement Counseling; and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated.

Certificate in Christian Foundations

PURPOSE

The Certificate in Christian Foundations is designed for those who desire to gain an understanding of the history of the Christian tradition and Christian theology. It may also be used by those who may not possess a baccalaureate degree but wish to demonstrate the ability to complete a master's program in a theological discipline. Admission to the Certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

ADMISSION REQUIREMENTS

Applicants to the Certificate in Christian Foundations generally should possess the following:

- the general admission requirements described in the Admissions (p. 237) section of the catalog, or if an applicant does not have an earned bachelor's degree or its equivalent with the minimum GPA, intensive or extensive life experience with ministry in the church, parachurch or other Christian organizations (generally five-plus years of full-time experience)
- demonstrated academic ability through evaluation and/or interview by Admissions office (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)
- completion of the Certificate Application with accompanying requisite materials

COMPLETION REQUIREMENTS

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the certificate.
- All coursework applicable to the certificate must be completed within a five-year period.
- When the certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Christian Foundations matches well with the MA/Theological Studies and the Master of Divinity programs.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of certificate requirements required by the catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

CERTIFICATE IN CHRISTIAN FOUNDATIONS REQUIREMENTS

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. While the entire certificate may be completed through TEDS online courses and synchronous courses, not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|--------------------|---|-----------|
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| CH/ST Electives | | 4 |
| Total Hours | | 12 |

Certificate in Educational Ministries

Educational Ministries & Studies Department Certificates

In light of the need for continuing education in the church, higher education, and organizational leadership, the Educational Ministries and Studies Department offers three certificates – Educational Ministries, Teaching and Learning (both masters and doctoral levels), and Organizational Leadership (both masters and doctoral levels). The certificates are intended to engage learners who may not be interested in enrolling in a degree program, may wish to add to their current master's degree program, or are interested in postgraduate or postdoctoral studies.

Purpose

The Certificate in Educational Ministries is designed for persons who desire to obtain advanced certification in educational ministries but do not wish to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with educational practice and are able to demonstrate the ability to do graduate level studies. It is also appropriate for those who wish to explore the area of educational ministries in addition to their other TIU degree program. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Educational Ministries generally possess the following:

1. Intensive or extensive life experience with educational practice in the church, parachurch, other Christian organization, or in the public education arena (generally five-plus years of full-time experience)
2. Non-formal or informal preparation for theological study in educational ministries at the graduate level (theological education in a church or parachurch environment)
3. Demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)
4. Completion of the Certificate Application with accompanying requisite materials

Completion Requirements

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Educational Ministries matches well with the MA in Educational Ministries. Admission to the Certificate does not ensure admissions to a Trinity degree program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Advanced Standing in the Certificate Programs

Advanced Standing of up to three semester hours may be granted in an Educational Ministries and Studies Department Certificates upon demonstration of competencies related to the Certificate of enrollment. Petition for assessment of advanced standing must be made after the first class, and before the seventh credit hour of enrollment. See the EM Department for details.

Certificate in Educational Ministries Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. Not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|---|---|-----------|
| Required: Generally Completed at the beginning of enrollment | | |
| EM 5125 | Teaching and Learning | 2 |
| EM 6110 | Christian Leadership | 2 |
| Additional Requirements ¹ | | 8 |
| Suggested curricular courses include but are not limited to: | | |
| EM 5510 | Christian Formation & Journey | |
| EM 5541 | Youth and Emerging Adults in the Church | |
| ES 7524 | Children in the Church | |
| ES 7535 | Nurturing Families in the Church | |
| ES 7560 | Program Planning Dynamics in the Church | |
| Other departmental courses offered regularly may apply. | | |
| Total Hours | | 12 |

¹

Select additional semester hours of courses prefixed EM or ES available at the master's level (8999 or below). Courses from other departments or ES 8000 Seminar: Current Issues in Educational Ministries may be applied when such substitutions are approved in advance by the EM Department.

Certificate in Hippocratic Healthcare Ethics

The graduate certificate in Hippocratic Healthcare Ethics is designed with various groups of students in mind, including those who are presently—or aspire to be—physicians, nurses, nurse practitioners, physician assistants, hospital chaplains, and other healthcare professionals and administrators, as well as those involved in medical education. The certificate is well-suited for those with professional or other responsibilities who desire a flexible 21-semester hour certificate grounded in the Hippocratic practice of healthcare and a firm commitment to a biblical worldview. Additionally, this certificate is stackable as part of the MA/BE allowing all 21 credit hours to be included as part of the full master's degree. By enrolling in online courses, remote learning, mentored and independent study work, and/or in-person modular courses, the certificate can be completed without relocating near the Bannockburn, Illinois campus. Alternatively, nearly all courses can be completed as part of an on-campus option.

Mission Statement

The Graduate Certificate in Hippocratic Healthcare Ethics equips students to analyze ethical issues in healthcare from a distinctly Christian perspective.

Program Objectives & Outcomes

Students completing the Graduate Certificate in Hippocratic Healthcare Ethics will be able to:

- understand current and emerging bioethical issues in healthcare
- discern the differences among competing contemporary approaches to ethics & bioethics
- employ biblical and theological foundations for addressing issues in bioethics
- engage bioethical challenges specific to clinical healthcare and the contemporary practice of medicine

| Code | Title | Hours |
|----------------------------|--|-----------|
| Foundation Core | | |
| BE 5020 | Bioethics and Cultural Engagement | 2 |
| BE 6000 | Christian Hippocratism | 2 |
| Bioethics Core | | |
| BE 5010 | Introduction to Bioethics: Foundations and Methods | 2 |
| BE 6010 | Life and Death Bioethics | 2 |
| BE 6020 | Biotechnology and Emerging Technology Ethics | 2 |
| Applied Bioethics | | |
| BE 5200 | Research Ethics | 2 |
| BE 5300 | Clinical Issues in Bioethics ¹ | 2 |
| BE 5500 | Bioethics and Public Policy ² | 2 |
| BE 7300 | Advanced Clinical Ethics | 1 |
| Bioethics Electives | | 4 |
| Total Hours | | 21 |

1

Students who do not have clinical training and/or experience are strongly encouraged to take BE 5299 for additional preparation prior to taking this course.

2

Student who do not have formal legal or public policy training and/or experience are strongly encouraged to take BE 5499 for additional preparation prior to taking this course.

Certificate in Leadership in Mission

OVERVIEW

In light of the need for leadership in mission in local churches, mission agencies, and parachurch organizations, the Mission and Evangelism Department offers the Certificate of Leadership in Mission.

PURPOSE OF THE CERTIFICATE OF LEADERSHIP IN MISSION

The Certificate of Leadership in Mission is designed for persons who desire to obtain advanced certification in mission studies and leadership at the master's level but do not wish to enroll in a degree program, or for persons who may not possess a bachelor's degree but have had life experience with mission practice in the local church and/ or Christian ministry and are able to demonstrate the ability to do graduate-level studies. The Certificate of Leadership in Mission is also appropriate for those who wish to explore mission studies and leadership in addition to their other TIU degree program. Admission to the Certificate of Leadership in Mission does not ensure admission to a Trinity degree program.

ADMISSION REQUIREMENTS

Applicants to the Certificate of Leadership in Mission generally possess the following:

- Life experience in mission in the local church, parachurch ministry, other Christian organization.
- Demonstrated academic ability through evaluation of bachelor's and/or master's transcripts. For those without the bachelor's degree, an interview by ME Department faculty (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking).

COMPLETION REQUIREMENTS

- All 12 hours must be completed through TEDS with a cumulative GPA for course work of at least 2.0, with no course work graded below C- is applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate of Leadership in Mission matches well with the MA in Intercultural Studies. Admission to the Certificate does not ensure admissions to a Trinity degree program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Curriculum

Courses may be completed in-person on the Bannockburn campus, and through synchronous and asynchronous TEDS courses. Not all courses are available in all modes or every semester.

The following requirements must be completed:

| Code | Title | Hours |
|--|----------------------------------|-----------|
| Required: | | |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| Additional Requirements: | | |
| Select additional semester hours of courses prefixed ME available at the master's level (5000-8999). Courses from other departments may be applied when such substitutions are approved in advance by the ME Department. | | 10 |
| Total: | | 12 |

| Code | Title | Hours |
|--|--|-------|
| Suggested curricular courses include but are not limited to: | | |
| ME 5000 | Global Mission and the Local Church | 2 |
| ME 5001 | Evangelism and the Local Church | 2 |
| ME 6410 | History of the Expansion of Christianity | 2 |
| ME 6610 | Anthropology for Ministry | 2 |
| ME 7300 | World Religions | 2 |
| ME 7510 | Missional Church | 2-3 |
| ME 7710 | Gospel in Cultural Context | 2-3 |
| ME 8250 | Leadership Development and Culture | 2 |
| ME 8500 | Missional Disciple-making | 2-3 |

Other ME departmental courses offered regularly may apply.

Certificate in Ministry Care

Purpose

The Certificate in Ministry Care is designed for those who desire to gain an understanding of ministry within the church and in parachurch settings. It may also be used by those who may not possess a baccalaureate degree but wish to demonstrate the ability to complete a master's program in a ministerial discipline. Admission to the certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Ministry Care generally should possess the following:

- the general admission requirements described in the Admissions (p. 237) section of the catalog, or if an applicant does not have an earned bachelor's degree or its equivalent with the minimum GPA, intensive or extensive life experience with ministry in the church, parachurch, other Christian organization (generally five-plus years of full-time experience)
- demonstrated academic ability through evaluation and/or interview by Admissions office (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)
- completion of the Certificate Application with accompanying requisite materials

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the certificate.
- All coursework applicable to the certificate must be completed within a five-year period.
- When the certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Scripture matches well with the MA/Theological Studies and the Master of Divinity programs.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of certificate requirements required by the catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Certificate in Ministry Care Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. While the entire certificate may be completed through TEDS online courses and synchronous courses, not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|--------------------|--|-----------|
| Required | | |
| CM 5000 | Introduction to Counseling Ministries | 2 |
| EM 5110 | Educational Ministry | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| PT 5100 | Spiritual Formation for Ministry | 2 |
| PT 6280 | Christian Worship | 2 |
| Elective | | 2 |
| Total Hours | | 12 |

Certificate in New Testament Greek

Purpose

The Certificate in New Testament Greek is designed for those who desire to gain a deeper understanding of the New Testament. Admission to the Certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in New Testament Greek generally should possess the following:

- the general admission requirements described in the Admissions (p. 237) section of the catalog
- completion of the Certificate Application with accompanying requisite materials

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in New Testament Greek matches well with the Master of Divinity program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of certificate requirements required by the catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Certificate in New Testament Greek Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. While the entire certificate may be completed through TEDS online courses and synchronous courses, not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|--------------------|--|-----------|
| Required | | |
| NT 5131 | Beginning Greek 1 | 2 |
| NT 5132 | Beginning Greek 2 | 2 |
| NT 5133 | Beginning Greek 3 | 2 |
| NT 5251 | Greek Exegesis 1 | 2 |
| NT 5252 | Greek Exegesis 2 | 2 |
| Choose one from: | | 2 |
| NT 6261 | Interpreting the Synoptics | |
| NT 6262 | Interpreting Pauline Epistles | |
| NT 6263 | Interpreting Acts and General Epistles | |
| NT 6264 | Interpreting Johannine Literature | |
| NT 7600 | Individual NT Book Study | |
| Total Hours | | 12 |

Certificate in Old Testament Hebrew

Purpose

The Certificate in Old Testament Hebrew is designed for those who desire to gain a deeper understanding of the Old Testament. Admission to the Certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Old Testament Hebrew generally should possess the following:

- the general admission requirements described in the Admissions (p. 237) section of the catalog;
- completion of the Certificate Application with accompanying requisite materials.

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the certificate.
- All coursework applicable to the certificate must be completed within a five-year period.
- When the certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Old Testament Hebrew matches well with the MA/Theological Studies and the Master of Divinity programs.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of certificate requirements required by the catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Certificate in Old Testament Hebrew Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. While the entire certificate may be completed through TEDS online courses and synchronous courses, not all courses are available in all modes or every semester. The following requirements must be completed:

| Code | Title | Hours |
|------------------------|----------------------------------|-----------|
| Required | | |
| OT 5131 | Elementary Hebrew 1 | 2 |
| OT 5132 | Elementary Hebrew 2 | 2 |
| OT 5133 | Elementary Hebrew 3 | 2 |
| OT 5251 | Hebrew Exegesis 1 | 2 |
| OT 5252 | Hebrew Exegesis 2 | 2 |
| Choose one from below: | | 2-3 |
| OT 6261 | Interpreting the Pentateuch | |
| OT 6262 | Interpreting the Former Prophets | |
| OT 6263 | Interpreting the Latter Prophets | |
| OT 6264 | Interpreting the Writings | |
| OT 8210 | Hebrew Exegesis: Genesis | |
| OT 8230 | Hebrew Exegesis: Psalms | |
| OT 8250 | Hebrew Exegesis: Isaiah | |
| OT 8720 | Hebrew Exegesis: Select Book | |
| Total Hours | | 12 |

Certificate in Organizational Leadership

Educational Ministries & Studies Department Certificates

In light of the need for continuing education in the church, higher education, and organizational leadership, the Educational Ministries and Studies Department offers three Certificates – Certificate in Educational Ministries, Certificate in Teaching and Learning (both masters and doctoral levels), and Certificate in Organizational Leadership (both masters and doctoral levels). The Certificates are intended to engage learners who may not be interested in enrolling in a degree program, may wish to add it to their current master's degree program, or are interested in postgraduate or postdoctoral studies.

Purpose of the Certificate in Organizational Leadership

The Certificate in Organizational Leadership is designed for persons who desire to obtain advanced certification in organizational leadership at either the masters or doctoral level, but do not wish to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with organizational leadership practice, and are able to demonstrate the ability to do graduate level studies. The Certificate in Organizational Leadership is also appropriate for those who wish to explore organizational development in the Local Church Track (master's track) or in Executive Leadership (doctoral track) in addition to their other TIU degree program. The doctoral level Executive Leadership Track is available for those persons who hold a graduate degree or wish to pursue a postdoc and are engaged or anticipating engagement as a senior leader in an organizational context. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Organizational Leadership generally possess the following:

- Intensive or extensive life experience with team and leadership practice in the church, parachurch, other Christian organization, higher education, or in the public education arena (generally five-plus years of full-time experience).
- Non-formal or informal preparation for team and leadership at the graduate level.
- Demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking).
- Admission to the Executive Leadership Track is limited to those persons who hold a graduate degree and are engaged or anticipating engagement as a senior leader in an organizational context.
- Completion of the Certificate Application with accompanying requisite materials.

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate ("B-" in the Executive Leadership Track).
- All coursework applicable to the Certificate must be completed within a five year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework. However, a student may complete the Certificate simultaneously with the Master of Arts in Educational Ministries without completing additional hours.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Organizational Leadership matches well with the MA in Educational Ministries. Admission to the Certificate does not ensure admissions to a Trinity degree program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Advanced Standing in the Certificate Programs

Advanced Standing of up to three semester hours may be granted in an Educational Ministries and Studies Department Certificates upon demonstration of competencies related to the Certificate of enrollment. Petition for assessment of advanced standing must be made after the first class, and before the seventh credit hour of enrollment. See the EM Department for details.

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. Not all courses are available in all modes or every semester. The following requirements must be completed:

Local Church Track (masters level)

| Code | Title | Hours |
|--|----------------------|-----------|
| Required: | | 2 |
| EM 6110 | Christian Leadership | 2 |
| Additional requirements: | | 10 |
| Select additional semester hours of courses prefixed EM or ES available at the master's level (8999 or below). Courses from other departments or the ES 8000 Current Issues Seminar may be applied when such substitutions are approved in advance by the EM Department. | | |
| Total: | | 12 |

| Code | Title | Hours |
|---|---|-------|
| Suggested curricular courses include but are not limited to: | | |
| EM 5510 | Christian Formation & Journey | 2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 7560 | Program Planning Dynamics in the Church | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ES 8710 | Social Intelligence and Leadership | 1-2 |

Other departmental courses offered regularly may apply.

Executive Leadership Track (doctoral level)

| Code | Title | Hours |
|---|---|-----------|
| Required: | | 3 |
| ES 9175 | Leadership and the Development of Organizations | 3 |
| Additional requirements: | | 9 |
| Select additional semester hours of courses prefixed ES 7500 and above. Courses from other departments or the ES 8000 Current Issues Seminar may be applied when such substitutions are approved in advance by the EM Department. | | |
| Total: | | 12 |

| Code | Title | Hours |
|---|---|-------|
| Suggested curricular courses include but are not limited to: | | |
| ES 8710 | Social Intelligence and Leadership | 1-2 |
| ES 9275 | Higher Education Administration | 2 |
| ES 9305 | Developing Emerging Leaders | 1-2 |
| ES 9316 | Innovation, Agility, and Leading Change | 2 |
| ES 9330 | Developing Collaborative Teams | 1-2 |
| ES 9725 | Ethics in Education | 3 |

Other departmental courses offered regularly may apply.

Certificate in Pro-Life Advocacy and Engagement

The graduate certificate in Pro-Life Advocacy and Engagement is designed with various groups of students in mind, including those who are presently—or aspire to be—engaged in the various professions and career opportunities involved in pro-life advocacy and non-profit organizations, as well as in relevant careers in pregnancy care support. The certificate is well-suited for those with professional or other responsibilities who need a flexible 12-semester hour certificate. Additionally, this certificate is stackable as part of the MA Bioethics allowing all 12 credit hours to be included as part of the full master's degree. By enrolling in online courses, remote learning, in-person modular courses, and mentored and independent study work the certificate can be completed online, remotely, and/or in-person without relocating near the Bannockburn, Illinois campus. Alternatively, nearly all courses can be completed as part of an on-campus option.

Mission Statement

The graduate certificate in Pro-Life Advocacy and Engagement equips students to critically analyze and engage ethical issues at the beginning and end of life from a distinctly Christian perspective.

Program Objectives & Outcomes

Students graduating from the Graduate Certificate in Pro-Life Advocacy and Engagement will be able to:

- understand current & emerging bioethical and legal issues in pro-life advocacy and engagement
- discern the differences among competing contemporary approaches to ethics & bioethics
- employ biblical and theological foundations for addressing issues in bioethics
- engage bioethical challenges specific to pro-life advocacy and engagement in relevant professional contexts

| Code | Title | Hours |
|---|---|-----------|
| Prolife Advocacy and Engagement Certificate Program of Study | | |
| BE 5010 | Introduction to Bioethics: Foundations and Methods | 2 |
| BE 5020 | Bioethics and Cultural Engagement | 2 |
| BE 5500 | Bioethics and Public Policy | 2 |
| BE 6010 | Life and Death Bioethics | 2 |
| BE 6350 | The Right to Life and the Law ¹ | 2 |
| Select 2 credits from the following options: | | 2 |
| BE 5499 | The Public Policy Context ² | |
| BE 5900 | Bioethics National Conference | |
| BE 6000 | Christian Hippocratism | |
| BE 6020 | Biotechnology and Emerging Technology Ethics | |
| BE 6100 | Bioethics Colloquium | |
| BE 7200 | Landmark Cases in Bioethics ³ | |
| BE 7800 | Personhood in Theological and Philosophical Perspective | |
| Total Hours | | 12 |

Course sequencing: While courses in this certificate may be taken in a number of different sequences, students are strongly encouraged to either start with BE 5100 or with BE 5499, and BE 5500.

¹

Students may take MLS 910 The Right to Life and the Law (3 credits) through Trinity Law School to fulfill this requirement.

²

Students with extensive legislative and/or judicial experience and/or legal training may substitute this course with a 1-credit guided research elective.

³

Students may take MLS 720 Landmark Cases in Bioethics (3 credits) through Trinity Law School to fulfill this requirement

Certificate in Scripture

Purpose

The Certificate in Scripture is designed for those who desire to gain a deeper understanding of the Bible in English. It may also be used by those who may not possess a baccalaureate degree but wish to demonstrate the ability to complete a master's program in a theological discipline. Admission to the Certificate does not ensure admissions to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Scripture generally should possess the following:

- The general admission requirements described in the Admissions section of the Catalog, or if an applicant does not have an earned bachelor's degree or its equivalent with the minimum GPA, intensive or extensive life experience with ministry in the church, parachurch, other Christian organization (generally five-plus years of full-time experience)
- Demonstrated academic ability through evaluation and/or interview by Admissions office (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)
- Completion of the Certificate Application with accompanying requisite materials

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a five-year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Scripture matches well with the MA/Theological Studies and the Master of Divinity programs.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Certificate in Scripture Requirements

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. While the entire certificate may be completed through TEDS online courses, not all courses are available in all modes or every semester. The following requirements must be completed:

| Code Required | Title | Hours |
|--------------------|--------------------------------------|-----------|
| ID 5000 | Biblical Theology and Interpretation | 2 |
| OT 5001 | Introduction to the Old Testament 1 | 2 |
| OT 5002 | Introduction to the Old Testament 2 | 2 |
| NT 5001 | Introduction to the New Testament 1 | 2 |
| NT 5002 | Introduction to the New Testament 2 | 2 |
| | OT or NT elective | 2 |
| Total Hours | | 12 |

Certificate in Teaching and Learning

Educational Ministries & Studies Department Certificates

In light of the need for continuing education in the church, higher education, and organizational leadership, the Educational Ministries and Studies Department offers three certificates – Educational Ministries, Teaching and Learning (both masters and doctoral levels), and Organizational Leadership (both masters and doctoral levels). The certificates are intended to engage learners who may not be interested in enrolling in a degree program, may wish to add to their current master's degree program, or are interested in postgraduate or postdoctoral studies.

Purpose of the Certificate in Teaching and Learning

The Certificate in Teaching and Learning is designed for persons who desire to obtain advanced certification in teaching and learning at either the masters or doctoral level, but do not wish to enroll in a degree program. Or for persons who may not possess a baccalaureate degree but have had intensive or extensive life experience with teaching and learning practice, and are able to demonstrate the ability to do graduate level studies. The Certificate in Teaching and Learning is also appropriate for those who wish to explore teaching and learning in addition to their other TIU degree program. A doctoral level Higher Education Track is available for those persons who hold a graduate degree or wish to pursue a postdoc, and are teaching or anticipating teaching in a higher education context. Admission to the Certificate does not ensure admission to a Trinity degree program; however, it is designed so that courses completed may apply toward a future TEDS degree.

Admission Requirements

Applicants to the Certificate in Teaching and Learning generally possess the following:

- Intensive or extensive life experience with teaching and learning practice in the church, parachurch, other Christian organization, higher education, or in the public education arena (generally five-plus years of full-time experience).
- Non-formal or informal preparation for teaching and learning at the graduate level.
- Demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking).
- Admission to the Higher Education Track is limited to those persons who hold a graduate degree and are teaching or anticipating teaching in a higher education context.
- Completion of the Certificate Application with accompanying requisite materials.

Completion Requirements

- All 12 hours must be completed through Trinity with a cumulative GPA for course work of at least 2.0, with no course work graded below "C-" applicable to the Certificate ("B-" in the Higher Education Track).
- All coursework applicable to the Certificate must be completed within a five year period.
- When the Certificate is taken simultaneously with a TIU degree, all 12 hours must be in addition to program degree coursework. However, a student may complete the Certificate simultaneously with the Master of Arts in Educational Ministries without completing additional hours.
- Students who wish to use the Certificate as an entry point into a master's degree should apply for admission to that degree and may apply all credits earned toward the master's degree. The Certificate in Teaching and Learning matches well with the MA in Educational Ministries. Admission to the Certificate does not ensure admissions to a Trinity degree program.
- Evidence of Christian life and character and recommendation by the faculty.
- Completion of Certificate requirements required by the Catalog curricula in effect at the time of initial enrollment.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

Advanced Standing in the Certificate Programs

Advanced Standing of up to three semester hours may be granted in an Educational Ministries and Studies Department Certificates upon demonstration of competencies related to the Certificate of enrollment. Petition for assessment of advanced standing must be made after the first class, and before the seventh credit hour of enrollment. See the EM Department for details.

Courses may be completed on the Bannockburn campus, through TEDS online courses, and at approved extension sites. Not all courses are available in all modes or every semester. The following requirements must be completed:

Master's Level Certificate

| Code | Title | Hours |
|--|-----------------------|-----------|
| Required: | | 2 |
| EM 5125 | Teaching and Learning | 2 |
| Additional Requirements: ¹ | | 10 |
| Total: | | 12 |

¹

Select additional semester hours of courses prefixed EM or ES available at the master's level (8999 or below). Courses from other departments or ES 8000 Seminar: Current Issues in Educational Ministries may be applied when such substitutions are approved in advance by the EM Department.

Higher Education Track (doctoral level)

| Code | Title | Hours |
|---|------------------------------|-----------|
| Required: ¹ | | 2 |
| ES 9150 | Teaching in Higher Education | 2 |
| Additional requirements: | | 10 |
| Select additional semester hours of courses prefixed ES 7500 and above. Courses from other departments or the ES 8000 Current Issues Seminar may be applied when such substitutions are approved in advance by the EM Department. | | |
| Total: | | 12 |

¹

Generally completed at the beginning of enrollment

| Code | Title | Hours |
|--|--|-------|
| Suggested curricular courses for the Higher Education track include but are not limited to: | | |
| ES 8258 | Online Teaching and Learning | 1-2 |
| ES 8715 | Appreciative Inquiry | 1-2 |
| ES 9200 | Adult Learning Foundations | 3 |
| ES 9210 | Curriculum Theory and Design | 2 |
| ES 9250 | Modes of Higher Education | 2-3 |
| ES 9275 | Higher Education Administration | 2 |
| ES 9280 | Assessment in Higher Education | 1-2 |
| ES 9700 | Biblical and Theological Formation of the Educator | 3 |
| ME 8215 | Teaching Across Cultures | 2-3 |

Other departmental courses offered regularly may apply.

Master's Programs

Master's Programs and Concentrations

- Master of Arts (Biblical Languages) (MA/BL) (p. 125)
- Master of Arts (Theological Studies) (MA/TS) (p. 128)
- Master of Arts (Academic Discipline) (p. 132)
 - Concentration in Church History (MA/CH) (p. 134)
 - Concentration in New Testament (MA/NT) (p. 136)
 - Concentration in Old Testament and Semitic Languages (MA/OT) (p. 138)
 - Concentration in Systematic Theology (MA/ST) (p. 140)
 - Specialized Concentration (p. 142)
- Master of Arts in Bioethics (MA in BE) (p. 143)
- Master of Arts in Chaplaincy and Ministry Care (MA in CMC) (p. 147)
- Master of Arts in Educational Ministries (MA in EM) (p. 150)
- Master of Arts in Intercultural Studies (MA in ICS) (p. 156)
- Master of Arts in Mental Health Counseling (MA in MHC) (p. 158)
- Master of Theology (ThM) (p. 169)
- Master of Divinity (MDiv) (p. 161)

Master of Arts (Biblical Languages) (MA/BL)

MA/BL Purpose

The MA/BL provides specialized study in the biblical languages (Hebrew and Greek, with an option to study Aramaic) for general educational purposes. The MA/BL is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward further study in a related area.

The MA/BL may be completed at Trinity's Bannockburn campus, or online via asynchronous and synchronous courses. Students wishing to complete this program remotely should plan to attend some courses synchronously, which requires students to be available at predetermined times.

Program Outcomes:

Students graduating with a Master of Arts (Biblical Languages) will be able to:

- demonstrate reasonable competency in reading, translating, and basic exegesis of the biblical Hebrew and Greek text (with the option of including the biblical Aramaic text)
- articulate a linguistic understanding of biblical and theological constructs that form the foundation of evangelical Christian faith
- ground theological interpretations in the biblical text, historical developments, and contemporary context
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world
- demonstrate a breadth of perspective and focused depth for further academic work in the biblical languages

MA/BL AND THE MDIV OR A SECOND DEGREE

The MA/BL may be a complementary degree to other MA programs. Students may also complete their MA/BL degree and then apply all the hours in the program toward an MDiv degree. (See "Degree Combinations" in this Catalog.) Admission to the MA/BL does not guarantee admission to any other program at TEDS.

MA/BL ADMISSION REQUIREMENTS AND PREREQUISITES

The admission requirements for the MA/BL are those described in the Admissions section of the Catalog and the following requirements specific to the MA/BL:

- Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. Applicants who lack an accredited baccalaureate degree are encouraged to first complete the Certificate in Old Testament Hebrew or the Certificate in New Testament Greek in order to demonstrate their readiness for master's level work.
- The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to apply for Certificate in Old Testament Hebrew or the Certificate in New Testament Greek in order to demonstrate their readiness for master's level work.
- Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) may be required upon request from the Admissions Office.

PREPARATION IN GREEK

For students still completing undergraduate studies, it is advisable to incorporate Greek into the undergraduate coursework. Students may also study Greek independently through a TEDS approved course. Students should verify with an admissions counselor that the school chosen for this option is approved.

For those who have completed prior study in Greek as part of undergraduate studies or through another accredited school, Greek proficiency is examined through a Greek proficiency exam offered several times each year. Registration for the exam may be completed online at MyTIU (<http://my.tiu.edu/>) > TEDS Academics > Exams > Greek Proficiency Exam. Placement in the appropriate level of Greek language sections (either beginning Greek or Greek exegesis) is based on this exam.

MA/BL RESIDENCY REQUIREMENT AND PROGRAM DURATION

A minimum of 24 hours of the MA/BL coursework must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Bannockburn and extension site courses and through Trinity Distance Education or independent study courses as arranged with the program advisor.

MA/BL STATUTE OF LIMITATION

All MA/BL requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/BL GRADUATION REQUIREMENTS

- Complete the General Graduation Requirements for all master's programs.
- Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
- All entrance deficiencies and conditions are removed.
- Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.

The MA/BL focuses on biblical languages; students also take foundational biblical and theological coursework as indicated in the curriculum.

| Code | Title | Hours |
|--------------------------------------|---|-------|
| Biblical Studies ¹ | | |
| NT 5001 | Introduction to the New Testament 1 | 2 |
| NT 5002 | Introduction to the New Testament 2 | 2 |
| OT 5001 | Introduction to the Old Testament 1 | 2 |
| OT 5002 | Introduction to the Old Testament 2 | 2 |
| Theological Studies | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core # Greek | | |
| NT 5131 | Beginning Greek 1 | 2 |
| NT 5132 | Beginning Greek 2 | 2 |
| NT 5133 | Beginning Greek 3 | 2 |
| NT 5251 | Greek Exegesis 1 | 2 |
| NT 5252 | Greek Exegesis 2 | 2 |
| Concentration Core # Hebrew | | |
| OT 5131 | Elementary Hebrew 1 | 2 |

| | | |
|--|--|----------|
| OT 5132 | Elementary Hebrew 2 | 2 |
| OT 5133 | Elementary Hebrew 3 | 2 |
| OT 5251 | Hebrew Exegesis 1 | 2 |
| OT 5252 | Hebrew Exegesis 2 | 2 |
| Electives (must include at least one OT course and one NT course) | | 4 |
| NT 6261 or NT 6262 | Interpreting the Synoptics Interpreting Pauline Epistles | |
| NT 6263 | Interpreting Acts and General Epistles | |
| NT 7600 | Individual NT Book Study | |
| OT 6261 | Interpreting the Pentateuch | |
| OT 6262 | Interpreting the Former Prophets | |
| OT 6263 | Interpreting the Latter Prophets | |
| OT 6264 | Interpreting the Writings | |
| OT 7510 | Hebrew Reading Skills | |
| OT 7610 | Biblical Aramaic 1 | |
| OT 7611 | Biblical Aramaic 2 | |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (two semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (two semesters) | |
| PT 5090 | Field Education (one semester) | |
| MA/BL Capstone | | 2 |
| ID 7478 or NT 7980 & OT 7980 | MA Capstone Project (OT/NT Integration) ² MA Major Research Paper and MA Major Research Paper | |

Total Hours **42**

¹

Students who have completed an undergraduate course that covers the same material as OT 5001, OT 5002, NT 5001, or NT 5002 may petition to substitute a more advanced elective in Old Testament or New Testament. Students must satisfy all prerequisites for any substituted course.

²

ID 7478 requires permission from both NT and OT Department Chairs.

Master of Arts (Theological Studies) (MA/TS)

MA/TS Purpose

The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The MA/TS is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-church-related vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site.

The MA/TS may be completed in-person at the Deerfield campus, in-person or online (hybrid) at Trinity International University - Florida, fully online, and at the extension sites (listed here (p. 203)).

Program Outcomes

Students graduating with a Master of Arts degree in Theological Studies will be able to:

- understand the biblical and theological constructs that form the foundation for the Christian faith
- think critically and constructively about the historic and global contexts of Christianity
- examine closely an area of Christian studies of personal interest
- articulate their Christian faith in light of their present vocational engagement
- grow in personal and spiritual maturity
- demonstrate competence in writing and research

MA/TS and the MDiv or a Second Degree

The flexibility of the MA/TS curriculum and its biblical-theological focus makes it an ideal fit as a complementary degree to other MA programs, such as the MA/MHC. Students may also complete their MA/TS degree and, depending on course alignment, use all the hours in the program toward an MDiv degree. If MA/TS students are anticipating future MDiv studies, they should select courses that are required in the MDiv program, including biblical language courses. (See "Degree Combinations" in this Catalog.)

MA/TS Admission Requirements and Prerequisites

The admission requirements for the MA/TS are those described in the Admissions section of the Catalog and the following requirements specific to the MA/TS:

Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. Applicants who lack an accredited baccalaureate degree may be asked to submit additional application materials, including a recent writing sample and evidence of their ministry experience. In some cases, admission with deficiencies is possible with the fulfillment of those deficiencies at Trinity.

The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.

Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, for those who do not have an accredited baccalaureate degree, and for others upon request from the Admissions Office.

MA/TS Residency Requirement and Program Duration

The residency requirement for the MA/TS degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Bannockburn and extension site courses and through Trinity Distance Education or independent study courses as arranged with the program advisor.

MA/TS Statute of Limitation

All MA/TS requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/TS Graduation Requirements

- Complete the General Graduation Requirements for all master's programs.
- Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
- All entrance deficiencies and conditions are removed.

- Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
- Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS allows participants to focus a significant part of their studies in an area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes while enabling students to use the 5-17 semester hours of electives plus the capstone in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area.

| Code | Title | Hours |
|--|--|-----------|
| Biblical Studies | | |
| Select 8 hours of Biblical Studies ¹ | | 8 |
| Recommended: | | |
| NT 5001 | Introduction to the New Testament 1 | |
| NT 5002 | Introduction to the New Testament 2 | |
| OT 5001 | Introduction to the Old Testament 1 | |
| OT 5002 | Introduction to the Old Testament 2 | |
| Theological Studies | | |
| Select 8 hours of Theological Studies ² | | 8 |
| Recommended: | | |
| ID 5000 | Biblical Theology and Interpretation | |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | |
| Historical and Global Studies | | |
| Select 6 hours of Historical and Global Studies ³ | | 6 |
| Recommended: | | |
| CH 5061 | History of Christianity 1. The Patristic and Middle Ages | |
| CH 5062 | History of Christianity 2. The Age of Reform | |
| CH 5063 | History of Christianity 3. The Modern Age | |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | |
| ME 5001 | Evangelism and the Local Church | |
| ME 6760 | Theology of Mission & Evangelism | |
| Electives ⁴ | | 16 |
| Required | | |
| PT 5100 | Spiritual Formation for Ministry | 2 |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (two semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (two semesters) | |
| PT 5090 | Field Education (one semester) | |
| Capstone | | 2 |
| ID 7467 | MA Theological Studies Capstone Proposal | 0 |
| ID 7468 | MA (Theological Studies) Capstone | 2 |
| Total Hours | | 42 |

¹

Include both OT and NT studies; languages not applicable.

²

Select from ST, PR, CC, BE studies

³

Select from CH and ME studies

4

These courses may focus in a department or area of interest or be selected from across the curriculum.

Optional Tracks

Students completing the Master of Arts (Theological Studies) may choose to complete one of the following optional tracks as part of their coursework.

| Code | Title | Hours |
|--------------------------------------|--|--------------|
| Cross-Cultural Ministry Track | | |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ME 5000 | Global Mission and the Local Church | 2 |
| ME 5001 | Evangelism and the Local Church | 2 |
| ME 6410 | History of the Expansion of Christianity | 2 |
| ME 6610 | Anthropology for Ministry | 2 |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| ME 7300 | World Religions | 2 |
| ME 7450 | The Church in Latin America, Africa, and Asia since 1500 | 2 |
| ME 7710 | Gospel in Cultural Context | 2-3 |
| ME 8230 | Global Church Planting and Development | 2-3 |
| PT 6500 | Money and Ministry | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| Total Hours | | 24-26 |
| Code | Title | Hours |
| Executive Leadership Track | | |
| EM 5110 | Educational Ministry | 2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ES 8710 | Social Intelligence and Leadership | 1-2 |
| ES 8715 | Appreciative Inquiry | 1-2 |
| ME 8250 | Leadership Development and Culture | 2-3 |
| PT 6500 | Money and Ministry | 2 |
| PT 7290 | Pastoral Practices | 2 |
| Total Hours | | 14-21 |
| Code | Title | Hours |
| Preaching Ministry Track | | |
| EM 5125 | Teaching and Learning | 2 |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |
| HM 6201 | Preaching Lab | 2 |
| HM 7215 | Preaching with Genre Sensitivity | 2 |
| HM 7220 | Preaching and Pastoral Issues | 2 |
| HM 7316 | Preaching and Systematic Theology | 2 |
| HM 7410 | Learning from Minoritized Preaching Traditions | 2 |
| PT 6280 | Christian Worship | 2 |
| PT 7225 | The Essence of Biblical Leadership | 2 |
| PT 7290 | Pastoral Practices | 2 |
| Total Hours | | 20 |
| Code | Title | Hours |
| Ministry Care Track | | |
| BE 5020 | Bioethics and Cultural Engagement | 2-3 |
| CM 5000 | Introduction to Counseling Ministries | 2 |

| | | |
|--------------------|--|--------------|
| CM 6000 | Issues in Counseling Ministries | 1-3 |
| EM 5510 | Christian Formation & Journey | 1-2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| PT 7290 | Pastoral Practices | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| ST 7200 | Christian Ethics | 2 |
| Total Hours | | 17-24 |

Master of Arts (Academic Discipline)

Master of Arts (Academic Disciplines) Program Purpose

The purpose of the Master of Arts degree program is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The concentration nomenclature articulates the specific discipline under study. Achieving specified student learning outcomes in the concentration meet the MA (Academic Disciplines) degree program goals. This MA program is oriented toward general theological studies rather than ministerial leadership, and is academic rather than professional in focus.

Persons desiring an interdisciplinary basic understanding of Christianity should enroll in the Master of Arts (Theological Studies), which draws courses from across the curriculum. Master of Arts (Academic Disciplines) concentrations focus coursework within a particular departmental discipline as noted in the descriptions that follow.

MA (Academic Disciplines) Admission Requirements

Applicants to the MA (Academic Disciplines) program must meet the following requirements:

- Possess an earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) of 3.0 on a 4.0 scale.
- Submit official transcripts directly from the institution, from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity.
- Submit recommendation forms online from each of the following:
 - Applicant's pastor or church leader
 - Applicant's employer or a business acquaintance
 - A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
- Submit a written three-part statement with your
 - personal testimony
 - present spiritual life and Christian service, and
 - ministry goals as described in the application.
- Submit test scores from either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) if the undergraduate GPA is lower than 3.0 or if the undergraduate degree is from an institution without regional accreditation.
- All applicants for whom English was not their primary language of instruction must submit the Test of English as a Foreign Language (TOEFL) (see Admission section of Catalog for details.)
- A personal interview may be required.
- Additional specific program concentration requirements noted below must also be met.

MA (Academic Disciplines) Prerequisite Hours

The general prerequisites for the Master of Arts (Academic Disciplines) program at TEDS follow. Note the particulars under each program concentration

- 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5001, OT 5002, NT 5001, and NT 5002.
- an undergraduate major or its equivalent in an area appropriate to the concentration
- languages appropriate to the concentration (TEDS testing for placement)

See below for specific concentration requirements for (2) and/or (3).

Note: Outstanding prerequisites must be completed early in the program and before candidacy.

MA (Academic Disciplines) Residency and Program Duration

- 24 hours must be completed through Trinity coursework, with the final 8 program hours completed through Trinity.
- Residency is any course taken through TEDS, but certain programs require students to be on campus in order to complete the full requirements. As such, all MA concentrations are approved for the Bannockburn site, and the full curriculum is available only in Bannockburn; however, some coursework may be taken at TEDS extension sites or in TEDS online classes if offered. In all cases, the number of online distance courses that can be taken in a program is limited by course availability and the requirement that students must complete the prescribed Residency Requirement.
- Duration: Generally three semesters of full-time coursework are followed by one to two semesters of Capstone work including comprehensive exams, field work, and thesis as required in the concentration.
- All MA program requirements must be completed within five years of matriculation into the program (statute of limitations).

- Students should review the appropriate Concentration Overview portion of the Catalog for more information on concentration prerequisites and format.

MA (Academic Disciplines) Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following requirements must be met:

- All outstanding prerequisites and entrance deficiencies and conditions are removed.
- Completion of all program concentration requirements with a minimum cumulative grade point average for program coursework of 2.5, and with no coursework graded below a "C-" applicable to the degree.
- Successfully complete all required Capstones in the concentration.

Master of Arts (Academic Disciplines) Available Concentrations

- Church History
- New Testament
- Old Testament and Semitic Languages
- Systematic Theology
- Specialized Concentration – by special application; may include concentrations within a department or draw from across the curriculum

Concentrations

- Concentration in Church History (MA/CH) (p. 134)
- Concentration in New Testament (MA/NT) (p. 136)
- Concentration in Old Testament and Semitic Languages (MA/OT) (p. 138)
- Concentration in Systematic Theology (MA/ST) (p. 140)
- Specialized Concentration (p. 142)

Concentration in Church History (MA/CH)

MA/CH Concentration Purpose

The Master of Arts concentration in Church History (MA/CH) provides specialized study in the discipline of the history of the Christian church. The MA/CH is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/CH Concentration Objectives and Student Learning Outcomes

- Students will acquire a foundational understanding of the history of the Christian Church in the western and non-western world from the first century to the present.
- Students will develop skills in historical research and writing necessary for academic ministry or service to the local church.
- Students will gain confidence in using the Christian tradition in their ministries of preaching and teaching to help other Christians with issues of spiritual, doctrinal, and ecclesial identity, and to make more faithful disciples of those whom God calls them to serve.
- Students will grow in their understanding of and appreciation for the rich diversity of faith traditions within the Christian churches.

MA/CH Prerequisites

- 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5001, OT 5002, NT 5001, and NT 5002.
- an undergraduate major in history or its equivalent that includes a minimum of 18 hours in history
- a reading knowledge of languages required to complete the thesis, depending on the area of study

MA/CH Concentration Format

While the MA/CH is available in both a residential and remote format, not all courses are available in all modalities. Students in the MA/CH concentration should expect that enough required courses for them to graduate will be offered in a synchronous or blended format. Remote students will likely be able to graduate without taking courses in a residential format, but they will have fewer choices for electives than students who are studying on campus. The department encourages all students to take in person courses as they are able. Remote students who wish to take the MA/CH Comprehensive Exam may seek permission from the department to take their exam remotely.

| Code | Title | Hours |
|---------------------------------------|--|-----------|
| Bible and Theology Core | | 8 |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core | | 26 |
| CH 8101 | Classic Texts in the History of Christianity 1 | 2 |
| CH 8102 | Classic Texts in the History of Christianity 2 | 2 |
| CH 8911 | Colloquium in Historical Methodology 1 | 1 |
| CH 8912 | Colloquium in Historical Methodology 2 | 1 |
| CH ____ | Electives in Church History | 20 |
| Field Education | | 0 |
| Select one option from the following: | | |
| Option 1: | | |
| PT 5090 | Field Education (1 semester) | 0 |
| Option 2: | | |
| ID 5080 | Formation Group (2 semesters) | 0 |
| MA/CH Capstone | | 2 |
| CH 7477 | MA Major Comprehensive Exam ¹ | 1 |
| Select one option from the following: | | |
| Option 1: | | |
| CH 7980 & 7980 | MA Major Research Paper and MA Major Research Paper ² | |
| Option 2: | | |

| | | |
|--------------------|------------------------|-----------|
| CH 7485 | MA Thesis ³ | |
| Total Hours | | 36 |

1

Students may elect to complete the Comprehensive Exam for 1 hour of credit.

2

CH 7980 option available for those not intending to pursue PhD studies in history. Letters of recommendation for PhD studies will *not* be provided by departmental faculty for those pursuing this option.

3

CH 7485 option expected for those intending to pursue PhD studies in history.

Concentration in New Testament (MA/NT)

MA/NT Concentration Purpose

The Master of Arts concentration in New Testament (MA/NT) provides specialized study in the New Testament. The MA/NT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/NT Concentration Objectives and Student Learning Outcomes

- Students will acquire a reasonable level of competency in reading, translating, and exegeting the Greek text of the New Testament (as well as the Greek and Hebrew Old Testament where called for).
- Students will be able to conduct research in the field of New Testament (and cognate) Studies and present research results in both oral and written form.
- Students will demonstrate in-depth knowledge and understanding of major scholars, publications, methodologies, and dominant ideas of contemporary biblical scholarship.
- Students will be able to grasp, articulate, and appropriate Scripture's gospel message understood within the framework of God's eternal Triune being and His redemptive-historical work.
- Students will be able to appropriate such gospel message in his or her own ministry and personal life.

MA/NT Prerequisites

- 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5001, OT 5002, NT 5001, and NT 5002.
- an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Greek/theology (12 or more in Bible; beginning languages are not considered Bible courses)
- proficiency in biblical Greek at a level equivalent to completion of two years of undergraduate Greek; testing for placement.

MA/NT Concentration Format

While the MA/NT is available in both a residential and remote format, not all courses are available in all modalities. Students in the MA/NT concentration should expect that enough required courses for them to graduate will be offered in a synchronous or blended format. Remote students will likely be able to graduate without taking courses in a residential format, but they will have fewer choices for electives than students who are studying on campus. The department encourages all students to take in person courses as they are able. Remote students who wish to take the MA/NT Comprehensive Exam may seek permission from the department to take their exam remotely.

| Code | Title | Hours |
|--|---|-------|
| Bible and Theology Core | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core | | |
| NT 5251 | Greek Exegesis 1 | 2 |
| NT 5252 | Greek Exegesis 2 | 2 |
| NT 8911 | New Testament Research | 2 |
| Elective Studies in New Testament ¹ | | 20 |
| The following courses in other departments may be completed in the Concentration Core ² | | |
| ST 7695 | Hermeneutics | |
| Field Education | | |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (2 semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (2 semesters) | |
| PT 5090 | Field Education (1 semester) | |
| MA/NT Capstone | | 2 |
| NT 7477 | MA Major Comprehensive Exam ³ | 0 |
| Option 1: | | |

| | |
|--------------------|--|
| NT 7485 | MA Thesis |
| Option 2: | |
| NT 7980 & 7980 | MA Major Research Paper and MA Major Research Paper |
| <hr/> | |
| Total Hours | |
| 36 | |

1

One course may be an OT course

2

NT 5000, NT 5001, NT 5002, NT 5100, OT 5000, OT 5001, OT 5002, and OT 5100 are not applicable in the MA program.

3

Students may elect to complete the Comprehensive Exam for 1 hour of credit.

Concentration in Old Testament and Semitic Languages (MA/OT)

MA/OT Concentration Purpose

The Master of Arts concentration in Old Testament and Semitic Languages (MA/OT) provides specialized study in the Old Testament and Semitic Languages. The MA/OT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/OT Concentration Objectives and Student Learning Outcomes

Students graduating with a Master of Arts degree in *Old Testament* will be able to:

- articulate an understanding of biblical and theological constructs that form the foundation of evangelical Christian faith.
- ground theological interpretations in the biblical text, historical developments, and contemporary context.
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world.
- demonstrate academic proficiency in the student's chosen area of concentration.
- demonstrate a breadth of perspective and focused depth for further academic work in the student's chosen area of concentration.

MA/OT Prerequisites

- 6 semester hours of Bible including Old and New Testament surveys; or TEDS NT 5001, NT 5002, OT 5001, and OT 5002.
- an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Hebrew/theology (12 or more in Bible; beginning languages are not considered Bible courses)
- proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5133.

MA/OT Concentration Format

The MA/OT is offered only in a residential format. Students who are admitted to the MA/OT should expect that some required courses will be offered only in person on the main campus. Students should not expect to graduate without taking these courses in a residential format. Students should plan to take the MA/OT Comprehensive Exam in person on the main campus.

| Code | Title | Hours |
|--|---|-----------|
| Bible and Theology Core | | 8 |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core | | 25 |
| OT 5251 | Hebrew Exegesis 1 | 2 |
| OT 5252 | Hebrew Exegesis 2 | 2 |
| OT 8950 | Old Testament Research and Methods | 2 |
| Elective Studies in Old Testament ¹ | | 19 |
| The following courses in other departments may be completed in the Concentration Core: | | |
| ST 7695 | Hermeneutics | |
| Field Education | | 0 |
| Select one option from the following: | | |
| Option 1: | | |
| PT 5090 | Field Education (2 semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (2 semesters) | |
| PT 5090 | Field Education (1 semester) | |
| MA/OT Capstone | | |
| OT 7477 | MA Major Comprehensive Exam ² | 0 |
| OT 7485 | MA Thesis | 2 |
| Total Hours | | 35 |

1

NT 5000, NT 5001, NT 5002. NT 5100, OT 5000, OT 5001, OT 5002, and OT 5100 are not applicable to the MA program.

2

Students may elect to complete the Comprehensive Exam for 1 hour of credit.

Concentration in Systematic Theology (MA/ST)

MA/ST Concentration Purpose

The Master of Arts concentration in Systematic Theology provides specialized study in Christian doctrine: its biblical grounding, historical development, logical coherence, and contemporary context. The MA/ST trains students to engage theological ideas in the world today through a strong biblical, evangelical foundation, mastery of our diverse theological heritage, and familiarity with contemporary (including global) developments in theology. The concentration seeks to equip students to become responsible interpreters of Scripture and faithful stewards of Christian thought. The MA/ST is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or as a preparatory step (among others) toward doctoral study in a related area.

MA/ST Concentration Objectives and Student Learning Objectives

- Students will learn to think from a biblical, evangelical foundation and responsibly interpret Scripture (e.g., by taking the “Use of Scripture in Theology” course).
- Students will obtain competence in the historic traditions of Christian theology (e.g., by taking courses in historical theology).
- Students will gain familiarity with contemporary, global developments in Christian theology (e.g., by taking Contemporary Theology).
- Students will develop skills in speaking, writing, and teaching towards professional/vocational goals (e.g., through papers, seminar presentations, and perhaps a thesis).

MA/ST Prerequisites

Students who are admitted with an undergraduate major in Bible and/or theology, or who took a minimum of 12 hours of undergraduate work in biblical and/or theological studies are eligible for substituting courses in the core Systematic Theology sequence, pending approval from the department chair. Students who lack these prerequisites will be required to take the Systematic Theology sequence consisting of ST 5211, ST 5212, and ST 5213.

MA/ST Concentration Format

The MA/ST is offered only in a residential format. Students who are admitted to the MA/ST should expect that some required courses will be offered only in person on the main campus. Students should not expect to graduate without taking these courses in a residential format. Students should plan to take the MA/ST Comprehensive Exam in person on the main campus.

| Code | Title | Hours |
|---|---|-------------|
| Biblical and Theology Core ¹ | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core ¹ | | |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| ST 7200 | Christian Ethics | 2 |
| ST 7504 | Theological Method | 2 |
| ST 7505 | Use of Scripture and Theology | 2 |
| Select two hours in Biblical Theology (NT or OT) | | 2 |
| Select four hours, in Historical Theology and/or Contemporary Theology such as: | | 4 |
| CH 8330 | John Calvin | |
| ST 8100 | Essentials of Reformed Theology | |
| ST 8102 | Analytic Theology | |
| ST 8310 | Theology of Augustine | |
| ST electives ² | | 6-12 |
| Select at least 6 hours of elective courses in Systematic Theology, such as: ³ | | |
| ST 7715 | Political Theology | |
| ST 8000 | Seminar: Current Issues in Theology | |
| ST 8211 | God in Biblical Theology and Systematic Theology | |
| ST 8213 | Models of Sanctification | |
| ST 8200 | Seminar: Current Issues in Theology | |
| ST 8215 | Pneumatology | |

| | | |
|--|--|------------|
| ST 8224 | Theological Investigation in Human Identity: Gender | |
| ST 8225 | Theological Investigation in Human Identity: Race | |
| Elective Courses | | 0-6 |
| After satisfying the above-mentioned requirements, students who have not taken a total of 36 hours may take further elective course work in a secondary area related to the Concentration (e.g. Apologetics, Ethics, Philosophy of Religion; Bioethics). | | |
| Field Education | | |
| Select one of the following: | | |
| ID 5080 | Formation Group (2 semesters) | 0 |
| PT 5090 | Field Education (1 semester) | 0 |
| MA/ST Capstone | | |
| ST 7477 | MA Major Comprehensive Exam ⁴ | 0 |
| Select one of the following: | | 2 |
| ST 7485 | MA Thesis | |
| ST 7980 & 7980 | MA Major Research Paper and MA Major Research Paper | |
| Total Hours | | 36 |

1

Students admitted with an undergraduate major in Bible and/or theology, or who took a minimum of 12 hours of undergraduate work in biblical and/or theological studies, are eligible for substituting courses in the core Systematic Theology sequence, pending approval from the department chair.

2

MA/ST students should work with faculty advisor to ensure coursework provides adequate background for the capstone comprehensive exam and writing projects.

3

For courses numbered 8000 and above, students must have either (a) taken the three core ST courses or have those courses counted as credit from a prior degree or (b) request permission from the department chair to be admitted into such a course.

4

Students may elect to complete the Comprehensive Exam for 1 hour of credit.

Specialized Concentration

By special application; a student may include concentrations within a department or draw from across the curriculum.

Concentration Purpose and Learning Outcomes

The Master of Arts specialized concentration provides specialized study in a discipline supported by the regular curriculum offerings, but not articulated as a regular area of focused study. The concentration is to be academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

At the time of application, the applicant must work with the Admissions Office and be vetted through the Dean's Office the development of a specialized concentration with an articulated purpose, defined learning outcomes, regularly offered curriculum, and standard assessment mechanisms in place. Learning outcomes must be identified in areas of knowledge, practice, and character. Applicants should note that not all courses are offered every semester, and the development of the specialized concentration curriculum must be attentive to the current and regular offerings of TEDS. Upon acceptance, the letter of admission serves as a contract of curriculum to be completed, under the auspices of the Catalog; and a faculty advisor relevant to the concentration is assigned to guide the participant through the program process.

Prerequisites

- 6 semester hours of Bible including Old and New Testament surveys; or TEDS NT 5001,, NT 5002, OT 5001, and OT 5002.
- An undergraduate major appropriate to the area of specialization or a minimum of 30 hours appropriate to the specialization.
- Approval from the Dean's Office.

| Code | Title | Hours |
|---|---|-----------|
| Bible and Theology Core | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Concentration Core | | |
| Select 12-18 hours of concentration core curriculum ^{1,2} | | 12-18 |
| Elective Courses | | |
| Select 8-14 hours of Elective courses | | 8-14 |
| Field Education | | |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (2 semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (2 semesters) | |
| PT 5090 | Field Education (1 semester) | |
| MA Capstone | | |
| XX 7477 Specialized Concentration Major Comprehensive Exam (depending on the area of concentration) | | 1 |
| Select one of the following: | | 0-2 |
| – 7980 MA Capstone Research Paper (twice) | | |
| – 7485 MA Thesis | | |
| Total hours | | 36 |

¹

Concentration core curriculum must focus around a specifically identified curricular area, though such may draw from across the regular curriculum.

²

Up to 2 hours of the Capstone may be applied in the Concentration Core

Master of Arts in Bioethics (MA/BE)

MA/BE Purpose

The MA in Bioethics (MA/BE) equips students to analyze bioethical issues in healthcare and biotechnology and to engage bioethical challenges in relevant contexts.

PROGRAM OBJECTIVES & OUTCOMES

Students graduating from the MA/BE program will be able to:

- understand the current and emerging bioethical issues in healthcare and biotechnology
- discern the differences among competing contemporary approaches to ethics and bioethics
- engage bioethical challenges in public policy, clinical healthcare, and biomedical research contexts
- employ culturally sensitive biblical and theological frameworks for addressing issues in bioethics
- think integratively; seeing beyond individual bioethical issues to deeper questions that underlie the bioethics field as a whole

The MA in Bioethics (MA/BE) is designed with various groups of students in mind including those who are presently — or aspire to be — physicians, nurses, and other healthcare professionals; lawyers; people with political, public policy, social service, and ministry interests in pro-life and related areas; teachers in related university, college, or high school fields; and those involved in educating and engaging various constituencies through nonprofit organizations. The program is particularly well-suited for those with professional or other responsibilities who need a flexible program. Students can combine this masters degree with other masters programs at Trinity Evangelical Divinity School. There is also a dual degree option for Trinity College undergraduates. By enrolling in online or remote courses, mentored and independent study work, and as few as one several-day campus course in the summer, the program can be completed without relocating near the Bannockburn, Illinois campus. Alternatively, a complete on-campus program is also available.

MA/BE Concurrent or second Degree Options

Participants may desire to complete the MA/BE with their primary degree program such as the TEDS Master of Divinity, Master of Arts (Theological Studies), Doctor of Philosophy (Theological Studies), Master of Arts in Chaplaincy and Ministry Care, or other programs at TGS and TEDS. In such cases, an overlap of program requirements of up to 50 percent of the shorter degree may be permissible depending on the primary degree. For example, a student combining the MA/BE with the MDiv or MA (TS) could overlap up to 18 semester hours, reducing the MA/BE program requirements to 18 additional credit hours beyond the primary degree. Coursework must be planned carefully to ensure the specific program requirements for each program are met and to maximize overlap hours. Consult the Degree Combinations (p. 96) section of the Catalog and the Bioethics program director for details.

MA/BE Admission Requirements

Applicants to the MA/BE program must meet the General Admission Requirements for Master's Programs (p. 237), with the exception that they must submit the following personal statements in lieu of those in the General Admission Requirements:

- Submit a personal statement of the applicant's past and present spiritual life. This may include one's Christian conversion and/or other significant spiritual events and formative influences in one's life.
- Submit a personal statement outlining the applicant's motivation to study bioethics at Trinity Evangelical Divinity School, an evangelical Christian school, and his or her future goals.

ADVANCED STANDING IN THE ma/be

Advanced Standing of not more than six semester hours may be granted in the MA Bioethics program on the basis of prior undergraduate coursework and/or professional legal or clinical experience that is equivalent to that required by the Bioethics program. Advanced Standing with credit for BE 5299 or BE 5499 based on relevant professional experience and/or training shall be assessed by the program director in light of the stated program objectives with evidence of knowledge, competence, and skills aligned with the degree program. After consultation with the Bioethics program director, petitions for advanced standing must be submitted to the Academic Exceptions committee subsequent to completion of the first program course and prior to enrollment in the third semester. Consult the Advanced Standing for Credit (p. 243) section of the Catalog and the Bioethics program director for details.

MA/BE Residency Requirement and Program Duration

27 hours, including the final 9 program hours, must be completed through Trinity coursework. A maximum of 9 hours may be considered for transfer credit.

The number of online-asynchronous or remote-synchronous distance courses that can be taken in the MA/BE is limited by course availability. Students are encouraged to take as many courses as possible in live course formats and to attend the annual summer conference hosted by The Center for Bioethics & Human Dignity on our Bannockburn campus.

Duration: Generally, two to three semesters of full-time coursework are followed by one to two semesters of Capstone work and a summer course. Additional elective courses may be taken in the Summer as well.

All MA program requirements must be completed within six years of matriculation into the program. Petition to extend the maximum time to degree may be made by the participant to the Academic Exceptions Committee.

MA/BE Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following are required for the MA/BE:

- All outstanding prerequisites and entrance deficiencies and conditions are removed.
- Completion of all program concentration requirements with a minimum cumulative grade point average for program coursework of 2.5, and with no coursework applicable to the degree graded below a "C-".
- Successfully complete an MA/BE Capstone for 1-3 semester hours.

PROGRAM OF STUDY

| Code | Title | Hours |
|-------------------------------|---|-----------|
| Foundation Courses | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| BE 5020 | Bioethics and Cultural Engagement | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| or ST 5212 | Theology 2: The God of the Gospel: Through the Son | |
| Bioethics Core | | |
| BE 5010 | Introduction to Bioethics: Foundations and Methods | 2 |
| BE 6000 | Christian Hippocratism | 2 |
| BE 6010 | Life and Death Bioethics | 2 |
| BE 6020 | Biotechnology and Emerging Technology Ethics | 2 |
| BE 6200 | Ethical Theory | 2 |
| BE 7600 | Theological Bioethics and Contemporary Alternatives | 2 |
| Applied Bioethics Core | | |
| BE 5200 | Research Ethics | 2 |
| BE 5299 | The Clinical Context | 1 |
| BE 5300 | Clinical Issues in Bioethics | 2 |
| BE 5499 | The Public Policy Context | 1 |
| BE 5500 | Bioethics and Public Policy | 2 |
| Bioethics Electives | | 8 |
| Bioethics Capstone | | 2 |
| BE 7478 | Bioethics Capstone Project | |
| or BE 7480 | Bioethics Capstone Integrative or Major Paper | |
| Total Hours | | 36 |

1

Students with formal clinical-medical training can apply for advanced standing to satisfy the BE 5299 requirement.

2

Students with formal legal or public policy training can apply for advanced standing to satisfy the BE 5499 requirement.

REQUIRED CAPSTONE EXPERIENCE (0-3 HOURS)

Preparation for work in the field of bioethics should include at least one endeavor that is not merely focused on a particular bioethical issue but is integrative in nature, encompassing multiple issues. The capstone course can involve writing an integrative paper, or developing a special project such as a bioethics curriculum, a sermon/talk series, or a written reflection on a clinical, public policy, or other bioethics-related internship experience.

Students should register for BE 7478 or BE 7480 in the semester they intend to start the project or paper. Students making progress toward completion of a capstone but unable to finish in a single semester, can apply for a capstone extension. They must then register for BE 7486 Capstone Extension. A capstone extension fee will be assessed.

Students should schedule a capstone preparation meeting with the bioethics program director at least one semester prior to working on the capstone requirement in order to discuss topical areas, capstone options, and a potential supervisor. An Independent Study & Capstone Registration form (available on myTIU) must be completed to register for all capstone and guided research (BE 7501) courses. All capstones involving research with human subjects must be approved by the TEDS HRR committee prior to the beginning of that research, with the application for approval due by the end of the semester that precedes the semester in which the research is to take place.

COURSE SEQUENCING

Either BE 5010 or BE 6000 should be taken before BE 6010 or BE 6020. When the elective BE 7300 is offered, only those who have completed BE 5300 can take it. It is recommended that the three foundational courses—ID 5000, BE 5020, and either BE 5010 or BE 6000—be taken before other bioethics courses. Professors teaching other bioethics courses will assume that all students in those courses either will have taken these courses or will at least have read a relevant text for each of those courses not yet taken. A list of relevant texts (https://my.tiu.edu/ICS/Campus_Life/Campus_Groups/Bioethics/) for these courses may be found in the Bioethics Group page of myTIU.

Master of Arts in Chaplaincy and Ministry Care (MA in CMC)

MA in CMC Purpose

The Master of Arts in Chaplaincy and Ministry Care (MA in CMC) is designed to develop pastoral and spiritual life counseling skills. This degree has three prime applications. First, as a stand-alone degree, it offers excellent preparation for those who will serve in local churches in a direct helping ministry. Second, the MA in CMC combines easily with additional theological coursework for those who desire to serve in the role of chaplain (i.e. spiritual care provider) in ministry, healthcare, first-responder, church or business organization. Third, this is an ideal supplement to a standard MDiv when chaplaincy in the US military is the objective. (The MA in CMC replaces our former Master of Arts in Counseling Ministry.)

The emphasis in the MA in CMC is on direct, interpersonal communication and face-to-face engagement with those seeking spiritual care. The variety of counseling training options available at Trinity requires careful assessment prior to beginning a program of study. In addition to the MA in CMC, students will also want to consider the Master of Arts in Mental Health Counseling (MA in MHC). The admissions staff can provide detailed information on these programs to help students select the one most appropriate for their career path. The MA in CMC degree recipient is *not* eligible for a license as a mental health counselor. Credentials as a professional chaplain are obtainable with this degree as a foundation (i.e. Association of Professional Chaplains). Board certification with the Association of Professional Chaplains requires 72 hours from a graduate theological institution and is feasible by combining the MA in CMC degree with further theological coursework (i.e. MA/Theological Studies or MDiv). For board certification the graduate will need to secure three additional units of Clinical Pastoral Education (CPE) and obtain formal endorsement from your church community or denomination.

For military chaplaincy service, the MDiv degree is the best option. The MA in CMC is an additional degree that offers explicit work in individual/couple's counseling, spiritual formation along with one unit of CPE.

Program Outcomes

Students graduating with a Master of Arts degree in *Chaplaincy and Ministry Care* will be able to:

- deepen their appreciation of biblical/theological concepts relative to the practice of interpersonal and public ministry;
- recognize the value of serving people of faith and spiritual seekers in settings beyond the local church;
- broaden their insight into the nature and diversity of human beings and the many ways in which they develop, struggle, and grow;
- increase their knowledge of counseling and ministry care and the implications of serving within or outside of a Christian ministry setting;
- develop skills in interpersonal relationships and self-awareness to serve others effectively; and
- nurture their desire and commitment to pursue spiritual maturity and their calling as people helpers in a manner that honors God and promotes His kingdom work.

MA in CMC Admission Requirements and Prerequisites

The admission requirements for the MA in CMC are those described in the Admissions section of the catalog and those specified below:

- An undergraduate major that prepares the participant for the MA in CMC program.
- And undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.

MA in CMC Concurrent Degree Options

A student may desire to complete a second TEDS degree program with his or her MA in CMC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MA in CMC and MA/TS degrees could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA/TS). Such course work would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the Degree Combinations section of the Catalog and the Counseling Department program planning guides for details.

MA in CMC Candidacy Requirements

Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for the program course work after admission into the program.
- All entrance deficiencies and conditions are removed.
- After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.
- MA in CMC candidates are required to participate in two spiritual formation group experiences while in residence.

MA in CMC Statute of Limitation

All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in CMC Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following are required for the MA in CMC:

- Completion of all course work in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program course work of 2.5, with no course work graded below a "C-" applicable to the degree.
- Successfully write the major comprehensive exam.
- Completion of the Biblical and Theological Studies course sequences below, which meet the general comprehensive requirements in Old Testament, New Testament, and Systematic Theology.
- A minimum of 48 hours of course work, at least 23 hours in counseling.
- Complete a community-based, Clinical Pastoral Education (CPE) experience approved by the department (recommended) or complete a Master of Arts capstone project for the MA in CMC (departmental permission required). The project option requires the launch or pilot of an applied counseling ministry initiative. This is followed by an evaluation reported in an in-depth academic paper or presentation (CO 7501).

| Code | Title | Hours |
|---|--|------------|
| Biblical and Theological Studies | | 11 |
| CO 6710 | Counseling and Theological Worldview: Faith and Practice | 3 |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Non-Counseling Electives | | 4-6 |
| Suggested: | | |
| BE ____ | Bioethics courses | |
| EM 5510 | Christian Formation & Journey | |
| PT 5100 | Spiritual Formation for Ministry | |
| ST 5600 | The Christian Life and Contemporary Challenges | |
| ST 7200 | Christian Ethics | |
| Pastoral Duties and Care | | 10 |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |
| HM 6201 | Preaching Lab | 2 |
| PT 6280 | Christian Worship | 2 |
| PT 6300 | Introduction to Chaplain Ministries | 2 |
| PT 7290 | Pastoral Practices | 2 |
| Counseling Required Courses | | 16 |
| CM 5000 | Introduction to Counseling Ministries | 2 |
| CO 5210 | Counseling Skills Training | 3 |
| CO 6000 | Current Studies in Counseling (Couple's Counseling) | 2 |
| CO 6000 | Current Studies in Counseling (Crisis Counseling) | 3 |
| CO 6130 | Group Counseling | 3 |
| CO 6650 | Multicultural Issues in Counseling | 3 |
| Counseling Electives | | 4-5 |
| Suggested: | | |
| CM 6000 | Issues in Counseling Ministries | |
| CO 6120 | Addiction Counseling | |
| CO 6530 | Child & Adolescent Counseling | |
| CO ____ | Other applied Counseling courses | |
| Formation Group | | 0 |
| ID 5080 | Formation Group (two semesters) | 0 |
| Counseling Capstone | | 2 |
| CM 7940 | Clinical Pastoral Education ¹ | 2 |
| or CM 7478 | MA Capstone Project | |
| Total Hours | | 48 |

1

CM 7940 is recommended. Permission is required to replace CPE with CM 7478.

Master of Arts in Educational Ministries (MA in EM)

MA in EM Program Purpose

The Master of Arts in Educational Ministries (MA in EM) purposes to equip men and women in congregational or parachurch leadership for collaborative ministry engagement, and for formational teaching and learning of others. Graduates currently serve as church educators and administrators for all ages, education or staff pastors, church administrators, Christian school teachers, parachurch or university staff persons, or are pursuing doctoral educational studies.

Focal Areas of Degree Program

In addition to a Bible and theology core, program participants will complete coursework in three focal areas of educational ministries culminating in a MA in EM Capstone that demonstrates educational leadership and application.

Congregational Life – a holistic systems approach to generational and intergenerational ministries that fosters congregational interconnectedness (children, youth, emerging adults, adults, aging adults, family)

Collaborative Ministry Engagement – enriches leadership capacity, and cultivates vocational stewardship, socio cultural analysis and engagement, and small groups/team development

Formational Learning – enhances congregational discipleship/spiritual formation, curriculum design and implementation, and facilitated teaching and learning.

The MA in EM is particularly well suited for practitioners and/or students who serve or will serve in roles that cultivate congregational ministries and strengthen pastoral leadership. The program equips leaders for collaborative ministry engagement based on biblical-theological foundations, whole-life discipleship, congregational best practices, and educational theory and practice.

Ideal program applicants will possess three to five years of congregational life leadership experience, and seek additional understanding and skills to serve effectively as passionate reflective practitioners in their faith community. As such, many program participants are heavily engaged in leadership ministry and continue to serve while completing the program part-time on-campus or online. Others locating to the Bannockburn campus enroll full-time while active in a local church. Persons anticipating ordained pastoral ministry should pursue the MDiv program.

MA in EM course offerings draw from across the curriculum based on a participant's needs and ministry context (rather than a plethora of topic specific courses). A foundational curricular core in Bible, theology, and educational ministries provide a structure for integrative educational thinking. EM Core courses in the focal areas enhance the educational foundation. All course selections are made in consultation with an Educational Ministries Department faculty adviser in areas of student interest leading to the program Capstone. The Capstone must demonstrate in-depth analysis and critique of educational practices for the local church, or other educational setting identified by the participant (parachurch, camps, Christian school, etc.)

MA in EM Objectives and Student Learning Outcomes

The MA in EM will enable participants to:

- Critique educational practices and experiences with renewed theoretical and educational understanding
- Ground their educational thinking in a strong biblical and theoretical base
- Integrate educational theory with Christian character and formation
- Link their educational framework within a contextualized ministry practice
- Identify and articulate a leadership philosophy and implementation strategy within an organizational system

MA in EM Residency and Course Delivery

MA in EM courses are available in several modes: on the Bannockburn campus in semester long, short-term weekly modular, weekend, and summer formats; online where the entire program may be completed; at approved extension sites; some independent study work; and conference or on-site wrap-a-rounds. Program participants may “mix and match” blending instructional modalities in any fashion accessible to them in consultation with their faculty adviser. Not all courses are available in all modes or during all semesters.

While Bannockburn-based course work provides the largest course selection, the MA in Educational Ministries is available entirely online with courses rotating through a two to three-year cycle. All Bible and theology, and educational ministries Core courses are available online, as are an adequate number of EM Concentration courses in order to complete the MA in EM degree. Online participants are encouraged to join the Bannockburn campus community for one or two short-term modular or weekend classes as their schedule allows and courses are of interest.

Further, as an Educational Ministries Department we are committed to thoughtful and collaborative delivery of online education. Our intention as an EM Department is to state and practice the following Online Teaching Values:

- We purpose to equip servants for gospel work unable to locate to the home campus.
- We facilitate learning among geographically dispersed and diverse program participants.
- We intend to maximize a learner's contextual field experience.
- We collaborate learner to learner, faculty to learner, and learner to ministry colleagues.
- We endeavor to create a community of learners mutually contributing to the learning of others; each person has a responsibility to the learning community.
- We use technology as a tool to enhance and enable and minimize inhibition.

MA in EM Community of Learning

MA in EM participants are expected to take part fully in sharing their experience, critical thinking, and course preparation so as to contribute both in and outside the class environment to the community of learning in the MA in EM program. This is evidenced through regular and substantive interaction between faculty and participants and among peer participants both in face-to-face and online contexts. Weekly formation group gatherings, regular online coffee commons gatherings, in-course team assignments, and flexible online and in-person faculty office hours all contribute to peer learning, educational skill development, and personal formation within the learning community. This is further enhanced by many advanced master's level classes that are also available to PhD Educational Studies students – enabling collaboration among masters and doctoral level program participants.

This collaborative learning community, together with the contextual ministry practice environment where the program participant resides, provide an exceptional learning experience. Opportunities for enhanced field-based class assignments and the Capstone executed in the embedded participant's real ministry context is an added strength for the online MA in EM program.

MA in EM Admission Requirements and Prerequisites

The purpose of the MA in EM is to equip men and women in congregational or parachurch leadership for collaborative ministry engagement, and for formational learning and teaching of others. Life and ministry circumstances, including God's call to support congregational ministries and strengthen pastoral leadership later in life, result in a breadth of types of MA in EM applicants.

In addition to the general admission requirements for master's programs described in the Admissions section of the catalog, those specific to the MA in EM program are:

The ideal applicant will have completed:

- an undergraduate major in educational ministries or its educational equivalent that includes a minimum of 30 hours in educational ministries, Bible/theology, and social science studies; or
 - an undergraduate major or its educational equivalent with exposure to educational practice in the church, parachurch, other Christian organization, or in the public education arena, and
 - leadership experience in educational ministry practice

Alternatively, some applicants may not meet the above ideal admission requirements, but possess the following and are encouraged to apply to the MA in EM program, or the Educational Ministries Certificate:

- intensive or extensive life experience with educational practice in the church, parachurch, other Christian organization, or public education arena (generally five-plus years of full-time experience)
- non-formal or informal preparation for theological study in educational ministries at the graduate level (theological education in a church or parachurch environment)
- demonstrated academic ability through evaluation and interview by the EM Department (personal interview encompassing demonstrable skills, character, knowledge, and critical thinking)

Advanced Standing in the Educational Ministries Department

Advanced Standing of not more than nine semester hours may be granted in the MA in Educational Ministries program and not more than three semester hours in the Certificates on the basis of prior academic work in a formal or non-formal context. Such work shall be assessed by the Educational Ministries Department in light of the stated program objectives with evidence of knowledge, competence, and skills aligned with the degree program. Advanced standing with credit is not granted on the basis of ministerial or life experience. After consultation with the EM program adviser, petitions for advanced standing should be submitted to the department chair subsequent to completion of the first program course and prior to enrollment in the third semester. See the EM Department for details.

MA in EM Concurrent or Second Degree Options

Participants may desire to complete the MA in EM with their primary degree program such as Master of Divinity or Master of Arts (Theological Studies). In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MA in EM with the MDiv or MA (TS) could overlap 18 semester hours (50 percent of the MA in EM). Coursework must be planned carefully to ensure the specific program requirements for each program are met. Consult the “Degree Combinations” section of the Catalog and the Educational Ministries Department faculty for details.

MA in EM Program Duration and Statute of Limitation

The MA in EM program assumes two academic years of full-time program work. Semester one involves completion of preparatory seminary work in Bible, theology, or education deemed needed in the admission process; semesters two, three, and four focus on the course content (10 full-time hours each semester); and semesters four and five on the Capstone experience. Full-time students are generally able to complete the program in four semesters (two years).

All requirements for the MA in EM must be completed within seven years of matriculation into the program. Petition to extend the statute of limitation may be made by the participant to the Academic Exceptions Committee.

MA in EM Graduation Requirements

In addition to the general graduation requirements for all master’s programs listed in the Catalog, the following are required for the MA in EM:

- completion of all coursework with a minimum cumulative grade point average for program course work of 2.5, with no coursework graded below a “C-” applicable to the degree
- completion of EM 7465 MA in EM Capstone for 0-4 semester hours; while the expectations for the capstone engage a minimum of two semester hours work, some participants prefer to complete additional course work for those four hours while others prefer to complete the capstone for additional academic credit.

MA in EM Curriculum

| Code | Title | Hours |
|--|---|--------------|
| Bible and Theology Core: ¹ | | |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Select six hours from the following: | | 6 |
| ID 5000 | Biblical Theology and Interpretation | |
| NT 5001 | Introduction to the New Testament 1 | |
| NT 5002 | Introduction to the New Testament 2 | |
| OT 5001 | Introduction to the Old Testament 1 | |
| OT 5002 | Introduction to the Old Testament 2 | |
| Educational Ministries Core: ² | | |
| EM 5110 | Educational Ministry | 2 |
| EM 5125 | Teaching and Learning | 2 |
| EM 6110 | Christian Leadership | 2 |
| EM Concentration ^{3, 4} | | 14-18 |
| EM Capstone ⁵ | | |
| EM 7465 | MA in EM Capstone | 0-4 |
| Total Hours | | 36 |

¹
Select in consultation with adviser on the basis of prior coursework from the suggested courses.

²
Components of each of the following courses will contribute to the MA in EM Capstone for degree seeking participants.

³
Participants consult with EM faculty adviser to focus concentration courses around an educational area of personal interest.

⁴
Additional hours in Bible may be counted toward the EM Concentration.

⁵
MA in EM program participants will participate throughout the program in field-based and collaborative learning community activities that culminate in the MA in EM Capstone. Details are available from the EM Department. Participants consult with department faculty who will determine on the basis of ministries goals and prior experience the nature of the Capstone experience.

Recommended MA in EM Coursework

All MA in EM participants complete coursework in congregational life, collaborative ministry engagement, and formational learning. The following are selected Educational Ministries Department courses that contribute to those focal areas and offered on a regular basis (though not every course is offered every semester or every year or in every delivery mode). Special topical course offerings not appearing in the Catalog are available nearly every semester. Consult with your EM adviser which would be appropriate to your area of interest.

| Code | Title | Hours |
|--|---|--------------|
| Congregational Life Focus | | |
| EM 5541 | Youth and Emerging Adults in the Church | 1-2 |
| EM 6260 | Small Group Ministry in the Church | 1-2 |
| EM 6270 | Building Community in the Church | 1-2 |
| EM 7110 | Spiritual Formation in the Family | 1-2 |
| ES 7524 | Children in the Church | 1-2 |
| ES 7535 | Nurturing Families in the Church | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 8211 | Teaching Others to Teach | 1-2 |
| ES 8240 | Intergenerational Education in the Church | 1-2 |
| Total Hours | | 9-18 |
| Code | Title | Hours |
| Collaborative Ministry Engagement Focus | | |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6270 | Building Community in the Church | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ES 8710 | Social Intelligence and Leadership | 1-2 |
| ES 8715 | Appreciative Inquiry | 1-2 |
| Total Hours | | 7-14 |
| Code | Title | Hours |
| Formational Learning Focus | | |
| EM 5510 | Christian Formation & Journey | 1-2 |
| EM 6260 | Small Group Ministry in the Church | 1-2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6500 | Curriculum Development | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 7560 | Program Planning Dynamics in the Church | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ES 8240 | Intergenerational Education in the Church | 1-2 |
| ES 8710 | Social Intelligence and Leadership | 1-2 |
| ES 8715 | Appreciative Inquiry | 1-2 |
| Total Hours | | 10-20 |

Other Interdepartmental Courses

MA in EM participants are encouraged to consider the following courses in other departments that may be applicable to the EM Concentration depending on a participant's interest area. This is a partial list. MA in EM participants should consult with their adviser to determine which are appropriate. Generally, a limit of six credit hours from other departments are applicable.

| Code | Title | Hours |
|---------|--|-------|
| CH 5051 | History of Christianity I | 3 |
| CH 5052 | History of Christianity II | 3 |
| CO 5210 | Counseling Skills Training | 2-3 |
| CO 6510 | Human Growth and Development | 3 |
| CO 6530 | Child & Adolescent Counseling | 2-3 |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ME 5001 | Evangelism and the Local Church | 2 |
| ME 6610 | Anthropology for Ministry | 2 |
| ME 6963 | Principles of Discipleship | 2 |
| ME 7710 | Gospel in Cultural Context | 2-3 |
| ME 8215 | Teaching Across Cultures | 2-3 |
| ME 8815 | Ethnicity: Modes of Inquiry and Analysis | 2-3 |
| NT 5100 | English Bible | 2 |
| OT 5050 | Geography of Bible Lands | 2 |
| OT 5100 | English Bible | 2 |
| PT 6300 | Introduction to Chaplain Ministries | 2 |
| PT 6280 | Christian Worship | 2 |
| PT 7290 | Pastoral Practices | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |

Master of Arts in Intercultural Studies (MA in ICS)

MA in ICS Purpose

The Master of Arts in Intercultural Studies (MA in ICS) provides specialized study in the discipline of intercultural studies and Christian mission. The MA in ICS seeks to develop students in knowledge and practice of cross-cultural ministry, as well as work integrating theological, historical, and social scientific disciplines. The program is suitable for persons seeking academic preparation for service as missionaries, cross-cultural workers, teachers, strategists, or researchers. The program may also serve as an intermediate step toward doctoral study in a related area. In addition, there are many forms of pastoral, church-planting, parachurch, and urban ministry in the U.S., Canada, and other western contexts in which a deep understanding of contextualization and cross-cultural ministry is necessary. For this reason, several courses are offered with a focus in missional ministry.

MA in ICS Objectives and Student Learning Outcomes

- Students will gain a foundational understanding of the biblical basis of mission and learn to biblically assess various aspects of intercultural ministry.
- Students will have deeper insight into the nature of human cultures and the implications of cultural differences for intercultural ministry.
- Students will be able to articulate historical background of various mission related issues and their implications for mission practice today.
- Students will develop skills related to the practice, analysis and strategies of intercultural ministry.
- Students will grow in their appreciation for human diversity and in their passion to participate in God's mission in the world today.

MA in ICS Admission Requirements

- Possess and earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework with a minimum grade point average (GPA) of 3.0 on a 4.0 scale.
- The bachelor's degree must include a minimum of 8 hours in intercultural studies/missions and social sciences, or the applicant must have had extensive intercultural experience.
- The applicant must have completed 6 semester hours of undergraduate study in the Bible including Old and New Testament surveys, or enroll at TEDS in OT 5001, OT 5002, NT 5001, and NT 5002 to meet this prerequisite. Outstanding prerequisites must be completed early in the program.
- The applicant must complete the entire TEDS application process via the TEDS Admissions Office.
- A personal interview may be required.

MA in ICS Program Flexibility and Duration

The MA in ICS is flexible, allowing students who live and serve in various parts of the world to complete the program entirely from a distance. Required core courses are scheduled regularly online. Courses at the Bannockburn campus are offered during the academic year and summers, including one- or two-week modular formats, as well as synchronously through online video-conferencing. Courses are also offered at Trinity Extension sites. The ME department requires that students complete at least two ME courses in face-to-face or remote synchronous formats. Through a combination of online and synchronous courses, the MA in ICS program may be completed fully remotely.

- 24 hours must be completed through Trinity coursework, with the final 8 program hours completed through Trinity.
- Duration: Generally, two to three semesters of full-time coursework are followed by one to two semesters of Capstone work and the comprehensive exam.
- All MA program requirements must be completed within five years of matriculation into the program (statute of limitations)

MA in ICS Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following requirements must be met:

- All outstanding prerequisites and entrance deficiencies and conditions are removed.
- Completion of all program requirements with a minimum cumulative grade point average for program coursework of 2.5, and with no coursework graded below a "C-" applicable to the degree.
- Successfully complete a Capstone and pass the Major Comprehensive Exam.

Dual Degree MA/ICS Concentration for Trinity College Undergraduate Students

Trinity College (TC) students may apply to the dual degree MA/ICS program upon completion of 70 hours of undergraduate work. The following are also required:

- A minimum cumulative undergraduate GPA of 3.0
- A recommendation from the undergraduate academic advisor and the TC program chair
- A completed TEDS application
- A personal interview with an MA/ICS faculty member who approves the applicant's admission to the program concentration
- Completion of 8 hours of undergraduate missions and social science courses with a minimum 3.0 GPA
- Completion of a minimum of 9 hours of undergraduate Bible and theology through BI 101, BI 111, and BI 210 with a minimum 3.0 GPA.
- Completion of an intercultural experience of at least two weeks consisting of mission-type activities

Further details regarding BA studies may be ascertained by consulting the Trinity College catalog.

| Code | Title | Hours |
|---|--|-----------|
| Bible and Theology Core | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Intercultural Studies Core | | |
| CH 7450 | The Church in Latin America, Africa, and Asia since 1500 | 2 |
| or ME 6410 | History of the Expansion of Christianity | |
| ME 5001 | Evangelism and the Local Church | 2 |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| ME 6610 | Anthropology for Ministry | 2 |
| or ME 8210 | Intercultural Communications | |
| Electives in Intercultural Studies | | 12 |
| Elective Courses | | 6 |
| Elective course work is dependent upon academic and professional goals, and is determined in consultation with the faculty advisor. | | |
| Field Education and Formation Group | | |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (2 semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (2 semesters) | |
| PT 5090 | Field Education (1 semester) | |
| MA in ICS Major Comprehensive Exam | | |
| ME 7477 | MA Major Comprehensive Exam | 0 |
| MA in ICS Capstone | | |
| Participants work with the Department in completing one of the following: | | 2 |
| ID 7480 | MA Capstone Integrative Paper | |
| ME 7465 | Intercultural Ministries Internship | |
| ME 7485 | MA Thesis ¹ | |
| Total Hours | | 36 |

1

The thesis option requires a research methods course as an elective.

Master of Arts in Mental Health Counseling (MA in MHC)

MA in MHC Purpose

The Master of Arts in Mental Health Counseling (MA in MHC) is designed to enable the student to understand the nature and needs of human beings, to appreciate the differences between people, to become familiar with the methods and conclusions of psychology, to develop skills in counseling, and to integrate faith into counseling theory and practice. The program is a professional licensure track program with the intent to train students to become licensed mental health professionals.

Program Outcomes

Students graduating with a Master of Arts degree in *Mental Health Counseling* will be able to:

- formulate Gospel convictions, a working Christian theology, and a contextualized faith within the counseling profession and academy
- articulate how counseling process, prevention, and clinical service delivery are an outgrowth of one's Christian ministry and vocation
- manifest empathy and respect for how social and cultural influences as well as individual differences impact development, functioning, and flourishing in diverse human persons created in the image of God
- synthesize a routine and professional development plan to pursue an identity as a helping professional that blends self-awareness with an understanding of role expectations (*Professional Counseling Orientation*)
- commit to provide all counseling services within the ethical guidelines of a professional organization (e.g., American Association of Christian Counselors, American Counseling Association, Christian Association of Psychological Studies) (*Ethical Practice*)
- display to faculty and supervisors the knowledge of theories and models of counseling, counselor characteristics, and interpersonal skills to function as a helping professional (i.e., establishing a therapeutic alliance, crisis intervention, conceptualizing cases, and applying relevant, evidence-based treatment approaches) (*Counseling and Helping Relationships*)
- exhibit mastery of curricular domains within the comprehensive counseling curriculum (Human Growth and Development, Career Counseling, Group Counseling, and Assessment and Evaluation) (*Clinical Mental Health Foundations*)
- read, interpret, evaluate, and critically apply scholarly research and evaluation models in the practice of mental health counseling (*Research/Program Evaluation*)
- address in self, others, and human systems the brokenness of human relations by identifying patterns of oppression, discrimination, and bias, whether deliberate or unintentional (*Social and Cultural Diversity*)
- apply the knowledge and skills required for a specialty in mental health counseling (i.e., etiology, assessment, case conceptualization, diagnostic classification procedures, application of evidence based treatments) (*Clinical Mental Health Counseling Practice and Contextual Dimensions*)
- generate evidence of professional behavior, oral and written communication, treatment planning, clinical documentation, and reporting (*Clinical Mental Health Counseling Practice and Contextual Dimensions*)

MA in MHC Admission Requirements and Prerequisites

The admission requirements for the MA in MHC are those described in the Admissions section of the catalog and those specific to the MA in MHC program described below:

- An undergraduate major which includes 9 hours of undergraduate psychology courses, including introduction to psychology, statistics, and either abnormal psychology or a developmental psychology course.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.
- An interview with the TEDS Counseling Department faculty may be required.

MA in MHC Concurrent Degree Options

Students may desire to complete a second TEDS degree program with their MA in MHC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MHC and MA (TS) degree could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MHC) with the MA (TS). Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the "Degree Combinations" section of the Catalog and the Counseling Department Chair for details.

MA in MHC Statute of Limitation

All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in MHC Candidacy Requirements

Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for program course work after admission to the program.
- All entrance deficiencies and conditions are removed.
- After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.

MA in MHC Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following are required for the MA in MHC:

- Completion of all coursework in the program, including ID 5080, with a minimum cumulative grade point average for program course work of 2.5, with no coursework graded below a "C-" applicable to the degree.
- Successfully write the major comprehensive exam.
- Completion of the Biblical and Theological Studies course sequences below meet the general comprehensive requirements in Old Testament, New Testament, and Systematic Theology.
- A minimum of 60 hours of coursework, at least 48 hours in mental health counseling.
- Complete a Master of Arts capstone project for the MA in MHC, which is completion of an internship or an acceptable thesis on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis. The thesis may be for 0-3 hours credit, applicable to the student's program.
- Students should consult with the department faculty to ensure that requisite course work is met for state licensure.

Program Prerequisites If Needed

9 hours of course work including Introduction to Psychology, Statistics, Abnormal or Developmental Psychology

Program Curriculum

| Code | Title | Hours |
|--|--|--------------|
| Biblical and Theological Foundations | | |
| CO 6710 | Counseling and Theological Worldview: Faith and Practice | 3 |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| Mental Health Counseling Core | | |
| CO 5210 | Counseling Skills Training | 3 |
| CO 5310 | Counseling Strategies: Theory, Treatment, and Technique | 3 |
| CO 5400 | Foundations of Mental Health Counseling | 3 |
| CO 6110 | Career Counseling | 3 |
| CO 6130 | Group Counseling | 3 |
| CO 6510 | Human Growth and Development | 3 |
| CO 6650 | Multicultural Issues in Counseling | 3 |
| CO 6720 | Ethics & Issues in Counseling | 3 |
| CO 7210 | Assessment and Evaluation | 3 |
| CO 7450 | Psychopathology | 3 |
| CO 7900 | Research Methods | 3 |
| Mental Health Counseling Electives | | 12-14 |
| Select 12-14 hours of mental health counseling electives | | |
| Formation Group | | |
| ID 5080 | Formation Group (two semesters, need not be consecutive) | 0 |
| Capstone in MHC | | |
| CO 6950 | Counseling Practicum | 2-3 |
| Select one option from the following: | | 4-6 |
| Internship Option: | | |
| CO 7961 | Mental Health Counseling Internship I | |
| CO 7962 | Mental Health Counseling Internship II | |
| International Counseling Internship: | | |
| CO 7969 | International Counseling Experience | |
| Total Hours | | 63 |

Master of Divinity (MDiv)

Master of Divinity

Partnering with churches to train ministry leaders formed in the way of the Lord, by the word of the Lord, for ministry to the people of the Lord, for the glory of the Lord, for the sake of the world.

Purpose

Because God, through the gospel and by His Spirit, is forming the image of Christ in the followers of Christ within the Church of Christ, TEDS, in partnership with local churches, offers the Master of Divinity to individuals as they clarify and cultivate God's calling on their lives to prepare them for a life of...

- Loving a holy God and caring for people.
- Joyfully learning the way of the Lord through a deep understanding and internalization of God's word in the evangelical tradition.
- Skillfully shepherding God's people in the worship of God and obedience to His ways.
- Critically and creatively engaging with the formative power of culture as a crucial element in effective gospel ministry and cross-cultural mission.

Program Outcomes

Students graduating with a Master of Divinity degree will be:

Grounded in Scripture and the Gospel:

Graduates will be able to:

- Understand the Gospel and articulate its implications according to Christian orthodoxy and historic evangelical convictions.
- Study the Old and New Testaments in their original languages and with a knowledge of the original context.
- Demonstrate a commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be measured.
- Appropriately the teaching of Scripture for the challenges faced by themselves, the church, and society.

Growing in Christian Maturity and Faithfulness

Graduates will be able to:

- Account for their humanity and identity in Christ in light of the redemptive story of Scripture.
- Cultivate personal and ecclesial practices for spiritual growth in dependence upon God's grace.
- Discern how to faithfully live and serve with moral vision in their lives and ministries.
- Demonstrate the fruit of the Spirit in their relationships.

Equipped for Leadership and Pastoral Ministry

Graduates will be able to:

- Articulate a biblical vision for their ministry contexts, engaging the multifaceted challenges of ministry with integrity.
- Care skillfully and compassionately for people, churches, and communities.
- Educate, equip, and lead individuals and churches toward Christian maturity.
- Plan and lead Christian gatherings appropriate to their ministry context.

Able to Engage with a Diverse World for the Sake of the Gospel

Graduates will be able to:

- Partner boldly, yet humbly, in God's historical redemptive mission in the world.
- Engage across cultures, critically reflecting on their own biases and seeking to learn from others.
- Understand and assess their context and culture in order to participate in ministry and society with emotional and cultural intelligence.

MDiv Admission Requirements

In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Divinity program:

- The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with our admissions counselors. Alternative evaluation is sometimes possible, as is admission status that will permit the applicant to demonstrate the ability to do graduate work.
- Scores from the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) are required for applicants whose undergraduate GPA is less than 2.5 and are required upon request from the Admission Office for others.
- A demonstrated working knowledge of the content of the English Bible by either
 - Passing the OT section of the Standard Bible Content Test¹ **or** completing OT 5001 and OT 5002.
 - Passing the NT section of the Standard Bible Content Test¹ **or** completing NT 5001 and NT 5002.

1

Note: Complete the Standard Bible Content Test (SBCT) online by logging in to myTIU (<https://my.tiu.edu/ics/>) > Academics > Exams for the instruction sheet. One must pass OT or NT sections of the SBCT at 70 percent or above (sections graded separately). If a section is failed, it may be taken only one additional time. If failed a second time, enrollment in the requisite Introduction to the Old/New Testament courses is required. The SBCT measures biblical competency at a level approximate to a Bible college undergraduate or strong evangelical Bible program in a liberal arts undergraduate college.

In every case, this demonstration of English Bible content knowledge must occur prior to enrolling in canon courses (OT 6261, OT 6262, OT 6263, OT 6264, NT 6261, NT 6262, NT 6263, NT 6264).

Prior Language Preparation

For those who have complete prior study in Greek or Hebrew, TEDS offers proficiency exams in both languages. These exams are offered to enrolled students at the beginning of the Fall and Spring semesters.

Students who pass the Hebrew proficiency exam with a grade of C or better will be eligible to register for OT 5251 Hebrew Exegesis 1. These students will receive advanced standing without credit for OT 5131, OT 5132, and OT 5133 and will be able to substitute electives in place of these courses in the MDiv curriculum.

Students who pass the Greek proficiency exam with a grade of C or better will be eligible to register for NT 5251 Greek Exegesis 1. These students will receive advanced standing without credit for NT 5131, NT 5132, and NT 5133 and will be able to substitute electives in place of these courses in the MDiv curriculum.

Registration for the Hebrew and Greek proficiency exams may be completed online in myTIU.

MDiv Residency Requirement

There is no residency requirement for the MDiv. However, remote learners are strongly encouraged to spend time on the Bannockburn campus either by way of modular courses or intensive courses in order to have a fuller Trinity experience.

The final 8 hours must be taken through Trinity.

MDiv Statute of Limitation

All Master of Divinity program requirements must be completed within eight years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MDiv Candidacy Requirements

Admission to the Master of Divinity program must be followed by achievement of candidacy for the degree. A minimum of 25 hours in the program and good academic standing are prerequisites to achieving candidacy. The student should normally attain candidacy by the end of the third semester of full-time study (or its equivalent, approximately 45 hours).

Electronic forms are used to track student progress toward fulfilling candidacy requirements. The candidacy process is designed to encourage active student learning and development, as well as assess the appropriateness of the student's vocational goals in light of evident character, gifts, and abilities. The process is as follows:

- During the first semester of studies, students are to begin completing the candidacy requirements stipulated by the MDiv Program Office. Initial requirements include completing a *Ministry Track Declaration* and the *1st Candidacy Interview* (the first of two candidacy interviews with their faculty advisor). *Students not completing these initial steps of the candidacy process by 25 hours may not register for further coursework.*
- As one of the course requirements for PT 5100, students will develop a *Personal and Professional Development Plan* to be submitted with their 2nd Candidacy Interview form.
- Two semesters of ID 5080 participation is required as part of the MDiv candidacy process. It is strongly recommended that this requirement be completed in the first two semesters for full-time students

- After completing two semesters of Formation Group, students will write and submit a *Development Plan Progress Report* (with their Personal and Professional Development Plan attached) per instructions provided by the MDiv Program Office and initiate the 2nd *Candidacy Interview* (the second formal interview with the faculty advisor).
- Following the second interview, the Student Formation Committee review the recommendations from candidacy interviews, academic status, and related student files. MDiv candidacy will then either be granted or the prospective candidate will be contacted with any pending questions or conditions related to candidacy.

MDiv students not achieving candidacy by 60 hours (45 hours for AP MDiv students) may not register for further coursework.

If candidacy has been deferred, consultation must be made with the Director of the MDiv Program until pending questions related to readiness for candidacy are resolved. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution.

Should serious concerns regarding a student's fitness for vocational ministry be raised subsequent to the granting of candidacy, candidacy may be revoked. The Director of the MDiv Program and the Student Formation Committee will investigate grounds for these concerns and provide the student an opportunity to address them. If, upon further consideration, the Student Formation Committee decides to revoke candidacy, appeal may be made to the TEDS' Academic Dean, whose decision is final.

MDiv Graduation Requirements

The following requirements must be completed to earn the Master of Divinity degree:

- Complete the General Graduation Requirements for all master's programs.
- Complete 90 semester hours required by the MDiv program (or AP MDiv) with a minimum cumulative grade point average for program course work of 2.0, with no course work below a "C-" applicable to the degree.
- Complete all internship requirements.
- Complete two semesters of ID 5080.
- Complete all requirements for MDiv candidacy.
- Exemplify the character, emotional stability, maturity, and leadership ability that are essential to effective service in Christian ministry.

The curriculum begins in Scripture and Interpretation, our source for understanding how to develop effective ministry practice. The curriculum moves to Theology and Tradition, our considered formulations of biblical truth into a coherent theological framework. Next, the curriculum explores Worldview and Culture, our understanding and relation to God's world. The curriculum culminates in Ministries and Practices, our theologically rooted skills and practices, in which students choose from one of six different foci for specialization in applied ministry skills. Additional elective hours provide opportunity for participants to further design a program suited to their ministry calling. The curriculum begins in biblical theology and culminates in a capstone seminar designed to address specific issues in ministry, thus moving from biblical foundations to ministry practice.

| Code | Title | Hours |
|--|--|-------|
| Introduction to Theological Education | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| God's Word | | |
| NT 5131 | Beginning Greek 1 | 2 |
| NT 5132 | Beginning Greek 2 | 2 |
| NT 5133 | Beginning Greek 3 | 2 |
| NT 5251 | Greek Exegesis 1 | 2 |
| NT 5252 | Greek Exegesis 2 | 2 |
| NT 6261 | Interpreting the Synoptics | 2 |
| NT 6262 | Interpreting Pauline Epistles | 2 |
| NT 6263 | Interpreting Acts and General Epistles | 2 |
| NT 6264 | Interpreting Johannine Literature | 2 |
| OT 5131 | Elementary Hebrew 1 | 2 |
| OT 5132 | Elementary Hebrew 2 | 2 |
| OT 5133 | Elementary Hebrew 3 | 2 |
| OT 5251 | Hebrew Exegesis 1 | 2 |
| OT 5252 | Hebrew Exegesis 2 | 2 |
| OT 6261 | Interpreting the Pentateuch | 2 |
| OT 6262 | Interpreting the Former Prophets | 2 |
| OT 6263 | Interpreting the Latter Prophets | 2 |
| OT 6264 | Interpreting the Writings | 2 |
| God's People | | |
| CH 5061 | History of Christianity 1. The Patristic and Middle Ages | 2 |
| CH 5062 | History of Christianity 2. The Age of Reform | 2 |
| CH 5063 | History of Christianity 3. The Modern Age | 2 |
| EM 5110 | Educational Ministry | 2 |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |
| HM 6201 | Preaching Lab | 2 |
| PT 5100 | Spiritual Formation for Ministry | 2 |
| PT 6280 | Christian Worship | 2 |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | 2 |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | 2 |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | 2 |
| God's World | | |
| CM 5000 | Introduction to Counseling Ministries | 2 |
| ID 5080 | Formation Group ((two semesters)) | 0 |
| ME 5001 | Evangelism and the Local Church | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| ST 7200 | Christian Ethics | 2 |
| PT 7481 | Internship 1 | 2 |
| PT 7482 | Internship 2 | 2 |
| Electives | | |
| Open Electives | | 4 |
| Tracks | | |

Select one of the three Tracks below

14

Total Hours

90

Tracks

Church and Parachurch Ministry

| Code | Title | Hours |
|-------------|--|-------|
| CM 6000 | Issues in Counseling Ministries | 2 |
| EM 6110 | Christian Leadership | 2 |
| HM 6XXX | Preaching Elective | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ME 5000 | Global Mission and the Local Church | 2 |
| PT 7290 | Pastoral Practices | 2 |
| ST 82XX | Advanced ST Course | 2 |
| Total Hours | | 14 |

Academic Ministry

| Code | Title | Hours |
|----------------|--|-------|
| EM 5125 | Teaching and Learning | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ID 8100 | Scholarship and the Christian Mind | 2 |
| ME 5000 | Global Mission and the Local Church | 2 |
| ST 82XX | Advanced ST Course | 2 |
| Open Electives | | 4 |
| Total Hours | | 14 |

Mission and Cultural Engagement

| Code | Title | Hours |
|--------------|--|-------|
| EM 6110 | Christian Leadership | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| or ME 6610 | Anthropology for Ministry | |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| ME 7710 | Gospel in Cultural Context | 2 |
| ME Electives | | 6 |
| Total Hours | | 14 |

AP MDiv Purpose

The Advanced Placement MDiv (AP MDiv) is designed for graduates of an accredited Bible college or Christian liberal arts school who seek to build on an undergraduate ministry degree to complete the MDiv at TEDS, and provides opportunity to take additional advanced electives. To qualify, applicants must complete a bachelor's degree in a field related to Christian ministry, pre-seminary studies, biblical studies, or theological studies in the past five years and have undergraduate coursework to satisfy Trinity prerequisites for the AP MDiv program (outlined below). Applicants with 14 or more hours of prerequisite deficiencies are not eligible for the AP MDiv but may apply to the standard MDiv program.

The requirements for the AP MDiv are the same as the regular MDiv, except as noted below.

AP MDiv Additional Requirements for Admission

- Completion of a bachelor's degree in Pre-Seminary Studies, Christian or Pastoral Ministry, or a similar Christian ministry-based degree during the previous five years
 - A cumulative undergraduate GPA of 3.25 or higher with a grade of "B" or better in each required prerequisite course
 - Documentation of completion of specific prerequisite courses below from the bachelor's program
- Applicants must complete the AP MDiv Supplemental Application (found online at https://www.tiu.edu/wp-content/uploads/2019/09/TEDSAPMDivSupplementalApp-MDiv_2017.pdf) describing completed course work.

Required Prerequisites

- Church history or history elective covering the broad scope of the history of the Christian church, from Acts to today: 6 hours
- Pastoral counseling, including lab counseling experiences: 3 hours
- Christian education or educational ministries in the local church: 3 hours
- Christian mission: 2#3 hours
- Evangelism: 2#3 hours
- Christian worldview & contemporary challenges core to Christian claims and responses to those challenges: 2#3 hours
- Biblical or systematic theology covering the scope of theology: 6 hours
- Students with three or more years of full#time ministry experience may apply for a waiver of internship requirements. See the Office of Supervised Ministries for details.

Optional Prerequisites

For applicants who majored in Biblical or Theological studies and who do not fulfill all required prerequisites, up to 6 hours of advanced Bible and/or theology courses (300#400 level) may be credited to the AP MDiv program as electives. Please note; however, that the total hours of prerequisites (required and optional) cannot exceed 25 hours. (Most students will not receive more than 14 hours of prerequisite credits.)

Recommended

Biblical Greek language: 6#8 hours (two years)

Applicants with prerequisite deficiencies must complete the TEDS graduate#level MDiv course in addition to the required 76#hour curricula. All prerequisite deficiencies will be clearly articulated in the letter of admission. Advanced standing for credit is not available in this program. Transfer coursework is generally not accepted in the AP MDiv.

Note: A student accepted in the AP MDiv program and later opting to change programs must complete Admissions Requirements and Program Prerequisites for the new program. AP MDiv waivers are not transferable.

AP MDiv Program Requirements

Initial Program Placement

Applicants who have completed undergraduate coursework in Greek or Hebrew must take the TEDS Greek and/or Hebrew proficiency exams for language placement. AP MDiv students are not required to take the Standard Bible Content Test as the criterion for English Bible competency is met through the undergraduate program.

Required Courses

| Code | Title | Hours |
|--|--|-------|
| Introduction to Biblical Theology | | |
| ID 5000 | Biblical Theology and Interpretation | 2 |
| God's Word | | |
| NT 5251 | Greek Exegesis 1 | 2 |
| NT 5252 | Greek Exegesis 2 | 2 |
| NT 6261 | Interpreting the Synoptics | 2 |
| NT 6262 | Interpreting Pauline Epistles | 2 |
| NT 6263 | Interpreting Acts and General Epistles | 2 |
| NT 6264 | Interpreting Johannine Literature | 2 |
| OT 5131 | Elementary Hebrew 1 | 2 |
| OT 5132 | Elementary Hebrew 2 | 2 |
| OT 5133 | Elementary Hebrew 3 | 2 |
| OT 5251 | Hebrew Exegesis 1 | 2 |
| OT 5252 | Hebrew Exegesis 2 | 2 |
| OT 6261 | Interpreting the Pentateuch | 2 |
| OT 6262 | Interpreting the Former Prophets | 2 |
| OT 6263 | Interpreting the Latter Prophets | 2 |
| OT 6264 | Interpreting the Writings | 2 |
| God's People | | |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |

| | | |
|---------------------------------------|--|-----------|
| HM 6201 | Preaching Lab | 2 |
| PT 5100 | Spiritual Formation for Ministry | 2 |
| PT 6280 | Christian Worship | 2 |
| God's World | | |
| ID 5080 | Formation Group (two semesters) | 0 |
| PT 7481 | Internship 1 | 2 |
| PT 7482 | Internship 2 | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| ST 7200 | Christian Ethics | 2 |
| Electives | | |
| Open Electives ¹ | | 16 |
| Tracks | | |
| Select from one of three Tracks below | | 12 |
| Total Hours | | 76 |

¹

Prerequisite deficiencies cannot apply as electives in the AP MDiv. All AP MDiv electives must be 6000-level or above with the exception of all BE classes, CH 5060, CO 5210, EM 5510, and PT 5155. Exceptions are occasionally granted by the Program Director, but only if the course does not significantly overlap with undergraduate study.

Tracks

Church and Parachurch Ministry

| Code | Title | Hours |
|--------------------|--|-----------|
| CM 6000 | Issues in Counseling Ministries | 2 |
| EM 6110 | Christian Leadership | 2 |
| HM 6XXX | Preaching Elective | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| PT 7290 | Pastoral Practices | 2 |
| ST 82XX | Advanced ST Course | 2 |
| Total Hours | | 12 |

Academic Ministry

| Code | Title | Hours |
|--------------------|--|-----------|
| EM 5125 | Teaching and Learning | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ID 8100 | Scholarship and the Christian Mind | 2 |
| ST 82XX | Advanced ST Course | 2 |
| Open Electives | | 4 |
| Total Hours | | 12 |

Mission and Cultural Engagement

| Code | Title | Hours |
|--------------------|--|-----------|
| EM 6110 | Christian Leadership | 2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| or ME 6610 | Anthropology for Ministry | |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| ME 7710 | Gospel in Cultural Context | 2 |
| ME Electives | | 4 |
| Total Hours | | 12 |

Suggested MDiv Course Sequence

Detailed suggested course sequences are available to students through the MDiv Program Office (online at MyTIU (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/masters-programs/mdiv/my.tiu.edu>)) and address a number of typical student scenarios. In general, those entering

the MDiv with all prerequisites met can anticipate approximately three years of full#time study to complete the program. Those needing to complete prerequisites during their program can anticipate approximately four years. Students admitted to the AP MDiv without deficiencies (i.e., having all prerequisites completed) will generally find it feasible to complete the program in six consecutive semesters (including summers).

Upon admission, students are encouraged to consult with the Academic Handbook, the MDiv Program Office (for resources and advisement), their formation group leader, and student colleagues. Note also particular course descriptions and catalog curricula, including any course prerequisites. Projected course schedules are published on MyTIU (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/masters-programs/mdiv/my.tiu.edu>) as soon as available. The intense period of MDiv internship near the end of the program when accompanied by additional ministry responsibilities often lengthen a student's program.

Master of Theology (ThM)

ThM Program Purpose

The Master of Theology (ThM) program is intended to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level. Trinity's ThM offers discipline concentrations in each of our eight departments (Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology), or inter-departmental specialized concentrations developed in consultation with the departmental faculty (Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). The program can be completed in one year of study and includes 22 credit hours with a Capstone (comprehensive exam, major paper, or thesis depending on the department). Students work with department faculty in the selection of specific courses in their area of concentration.

Program Outcomes

Students graduating with a *Master of Theology* degree will be able to:

- articulate an understanding of biblical and theological constructs that form the foundation of evangelical Christian faith.
- ground theological interpretations in the biblical text, historical developments, and/or contemporary context pertaining to the student's area of concentration.
- apply biblical and theological understandings to practical teaching and/or ministry experience.
- demonstrate an ability to contribute to biblical, historical, educational, and/or theological studies in an increasingly global and culturally diverse world.
- demonstrate academic proficiency in the student's chosen area of concentration.
- demonstrate a breadth of perspective and focused depth for further academic work in the student's chosen area of concentration.

MDiv and ThM Combinations at TEDS

MDiv and ThM course work may not overlap; however, students may take up to 9 hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply those hours to their ThM requirements upon matriculating into the ThM program.

ThM Admission Requirements and Prerequisites

In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Theology program:

- Possess an earned Master of Divinity degree or its equivalent from an accredited school that maintains academic standards similar to those of Trinity. (Master of Divinity equivalence is defined as an earned master's degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity's MDiv curriculum.)
- The applicant's graduate grade point average for all graduate coursework completed must be a minimum of 3.0 on a 4.0 scale.
- Possess and demonstrate proficiency in the biblical and modern languages appropriate to work in the selected area of concentration. Students who have not completed their MDiv at TEDS must take the proficiency exam and obtain a passing score to be exempted from taking NT 5251. Students who have obtained a TEDS MDiv within the previous five years will be exempted from taking the proficiency exam.
- At the time of application, applicants will declare their area of concentration selecting from Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology, or provide a statement relative to an inter-departmental Specialized Concentration (such as Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). Specialized Concentration applicants should review the Catalog curriculum and propose a Specialized Concentration from the curriculum. The proposed Specialized Concentration will be reviewed during the application process to ensure it can be supported by the curriculum and appropriate recommendations made. Accepted applicants will then consult with the assigned faculty department advisor to finalize their curriculum within the template below.

ThM Residency Requirement and Continuation

Residency requirement for the Master of Theology degree is that 18 hours of the ThM program must be completed through TEDS coursework.

ThM Statute of Limitation

All Master of Theology program requirements must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

ThM Graduation Requirements

The following requirements must be completed to earn the Master of Theology degree in each concentration:

- All entrance deficiencies and conditions are removed.
- Complete the General Graduation Requirements for all master's programs.
- Complete 22 hours of advanced graduate level coursework (normally 7000-8999 level if not a core requirement or capstone in another master's program) in the area of concentration with a minimum cumulative grade point average for program coursework of 3.0, with no coursework graded below a "C" applicable to the degree.
- Complete a 2-3 hour Capstone which includes some combination of the following dependent upon the department:
 - Pass the ThM Comprehensive Exam (– 7977) arranged by the Department. (1 hour)
 - Complete one or two ThM Major Research Paper(s) (– 8980) as a part of advanced courses in the program, demonstrating evidence of competencies similar to those demonstrated in the thesis. Examine the *Academic Handbook* for details related to this capstone project. (1 hour)
 - Research and write an acceptable thesis (– 8985) on an approved topic exhibiting the ability to do competent research, including use of the biblical languages and modern languages when appropriate, to think critically, and to communicate effectively in the area of concentration. (2 hours)

ThM Areas of Concentration and Curriculum

The ThM is a post-MDiv degree program. As such, coursework required to meet MDiv graduation requirements is not applicable to the ThM program. Specific coursework is developed in consultation with the department faculty. The criterion against which applicable coursework is defined is the intent of the program to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level.

Concentration Core

| Code | Title | Hours |
|--|-------|-----------|
| Concentration Core | | |
| Select 19-20 hours of concentration core ^{1,2,3} | | 19-20 |
| ThM Capstone ^{4,5,6} | | |
| – 7977 ThM Comprehensive Exam (required in CH, NT, OT, PT) | | 1 |
| – 8980 ThM Major Research Paper (may be repeated to total 2 hours) | | 1 |
| – 8985 ThM Thesis | | 2 |
| Total Hours | | 22 |

1

Advanced courses related to the concentration (normally 7000-8999 level)

2

Concentrations may focus on department-specific coursework (such as church history, counseling, educational ministry, missions, Old or New Testament, pastoral theology, systematic theology), or inter-departmentally specialized concentrations (bioethics, chaplaincy, church planting, ethics, homiletics, spiritual formation, etc).

3

Specific courses in the Concentration Core are developed from the Catalog curriculum in consultation with the department faculty. Generally this includes a research course.

4

See Capstone requirements by Department below

5

If a student elects to take additional Capstone hours, those may count toward the Concentration Core.

6

If all advanced courses have been completed without major papers, additional coursework is required to facilitate completion of this capstone option.

Capstone Requirements by Department

- CH Department – comprehensive exam AND two major papers or thesis (upon approval)
- CO Department – two major papers
- EM Department – comprehensive exam/portfolio, or two major papers, or thesis (as arranged with department)
- ME Department - two major papers or thesis
- NT Department – comprehensive exam AND two major papers or thesis
- OT Department – comprehensive exam AND two major papers or thesis

- PT Department – comprehensive exam/case study AND two major papers
- ST Department – two major papers or thesis
- Specialized Concentration– similar to above, as determined in application process.

Doctoral Programs

- Doctor of Ministry Program (p. 172)
- Doctor of Philosophy Program (p. 178)

- Doctor of Philosophy (Educational Studies) Program (p. 180)
- Doctor of Philosophy (Intercultural Studies) Program (p. 186)
- Doctor of Philosophy (Theological Studies) Program (p. 194)

Doctor of Ministry Program

Director: Jonathan Kim, PhD

Associate Director, DMin Korea Program: Peter Lee, PhD

Purpose of the DMin Program

The DMin is a 3 to 4 year, 30-hour degree program, focused on bringing missional renewal and impact to the student's ministry setting. It is a hybrid model, combining content delivery with ministry-based field work toward completion of each course and learning the competencies for coursework as required for the degree. It is designed to equip pastors, missionaries, church leaders, and para-church leaders with skills, strategies, and theology for solving complex and challenging problems in pluralistic and post-Christendom contexts. This DMin Program is offered on the Deerfield campus as well as at our Korea location in Seoul, South Korea. Students can join either in-person or remote synchronously.

DMin Korea Program

Trinity Evangelical Divinity School (TEDS) has established a full extension site to offer the Doctor of Ministry program at Torch Center for World Mission in Seoul, South Korea. The program structure and requirements are the same as those offered at the Deerfield campus, except that the entire program is offered in the Korean language and the program as a whole has been adapted to address the cultural and ecclesial contexts in South Korea.

Program Outcomes

There are five desired outcomes for students in the DMin Program.

- The Student will develop *increased leadership capacity* evidenced by the ability to thrive in current ministry contexts and increase the scale and scope of ministry effectiveness, responsibilities, and opportunities.
- The Student will practice *intentional theological integration* evidenced by the ability to engage one's cultural context with advanced theological acumen and critical thinking.
- The Student will engage in *in-depth contextual analysis* demonstrating the ability to identify and frame crucial ministry issues and outline potential solutions.
- The Student will utilize *innovative strategic planning* evidenced by the ability to create and develop key ministry initiatives and achieve desired ministry goals.
- The Student will experience greater *intimacy with Christ* evidenced by a growing love for God and others, deepening one's personal spiritual maturity.

Structure of the DMin Program

The DMin uses a Hybrid Model, where credits toward the degree are earned in content sessions as well as in the field, as students complete coursework and learn competencies for ministry in each course. The program is divided into three main phases, during which students make progress toward completion of 30 semester hours for the degree. These phases are described below.

Phase 1 – Assessments, Research, and Missional Renewal – 15 hours

In Phase 1 students will process pre-work and assessments, reflect on personal ministry and leadership, evaluate ministry context and culture, set program goals, become skilled in basic research methods, and learn the core values and theology for bringing missional renewal into the ministry.

Phase 2 – Ministry Focus and Missional Strategies – 9 hours

During Phase 2 coursework, field work and the project proposal will address a student's specific ministry context, strategy and goals. Competencies learned here are designed to bring missional renewal to the areas of leadership, strategy, change management, disciple-making, communication, and evangelism.

Phase 3 – Major Project Completion – 6 hours

In Phase 3 students will finalize ministry research, complete ministry-focused strategic plans, and finish writing the Major Project. This written project includes the learning from coursework, research, and field work that has been completed. The project serves as a robust strategic plan for change and missional renewal in the student's ministry context, continuing well beyond the completion of the DMin degree. It is submitted and evaluated at the Oral Presentation.

Program Competencies to be Learned in Courses

As courses are completed, credits are accumulated toward the 30-hour degree. The following competencies are learned in courses in the program for completion of the degree. How these are learned will vary, and will be described in the course offerings for courses each semester. Our goal is to integrate learning in content-delivery formats with in-ministry field work as much as possible.

Competencies Learned in Courses for the DMin Program

Graduates of the DMin program will be able to:

- assess their leadership style, experience, and philosophy;
- utilize research methods for cultural and ministry analysis;
- understand missional renewal in light of current ministry thinking;
- articulate a missional theology;
- design communication strategies to convey missional thinking and practice;
- identify resources for engaging people with the mission;
- assess ministry cultures and generational realities in ministry;
- define characteristics, methods, and metrics for making and multiplying disciples;
- create strategies to witness for Christ in post-Christendom and pluralistic cultures;
- become a change agent who can launch missional renewal initiatives;
- utilize missionally-focused planning tools and resources appropriate to their ministry;
- design ministry structures that effectively support missional engagement;
- develop metrics that assess the effectiveness of missional practices and progress; and
- grow deeper intimacy with Christ using spiritual practices, individual and corporate

Thriving Immigrant Churches Track (TICT)

The Doctor of Ministry (DMin) program now offers the Thriving Immigrant Churches Track (TICT) in partnership with the Hiebert Center/TICI (Thriving Immigrant Congregations Initiative)¹ for immigrant church pastors and leaders in North America to engage with their unique challenges and opportunities. TICT will offer these leaders a focused learning track that is theologically sound, contextually relevant, and missional in nature.

Instructors and mentors come from various ethnic communities.

1

The Hiebert Center (<https://www.hiebertcenter.org/tici/>) seeks to promote strategic partnership between North American and Majority World Christians for the advancement of the gospel. One of the key objectives of the Hiebert Center has been to study immigrant congregations and assist them to thrive in our multicultural society.

| Code | Title | Hours |
|---------------------------------------|--|-----------|
| Required for all DMin students | | 12 |
| MN 9550 | Missional Leadership in Today's Church | 3 |

| | | |
|------------------------------|---|-----------|
| MN 9990 | Research Methods | 3 |
| MN 9991 | Major Project Research (taken for 6 hrs total) | 1-3 |
| TICT Required Courses | | 12 |
| MN 9157 | Thriving Immigrant Churches Workshop ¹ | 3 |
| MN 9207 | Challenges and Opportunities Facing the Immigrant Church | 3 |
| MN 9307 | Developing a Healthy Congregational Culture | 3 |
| MN 9407 | Shaping an Immigrant Congregation to be Healthy & Missional | 3 |
| Total Hours | | 24 |

1

MN 9157 is built around two TICI gatherings and guided by a TEDS faculty member; students will attend only on TICI gathering either in April or October.

Nature of Semi-Cohorts

Students will take all the TICT required courses (four courses) together as a cohort.

All TICT students will have the following post-course learning tasks: Upon finishing each TICT required course, all students in their cohort(s) will have a 90-minute Zoom meeting to share what they have learned. The post-course learning tasks may be replaced by similar learning tasks if instructors assign such learning tasks as part of the course requirements.

Course Scheduling & Delivery

The DMin utilizes peer learning, self-directed learning, field-based learning, and coursework. Each year classes are held on the Bannockburn campus in March (Spring semester), at the end of July (Summer session), and in the Fall semester. Throughout the academic year, students take advantage of a more flexible schedule, and may focus on a Guided Research project or may combine a ministry conference with coursework in a wrap-around format, as approved by the Director. We also partner with our PhD program at TEDS for courses in Educational Ministries and Intercultural Studies. In addition, we use synchronous learning, where class content is delivered via Zoom or a similar platform, while at the same time other students are in a classroom on campus.

Whether taken on-campus or virtually, courses may consist of a variety of in-class learning components, field work and/or the submission of artifacts or practices needed to demonstrate learned competencies. Students are expected to attend all classes each year in person when possible, since some of the formational and educational experiences may be enhanced by in-person interactions.

Military Chaplaincy Course Format

Typically up to 12 hours of credit is accepted for Chaplaincy Training completed in a student's particular program. The remainder of the credits needed for a DMin degree are earned according to the guidelines described herein, and with approval by the DMin Director. Contact the DMin Office for specific details for admissions based upon the branch of service associated with the Chaplaincy.

DMin Admissions

TEDS DMin Program abides by ATS guidelines stating applicants should have completed a Master of Divinity degree or other acceptable master's level qualifications or equivalent. In addition, we expect an applicant to have at least three years of full-time ministry experience in a leadership role or similar capacity, preferably after completing the MDiv or equivalent education and ministry experience. Ministry experience in pastoral and leadership roles will be assessed by the Director and the Professional Doctoral Committee (if required) to determine how much credit, if any, will be accepted toward requirements for admission.

Application Review

Applications are reviewed throughout the academic year: fall, spring, and summer. In each case, a completed application file is required before final action is taken to admit a student to a doctoral program. DMin students may begin their studies during any of the three sessions provided that course requirements are met.

Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission.

Application Procedures

In addition to the application form, credentials that are required of all doctoral applicants are outlined in the application instructions in this catalog.

The Admissions Committee may grant admission on the basis of the required credentials alone, or it may request the applicant to submit additional materials. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office, which must be received no later than ninety days following the date of the Admissions Committee decision.

Admission Requirements

Applicants for the DMin program are required to

- possess a Master of Divinity degree or other acceptable masters level qualifications from an accredited school that maintains academic standards similar to those of TEDS. (Other acceptable master's level qualifications are defined as an earned ministry or theology-related master's degree with exceptional credentials and significant ministry or leadership experience.) Students lacking academic qualifications may be admitted with some deficiencies that must be removed by completing appropriate master's coursework or equivalent study or research, as approved and completed at TEDS, or through an accredited seminary. Deficiencies must be removed before earning 15 credit hours toward the degree.
- have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) for all master's work. For students who have not achieved a 3.0 the DMin Director, with input from the Professional Doctoral Committee, will assess the student's preparation and capacity to handle doctoral level studies at a graduate institution.
- have had at least three years of consistent full-time ministry experience, preferably after receiving the Master of Divinity degree or its equivalent. Exceptions may occasionally be made by the DMin Director on the basis of full-time ministry experience demonstrated prior to receiving the MDiv degree.
- have met, if an international student, the Bureau of Citizenship and Immigration Services regulations in obtaining an F-1 (student) visa. This requires additional admissions information and paperwork. International applicants whose Master's degree is not in English must submit scores from the Test of English as a Foreign Language (TOEFL) or show other evidence of the language proficiency approved by Director of the DMin program.
 - NOTE: Residential International F-1 visa students often must take 9 hours of credit each Fall and Spring semester to maintain visa status. The DMin is not a residential program, and does not offer 9 hours of doctoral courses each semester. Students are responsible to take any additional non-DMin courses they need at the Masters or Doctoral level in order to fulfill their visa requirements.
- own or have consistent access to a laptop computer (or similar portable device) and be proficient with current word processing and other essential applications.

Special Instructions for International Applicants

All international DMin program students, including Visiting DMin students and students from Canada, are now required to enter the United States with an F-1 visa. DMin *residential* students (i.e. living in or near Bannockburn and taking semester-length courses) must comply with the same visa requirements as other program residential applicants (see Admissions section).

DMin *nonresidential* students (i.e., commuting to the Bannockburn Campus on a course-by-course basis) must also obtain an F-1 visa. Students who enter the United States to pursue the Doctor of Ministry degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. Hence, full-time program participation for DMin international nonresidential students is defined as taking at least one course (or equivalent credits earned) in each of the three semesters per year (Fall, Spring, Summer).

DMin Candidacy Requirements

Admission to the DMin program does not guarantee acceptance into candidacy for the degree. Candidacy will be granted when the student has demonstrated the ability to complete all degree requirements as evidenced by the following:

- All prerequisite deficiencies (if any) have been removed.
- Twenty-four semester hours of coursework, including MN 9550 and MN 9990, have been completed with a cumulative grade point average of at least 3.0.
- The student's proposal for the DMin Major Project has been approved by the Human Rights in Research Committee, the Project Committee, and the Program Director.
- The student has demonstrated writing skills appropriate to doctoral work and to the successful completion of the Major Project.
- The student has demonstrated proficiency in the integration of coursework and ministry.

DMin Graduation Requirements

The following general graduation requirements apply to all Doctor of Ministry students at TEDS

- Evidence of a working knowledge of the content of the English Bible.
- All students are expected to give evidence of consistent Christian character, a concern for others, and a sincere commitment to Christ such as to qualify for Christian service.

The following 30 semester hours are required of those planning to receive the DMin degree

- The completion of at least 24 hours of credit in doctoral coursework and satisfying all coursework requirements, with a minimum cumulative grade point average of 3.0 (on a 4.0 scale). No more than six semester hours of credit may be derived by transfer from non-TEDS Doctoral Programs (Ph.D. or DMin). Only one Guided Research project is allowed while in the program.
- The completion of the DMin Major Project, including a successful oral presentation. Major Project research constitutes six hours of credit. All requirements for the degree must be completed within four years from the time of matriculation. If requested, six years may be allowed for those serving in overseas assignments. If degree requirements are not completed within the allowed time limits in effect at matriculation, an extension may be requested through the Program Director. A continuation fee will be charged for each six-month period in which the degree requirements remain incomplete. Continuation fees may be waived at the recommendation of the Professional Doctoral Committee in extenuating circumstances. The entire program, including any approved extensions, must be completed within 10 years from the first course taken. Beyond 10 years, earned course credits begin to drop off, and courses will need to be repeated.

A student who fails to pay the continuation fee must do the following

- Write for reinstatement to the Doctor of Ministry Office.
- Pay the fee for the time of absence from the program.
- Resubmit application for the Major Project topic if such had previously been approved.
- Apply to the Professional Doctoral Committee for an extension of time to complete the program, providing a new target date for graduation.

DMin Curriculum Phases

Students must complete 30 semester hours of work as follows:

| Phase | Content Focus | Hours |
|-------------|--|-------|
| Phase 1 | Missional Renewal, Research, and Assessments | 15 |
| Phase 2 | Ministry Focus and Missional Strategies | 9 |
| Phase 3 | Major Project Completion and Oral Presentation | 6 |
| Total Hours | | 30 |

DMin Course Categories

Except for Required Courses and Major Project Courses, course descriptions vary depending on the faculty, assignments associated with the course, and course content. Course descriptions will be available in the syllabus and on the website. Credits earned per course may include a combination of in-class time, field work required, artifacts to be submitted, and other components.

MN 9150 Interdisciplinary Courses

MN 9200 Strategic Leadership Courses

MN 9300 Pastoral Ministry and Care Course

MN 9400 Missional Engagement Courses

MN 9550 Missional Leadership in Today's Church (*Required*)

MN 9600 Biblical Studies Courses

MN 9700 Theological Studies Courses

MN 9800 Spiritual Formation Courses

MN 9990 Research Methods (*Required*)

MN 9991 Major Project Research (6 hours)

MN 9992 Major Project Extension (0 s.h.)

Structure of the DMin Program

The DMin uses a hybrid model, where credits toward the degree are earned in each course through a combination of in-class work and projects in the field, as students complete coursework and learn competencies for the subject matter in each course. The program is divided into three main phases, during which students make progress toward the completion of 30 credit hours for the degree. These phases are described below.

Phase 1 – Assessments, Research, and Missional Renewal – 15 hours

In Phase 1 you will process your pre-work and assessments, reflect on your personal ministry and leadership, evaluate your ministry context and culture, set program goals, become skilled in basic research methods, and learn the core values and theology for bringing missional renewal into your ministry.

Phase 2 – Ministry Focus and Missional Strategies – 9 hours

During Phase 2 your coursework, field work, and project proposal will address your specific ministry context, strategy, and goals. Competencies learned in each course here are designed to bring missional renewal to the areas of leadership, strategy, change management, disciple-making, communication, and evangelism.

Phase 3 – Major Project Completion – 6 hours

In Phase 3 you will finalize your ministry research, complete your ministry-focused strategic plan, and finish writing your Major Project. This written project includes the learning from your coursework, research, and field work you have completed. The project serves as a robust strategic plan for change and missional renewal in your ministry context, continuing well beyond the completion of the DMin degree. It is submitted and evaluated at your Oral Presentation.

Doctor of Philosophy Program

Purpose of the PhD Program

Trinity's PhD program focuses on three areas of concentration: the Doctor of Philosophy (Theological Studies) Program (PhD/THS), the Doctor of Philosophy (Educational Studies) Program (PhD/EDS), and the Doctor of Philosophy (Intercultural Studies) Program (PhD/ICS). Each is specifically designed for those who have completed a master's degree and who wish to pursue advanced study and research in their field of interest.

PhD Application Deadlines

The application review process begins immediately after the application deadline and normally takes eight weeks. Doctoral applications received after the deadline will be postponed until the next review date.

Each of the three academic doctoral program concentrations operates at full student capacity. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission. Postponement for one or two semesters after acceptance is occasionally possible.

Participants in the PhD/EDS and PhD/ICS programs may begin in any academic term, including summer. Participants in the PhD/THS program preferably begin studies in the fall.

| Program | Application Deadline |
|----------------------|------------------------------------|
| PhD/EDS ¹ | September 15 (spring admission) |
| | January 15 (summer/fall admission) |
| PhD/ICS ¹ | September 15 (spring admission) |
| | January 15 (summer/fall admission) |
| PhD/THS | September 15 (spring admission) |
| | January 15 (fall admission) |

¹

EDS and ICS: Late application deadline of April 1 with permission of program director

PhD Application Procedures

In addition to the application form, documents required of all doctoral applicants are outlined in the information section for each program. Information concerning application procedures and general admissions policies can be obtained from TEDS Admissions, 2065 Half Day Road, Bannockburn IL 60015; toll free: 800.345.TEDS; phone: 847.317.8000; e-mail: tedsadm (tedsadm@tiu.edu)@ (tedsadm@tiu.edu)tiu (tedsadm@tiu.edu). (tedsadm@tiu.edu)edu (tedsadm@tiu.edu); website: www.teds.edu/admissions/ (http://www.teds.edu/admissions/).

The Doctoral Admissions Committee may grant admission on the basis of the required credentials alone or it may request that the applicant submit additional materials or schedule an interview. Admissions policies and procedures are subject to change without notice. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office. Appeals

must be received no later than ninety days following the date of the Admissions Committee decision.

The PhD Learning Community

The nature of instruction in the PhD/EDS, PhD/ICS, and PhD/THS programs is dialogical. Student participation in the learning experience is thus considered to be both a necessity and a responsibility. Further, because participation in the learning community outside the classroom is also critical to the educational experience, we expect all students to participate in weekly fellowship groups, colloquia, and informal study groups with colleagues.

The Academic Doctoral Office (ADO) assists PhD students through their program by providing academic support throughout the PhD study. The ADO:

- maintains an intranet webpage in MyTIU.
- offers seminars on various topics related to the PhD experience and to participation in the academic world.
- counsels students in their program progress.
- is the connection for program information and support.

The e-mail address for the ADO is droffice (droffice@tiu.edu)@ (droffice@tiu.edu)tiu (droffice@tiu.edu). (droffice@tiu.edu)edu (droffice@tiu.edu).

PhD Standardized Tests

Applicants to the academic doctoral programs whose primary language of instruction has been English are required to submit scores from either the Miller Analogies Test (MAT) —preferred for ICS and EDS programs—or the Graduate Record Examination (GRE)—preferred for the THS program.

Applicants whose first language is not English are required to submit the results of a recent Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE) and the Test of Spoken English (TSE). Admission into the academic doctoral program requires a minimum TOEFL score of 600 (250 if using the computer-based TOEFL), a minimum TWE score of 4.5, and a minimum TSE score of 50. For all applicants, this is to be taken *in addition to* the MAT or GRE.

Students who fail to demonstrate adequate written and/or oral English communication skills after admission to a program may be advised to take a six-month to one-year leave of absence from degree studies for the purpose of pursuing English language training.

Academic Load

Full-time doctoral students must enroll in at least 9 semester hours of courses each semester to be considered full-time. Students enrolled in 1 to 8 semester hours are considered part-time. See the Financial Aid section of the Catalog for information related to doctoral financial aid. Note that tuition fee and financial aid structures and academic load structures differ.

Programs

- Doctor of Philosophy (Educational Studies) Program (p. 180)
- Doctor of Philosophy (Intercultural Studies) Program (p. 186)
- Doctor of Philosophy (Theological Studies) Program (p. 194)

Doctor of Philosophy (Educational Studies) Program

Director: Donald C. Guthrie, EdD

Purpose and Nature of the Program

The PhD (Educational Studies) Program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. The PhD/EDS supports an interdependent learning community comprised of leaders from a variety of cultures, countries, and backgrounds.

Program Outcomes

Students graduating with a Doctor of Philosophy degree in *Educational Studies* will be able to:

- conduct research as an educational leader
- collaborate as an educational colleague
- reflect theologically as a practitioner
- engage complex cultural frameworks as a global Christian

Core Competencies

Three foundational areas of professional competency provide the academic focus of the program: developing a research mindset and skill base; thinking as an educational leader; and theologically reflecting about educational issues against a broadly cultural and missiological framework. The intentional linkages between the PhD (Educational Studies) and the PhD (Intercultural Studies) provide opportunity to relate principles from theology and the social sciences to education, mission, and leadership.

Program Values

The international EDS learning community practices a fundamental commitment to and reliance on God's truth as revealed in the Bible and Jesus Christ, God's redemptive purposes in Christ, and the sustaining work of the Holy Spirit. The EDS community seeks to act on the reality that all persons are created in God's image. Participants engage one another professionally, academically, and personally. They share resources and ideas and consult one another concerning specific issues and situations related to their ministry. The program style is collaborative rather than competitive, and mutual respect for colleagues and the diversity of perspectives is evident.

Learning is seen as lifelong, formal and nonformal in context, linear and narrative in approach, and participatory. The interdependence of theory and practice, the processes of dialogue and disciplined inquiry, and the integration of theology and the social sciences are viewed as normative. Faculty are committed to the effective progress and completion of the participants and, through the experiences of the program, seek to foster the cultivation of sustainable habits in thought, spirit, relationship, and service.

The Learning Culture

The appropriate outcome of doctoral education is seen to be the development of refined, sustainable habits of scholarship and professional leadership. Participants are expected to enter fully into the community of scholarship: giving and receiving ideas, information, sources and materials; entering fully into seminar discussions; and participating constructively in open hearings—their own and their colleagues' oral comprehensive examination, presentation of the research proposal, and dissertation defense.

Participants are expected to read and research with a view to making a contribution to the literature of the field and to ongoing discourse—with doctoral colleagues and other academic professionals. Much that is written in the program should be considered as potentially publishable. Participants are encouraged to use the network of seminary and university libraries in the Chicago area and to engage the members of this international community in discussion about research and writing projects.

The dissertation research design that undergirds the PhD/EDS program presumes that a substantial base of descriptive research is necessary to generate hypotheses that will ultimately be explored through experimental studies. It is our perspective that experimental research conducted without a substantial base in description and inquiry is impoverished. Participants in the TEDS PhD/EDS program have generated a substantial body of dissertations, most of which have been descriptive or theological/historical in format. We will continue to encourage descriptive research as the primary mode of inquiry, but with appropriate guidance experimental studies could be built on these emerging categories of research findings.

The preferred learning environment is one that fosters a community in which all participants, students and faculty alike, are engaged in further development. It is also inherent in the program's philosophy of cooperative learning that healthy interpersonal relationships enhance the academic endeavor. Therefore, faculty and participants, along with family and friends, are invited to take advantage of scheduled and spontaneous opportunities for social fellowship.

Program Design

Many PhD/EDS participants are involved in the program during sabbatical or other educational leaves from their place of service. Admission requirements presuppose that the applicant has completed one or more graduate degrees and has had substantial recent experience in an educational ministry. Relatively few participants are in major career transitions.

The PhD/EDS is designed as a program of 4-5 academic years (60 semester hours). Full-time participants may complete seminar work in two years followed by a year of comprehensive exam and proposal preparation and a year of dissertation research. The recommended full-time enrollment is 9 semester hours each term. The program operates on a year-round basis, with full-load enrollment available in each of two semesters and, normally, summer. Completion of 18 hours constitutes one academic year. Program seminars are offered in two-week modular, week-long modular and weekend formats.

The program incorporates particular conceptual areas to stimulate the participants' professional capacities in research and educational leadership. Participants are challenged to integrate faith and learning at every step of the program as they engage these conceptual areas through a variety of experiences and academic seminars.

The courses are threaded together in such a way that the broad foundational courses introduce subject areas that participants may examine more intensively in the primary elective focus areas. Thus, the 1, 2, and 3 credit elective courses provide opportunities to focus even more specifically on areas of interest previously studied in the foundational courses.

Foundations of Education

Participants examine educational issues through theological, historical, and social science frameworks to gain foundational perspectives on the contemporary tasks of educational leadership. Through theology, history, philosophy, psychology, sociology, adult education, and organizational development participants engage educational concerns at fundamental levels of perspective and analysis, always with a view toward contemporary practice in a variety of cultural settings.

Primary Elective Focus Areas

Participants have the option of concentrating in one of the following focus areas: educational ministry in the local church; teaching and learning; leadership and organizational development; and contemporary issues. However, participants have freedom, in consultation with the program director, to configure their electives to best cultivate their interests as educational leaders.

Teaching Practicum

Participants design, teach and evaluate two (1) credit electives or one (2) credit elective under the supervision of an EDS faculty member. Practicum teachers will have already achieved candidacy, will teach in their research areas, and will often team teach these elective courses with EDS faculty members or other similarly qualified participant colleagues.

Research in Education

Participants demonstrate a disciplined way of looking at the world: people, structures, societies, and institutions. The research seminars fulfill three basic purposes:

- the explication of research concepts and the basis for research method
- the development of skills in research methodology
- foundations in literature

For additional information on the design of the program and its requirements, see the *EDS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The assumption is that ideas are not one's own until they can be shaped into one's own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Where required, participants are expected to have read assigned literature and other materials **before** the first seminar session.

Independent study

Reading Courses and Guided Research Courses may be taken by agreement with the faculty concerned. Since the ethos of the program is that of a learning community, we discourage independent study unless it is necessary. Independent studies will be approved for participants who have completed at least one semester in the program (or 9 credit hours of completed work), who have demonstrated the ability to read with understanding and to write lucidly, and who have submitted an appropriate proposal for the independent inquiry.

Nonformal experiences

Opportunities to engage in experiences that are outside the normal program are frequently possible. For example, professional conferences, *ad hoc* meetings with visiting scholars, and interdepartmental consultations are often part of the participants' learning and professional development. These experiences may become a for-credit wrap-around option when they can be related to a seminar.

Residency Requirement

Courses, seminars, and colloquia for the PhD/EDS degree are normally completed on Trinity's Bannockburn campus.

A residency requirement in academic research doctoral programs serves the following purposes for the participant:

- Time to research and reflect upon the body of literature related to the dissertation topic.
- Time for significant work on the doctoral dissertation itself. The search, selection, and refinement of a research problem and the building of a research design require concentrated interaction with faculty, colleagues, and other resources.
- Intensive contact with faculty and colleagues in the program who provide the intellectual environment conducive to further professional development and sense of professional responsibility as a community of scholar/practitioners.
- Opportunity for involvement in a variety of professional activities.

Admission Requirements

Applicants for the PhD/EDS program are required to:

- Have earned an appropriate master's degree (totaling at least 36 semester hours) with a strong representation of biblical and theological studies from an institution maintaining academic standards similar to those of TEDS. In particular, graduate work must reflect an acceptable amount of coursework in the biblical/theological disciplines (normally understood as at least 18 hours). Moreover, applicants must have completed at least 18 semester hours of graduate coursework in Educational Ministries and/or a related Social Sciences field relevant to the PhD/EDS program. In special circumstances, applicants with exceptional qualities or backgrounds may be permitted to apply without the aforementioned requirements reflected on their transcripts.
- Present evidence of potential for original research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
- Have completed **at least** four years of vocational experience in ministry with evidence of relevant gifts and abilities. Preference is given to applicants in a leadership position commensurate with the degree and to applicants who demonstrate that the PhD will contribute in particular ways to continued development in their ministry.
- Give evidence of a superior intellectual ability in all previous accredited graduate studies. Whereas previous academic performance is considered seriously, we are also concerned about the applicant's capacity for substantive academic and professional interaction with colleagues in the program.
- Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
- Have an interview with the Director of the PhD/EDS or their designee.
- Applicants whose first language is not English should also submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

Special Instructions for International Applicants

All international PhD/EDS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/EDS *residential* students (i.e., living in Bannockburn and registered for full-time attendance) must comply with the same visa requirements as residential master's-level applicants (see Admissions section).

PhD/EDS *nonresidential* students (i.e., commuting to the Bannockburn Campus for each modular class) **must also** obtain an F-1 visa. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five months. A new visa will be required if reentry does not occur within this time period.

In order for a Certificate of Eligibility (I-20) to be issued for PhD/EDS *nonresidential* students, the following conditions must be met:

- Applicants whose first language of instruction is not English must demonstrate English Language competency as measured by a qualifying score on the TOEFL.
- Applicants must be admitted to the PhD/EDS program as a *nonresidential* student.
- Applicants must submit a special PhD/EDS *nonresidential* Certification of Finances.

Admission Deficiencies

Participants lacking the prerequisites for entry into the PhD/EDS degree program (i.e., those holding master's degrees with hours in a prescribed area deemed as insufficient), as determined in the application process, have several options for filling such deficiencies. Deficiencies need not be completed before beginning the PhD/EDS program, but **must be fulfilled by the time 18 hours of coursework have been completed**. Subsequent to admission, master's-level work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify for fulfillment of deficiencies. Participants have several options for fulfilling such deficiencies as outlined in the *EDS Handbook*.

Advanced Standing and Transfer Credit

Advanced standing and transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Candidacy Requirements

Admission to the PhD/EDS program does not guarantee acceptance into candidacy for the degree. One of the primary tasks in the doctoral program is to assess the development of competencies and sustainable habits so the participant achieves candidacy and completes the program. This assessment takes place through the successful completion of courses, a comprehensive examination and the dissertation. See the *EDS Handbook for Participants* for further details on the comprehensive examinations and the dissertation.

To achieve candidacy, the following requirements must be met:

- Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
- After the doctoral participant completes 18 credit hours, the program director will conduct a progress review with the participant to determine continuance feasibility. The review will have three possible outcomes: continuance, continuance with a negotiated progress plan, or non-continuance. If the participant receives a continuance with a negotiated progress plan, the participant will meet with the program director no later than after 28 credits hours are completed for another review to determine continuance feasibility. If at this time, the participant has made insufficient progress, the participant will receive a non-continuance outcome and be recommended to the ThM degree.
- Completion of 52 credit hours, including all seminars, comprehensive exams, and dissertation proposal preparation, with a grade of "B-" or higher in each seminar
- A cumulative grade point average of 3.2 or better
- Satisfactory completion of Comprehensive Examinations and the Dissertation Proposal, along with any conditions
- Acceptance of the *Protection of Human Rights in Research Protocol*

The Dissertation

The dissertation is to be a major work based on the empirical investigation of a well-defined and significant problem. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based upon relevant theological, ethnographic, historiographic, or social science methodologies are to be used. The research is to focus on a specific problem in reference to a matter of human development, learning, institutional issues, decision making, culture and education, and so on.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant original contribution to the field. Findings must have potential value as contributions to the knowledge base in the field of educational ministry, broadly defined. The participant's approach should be positive and constructive. The proposal must be approved by the Dissertation Advisory Committee and all procedures used with human subjects approved by the Human Rights in Research Committee before data collection may begin.

A final oral examination of the dissertation is conducted by the Dissertation Advisory Committee. It is in the form of an open hearing, which includes faculty and peers.

Graduation Requirements

Candidates for the PhD/EDS degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during their time in the program.
- Successful completion of a minimum of 60 semester hours of approved coursework with a minimum cumulative grade point average for program coursework of 3.2 (on a 4.0 scale), with no grade below “B-” applicable to the degree. A maximum of 20 percent of the coursework for the degree may be done through guided research or reading courses.
- Successful completion of the comprehensive written and oral examinations and dissertation proposal.
- Successful acquisition of candidacy.
- Submission of the Application for Graduation form to the Records Office.
- Successful completion and defense of an approved dissertation that exhibits the candidate’s ability to do competent research, to think critically, and to communicate effectively.
- Completion of all requirements for the degree within seven years from matriculation, or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

Statute of Limitations and Continuation Fees

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation. As long as the candidate is registered in each succeeding semester until the seventh year, continuation fees are not assessed. Since an approved proposal is one of the requirements for achieving candidacy, even if all other work is completed, continuous enrollment in the dissertation proposal preparation “course” qualifies for continuous enrollment.

If a PhD participant completes the fifth year of his or her program without achieving candidacy, continuation fees are assessed. As soon as the participant completes all requirements, applies for and is granted candidacy, continuation fees cease. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer. **It is the responsibility of the participant to apply for candidacy once all conditions have been satisfied.**

Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. The application must include a timetable which will serve as the contract for completion of all work required for the degree. An extension will be granted only in exceptional circumstances and at the recommendation of the program director. Continuation fees are assessed until the dissertation is accepted. If the work for the degree is not completed within the contracted period, the participant will be dismissed from the program and must reapply. There is no guarantee that the participant will be readmitted—and if he or she is readmitted, further coursework may be required.

Program Withdrawal

In the rare occurrence that a doctoral participant may find it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and the Records Office in writing of the desired change in program status. All fees accrued prior to program withdrawal are still payable in full.

PhD/EDS Program Minors

Qualified participants in the PhD/EDS program may take a 9-semester-hour minor in either the PhD/ICS or the PhD/THS programs. Qualified participants should:

- demonstrate strong master’s-level preparation in their primary field of study and
- secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Primary Elective Focus Area component of the degree.

Program of Study

The program of studies for the PhD/EDS is developed in light of the values, conceptual areas, and core competencies articulated above.

| Code | Title | Hours |
|---|---|--------------|
| EDS Orientation | | 1 |
| ES 9110 | Orientation to EDS Doctoral Studies | 1 |
| Foundations in Education | | 15 |
| ES 9175 | Leadership and the Development of Organizations | 3 |
| ES 9200 | Adult Learning Foundations | 3 |
| ES 9500 | Psychological and Sociological Foundations of Education | 3 |
| ES 9700 | Biblical and Theological Formation of the Educator | 3 |
| ES 9750 | Historical and Philosophical Foundations of Education | 3 |
| ES or ME | Inter-Cultural Studies Course | 3 |
| Primary Elective Focus Areas with sample courses listed | | 18-24 |
| Select 18-24 hours | | |
| Educational Ministry in the Local Church: | | |
| ES 7550 | Local Church as System | |
| ES 7560 | Program Planning Dynamics in the Church | |
| ES 8240 | Intergenerational Education in the Church | |
| ES 9510 | Developmental Issues of Children, Youth, or Adults | |
| Teaching and Learning: | | |
| ES 9150 | Teaching in Higher Education | |
| ES 9210 | Curriculum Theory and Design | |
| ES 9725 | Ethics in Education | |
| Leadership and Organizational Development: | | |
| ES 9275 | Higher Education Administration | |
| ES 9305 | Developing Emerging Leaders | |
| Contemporary Issues: | | |
| ES 9000 | Current Issues in Educational Studies | |
| ES 9890 | Professional Development Practicum | |
| Research in Education | | 9 |
| ES 9910 | Foundations in Social Science Literature | 3 |
| ES 9915 | Social Science Research Design | 3 |
| ES 9920 | Qualitative Research Methods | 3 |
| Comprehensive Exam and Dissertation Preparation ¹ | | 0-6 |
| ES 9975 | Comprehensive Exam Preparation | 0-3 |
| ES 9990 | Dissertation Proposal Preparation | 0-3 |
| Dissertation | | 8 |
| ES 9991 | Dissertation Research ² | 8 |
| Total Hours | | 60 |

¹

EDS participants may take zero to three semesters of Comprehensive Exam Preparation and zero to three semesters of Dissertation Proposal Preparation in order to meet the 0-3 credit hours required for each course.

²

A total of 8 hours of dissertation research is required. EDS participants may take between two and six semesters of Dissertation Research to meet the 8 credit hour requirement, with no more than 6 hours being taken in a given semester.

Doctor of Philosophy (Intercultural Studies) Program

Director: Manuel Rauchholz, PhD

Purpose and Nature of the Program

The PhD (Intercultural Studies) Program seeks to develop the ministry and research skills of leaders involved in a wide variety of missional, cross-cultural, and educational ministries. Focus is upon deepening our understanding of human diversity, contextual realities, and culture change in ways that inform redemptive, gospel-centered ministry in the contemporary world. Theological, historical and social scientific disciplines are integrated at the highest academic level and brought to bear on the global and local mission of the church.

As an academic PhD program, students will strengthen their foundations in theory as the basis for original research and writing to advance missiological understanding and effective leadership. Our mission is to cultivate academic excellence, cultural insight, and spiritual depth enhancing the personal and professional development of program participants. Persons benefiting most from the program are typically engaged at home or abroad in ministries such as cross-cultural missions, multiethnic ministry, missional movement and organizational leadership, higher education, and evangelism.

With a combination of coursework, mentoring, and research students can craft a stimulating, flexible, and individualized course of study suited to their professional goals and life situation. Many of Trinity's PhD/ICS students participate in the program during sabbatical or other educational leaves from churches, Christian mission organizations, colleges, and seminaries. Some complete the program by commuting to campus from longer distances for modular, intensive courses, or by completing a portion of their coursework remotely through synchronous courses and guided research. Participation in the program links students with a diverse, broad-based international community of scholars and provides tools to promote lifelong learning.

Program Outcomes:

Students completing a Doctor of Philosophy degree in Intercultural Studies will be able to:

- research original academic contributions to the field of intercultural studies.
- understand major issues, literature, and disciplines related to the field of missiology.
- integrate theological, social scientific, and historical perspectives in the research, analysis, and assessment of missiological issues, realities, and cultural engagement.
- contribute professionally to the academic missiological community.
- understand current issues in theology of mission.
- solve problems and develop strategic plans related to the practice of Christian mission.
- teach missiological subjects in higher education and train cross-cultural workers.

Program Values

The PhD/ICS program is committed to the full authority of Scripture and the centrality of the gospel of Jesus Christ. These core convictions must guide the church's mission as it engages an increasingly complex world of rapid social change, religious pluralism, human diversity, and globalization.

We thus believe that effective and faithful ministry demands more than ever the best integration of deep theological reflection, keen social scientific insight, and broad historical perspective. The ICS faculty represents a wide range of backgrounds, ministry experience, and academic expertise dedicated to working collaboratively with students in a stimulating and holistic learning community. The goal is not knowledge for knowledge's sake, but academic excellence that addresses contemporary challenges for the greater glory of God and the advancement of his kingdom.

Intercultural Studies Defined

Intercultural studies represents a broad category of scholarly inquiries related to the interface of human diversity and transformative gospel ministry. Human commonalities are understood to be based on the oneness of humankind as bearers of the divine image. The scholarly task in this field of doctoral studies is to grasp with knowledge and wisdom those cultural factors that impinge on human relationships and various understandings of reality. These are evaluated in the light of biblical teaching. Globalization, migration, religious pluralism, secularization, and other features of contemporary societies add to the complexity of human experience and increase the challenges and opportunities of Christian ministry and gospel faithfulness. Intercultural studies is thus of critical importance not only in the context of historic cross-cultural mission work, but also in virtually every context including North America.

Research integrating theological, historical, and social scientific disciplines seeks to clarify the church's missionary calling and inform its missional praxis. Effective human relationships, communication, Christ-centered personal and social transformation, contextualization of ministry, and engagement with persons of other faiths all require an understanding of culture and social dynamics. The foundation of the program is biblically faithful theology, which provides the basis for the evaluation of the interaction between a given culture, the gospel and the people of God.

Program Design

The PhD (Intercultural Studies) Program is designed as a program of three to four academic years, requiring two years (four semesters) of classroom and seminar studies followed by one to two years of comprehensive examinations and dissertation research. The length of the program can be reduced by enrolling in full-time study during all three semesters (fall, spring, and summer). Part-time students need considerably longer to complete the program. The minimum number of courses and seminars, comprehensive exam and dissertation credit, is 60 semester hours. A full-time student takes 9 to 12 credit hours each semester. The program operates on a year-round basis, with full-load enrollment available in fall, spring and summer semesters. Program courses are offered in a variety of term-length and modular formats, as well as online synchronous courses, making study accessible to students who do not relocate to Bannockburn. To ensure that students not residing locally participate in the broader learning community, remote attendance at ICS community meetings, academic hearings, and other community is expected. Formal coursework is augmented by peer mentoring, learning cohorts, and close work with a faculty mentor during the dissertation phase.

All PhD/ICS students take a common core of required courses. Each course and seminar is conducted so as to encourage opportunities for a wide range of research interests and needs. Furthermore, the program allows flexibility in the design of a personal program of study that best serves the professional and academic needs of the individual participant. Before completion of 24 credit hours in the program the student should declare the general topic of the anticipated dissertation research. This decision is to be made in consultation with the program director and the anticipated dissertation supervisor. The supervisor will then provide guidance for the student's further study program and course selection with the dissertation topic in view.

PhD/ICS students with interest in educational ministries may enroll in courses offered by the PhD/EDS program. Similarly, with special approval, qualified ICS students with a more theological focus may enroll in a limited number of PhD/THS courses. For additional information on the design of the program and its requirements, see the *ICS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning whereby course participants form a learning community of disciplined inquiry and mutual enrichment. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Seminars may be completed in a variety of formats such as regular semester courses, and modular (one or two-week) or weekend intensive courses, and synchronous online courses. For intensive courses participants are expected to have read the assigned textbooks and complete other assignments before the first class session.

Independent Study Courses

Two kinds of courses may be taken independently under the supervision of an appropriate faculty member: *Reading Courses*, which are courses listed in the TEDS Catalog but which are not available for students to take in a given semester; and *Guided Research Courses*, which are non-catalog courses specifically designed to meet the academic interests or professional needs of the participant. Independent studies will be approved for participants who have completed at least 12 credit hours, and who have arranged in advance with a professor the specific requirements and assignments of the course.

Peer Mentoring and Learning Cohorts

During the first 24 credit hours of PhD/ICS coursework all students are assigned a peer mentor with whom they meet regularly for advice, encouragement, and to facilitate the student's successful start in the program.

Upon completion of regular coursework and entering the comprehensive exam and dissertation phase of the program, all students become part of a learning cohort with two or three other students. The cohort meets for dialog related to their research, mutual encouragement, and accountability.

Residency Requirement

At least 24 credit hours of regular coursework must be completed by taking in person courses on Trinity's Bannockburn campus (i.e. not as synchronous, guided research, or reading courses). In academic doctoral programs on-campus presence is essential for students to receive faculty mentoring, participate in the learning community, become immersed in the ethos of doctoral study, and become involved in professional activities.

Students can complete their coursework in either full or part-time status and in either a traditional residential mode, or as a non-resident student who commutes to Bannockburn for intensive courses and other program requirements.

Admission Requirements

Applicants for the PhD/ICS program must fulfill the following requirements:

- Have earned a Master of Divinity (MDiv) degree or appropriate master's degree (totaling at least 48 semester hours) providing significant theological and missiological foundations from an institution maintaining academic standards similar to those of TEDS. Specifically applicants must have, at the graduate level, a minimum of 15 semester hours of Missions or Intercultural studies and 30 semester hours of Biblical/Theological studies, including a minimum of 6 semester hours of Old Testament, 6 semester hours of New Testament, 6 semester hours of Systematic Theology, and 3 semester hours of Church History. Applicants who do not meet these prerequisites may consult with the program director regarding possible removal or waiving of deficiencies (see below under "Admission Deficiencies").
- Present evidence of potential for original academic research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
- Have completed at least three years of vocational ministry experience in areas consistent with the program purposes, with evidence of relevant gifts and abilities.
- Present evidence of competence in at least one biblical language and competence in any contemporary language deemed necessary for the applicant's anticipated research. (In exceptional circumstances, the biblical language requirement may be waived.)
- Give evidence of a superior intellectual ability in all previous accredited graduate studies.
- Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
- Have an interview with the Director of the PhD/ICS or their designee.
- Applicants whose first language is not English should submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

Faculty select the applicants with the strongest qualifications for admission to the program. Meeting the minimum requirements does not guarantee admission. Applicants are assessed on the basis of their total mix of strengths so that candidates who meet minimal requirements in one area may be accepted if they are exceptional in other respects.

Special Instructions for International Applicants

All international PhD/ICS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/ICS *residential* students (i.e., living in Bannockburn and registered for full-time attendance) must comply with the same visa requirements as residential master's-level applicants (see Admissions section). PhD/ICS *nonresidential* students (i.e., commuting to the Bannockburn Campus for each modular class) **must also** obtain an F-1 visa. This requirement represents a major change to immigration policy in the United States. Students who enter the United States to pursue the PhD/ICS degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. In order for a Certificate of Eligibility (I-20) to be issued for PhD/ICS *nonresidential* students, the following conditions must be met:

- Applicants whose first language of instruction is not English must demonstrate English language competency as measured by a qualifying score on the TOEFL.
- Applicants must be admitted to the PhD/ICS program as a *nonresidential* student.
- Applicants must submit a special PhD/ICS *nonresidential* Certification of Finances.

Admission Deficiencies

Students whose academic record does not include all the required prerequisite coursework may be admitted with a deficiency of master's courses. Under exceptional circumstances such deficiencies can be waived. However, the normal means of removing such deficiencies are described in the *ICS Handbook for Participants*. Deficiencies need not be completed before beginning the PhD/ICS program but must be fulfilled **before** advancing beyond 18 credit hours. Subsequent to admission, master's work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify toward fulfillment of deficiencies.

Advanced Standing and Transfer Credit

Petitions for advanced standing on the basis of previous graduate work should be made at the time of admission. The maximum number of advanced standing hours in the PhD/ICS is 10 semester hours. Petitions made after matriculation for advanced standing, beyond what is normally allowed, must be received by the Academic Doctoral Committee within the first two terms after matriculation. Students should file such petitions only in exceptional circumstances, and they will be considered only in cases where previous coursework has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Student Assessment

One of the primary tasks in the doctoral program is to assess the development and refinement of competencies and sustainable habits. The assessment of academic competencies and professional development takes place in the following ways:

At determined points in the program each participant is interviewed concerning his or her academic and professional progress. At these times, each participant also has the opportunity to offer input concerning the doctoral experience.

The Comprehensive Examination measures the reasoning and general missiological understanding of the student. It is normally scheduled soon after successful completion of the planned coursework and is divided into two parts: the written and the oral.

The Written Comprehensive Examination consists of two field statements (5,000-7,000 words, exclusive of bibliography) in preparation for the PhD Oral Qualifying Exam. Field statements are bibliographical essays on areas of specialization that are to address substantive areas of missiology or missiologically-related knowledge. Each field statement is a *critical summary and analysis of issues and debates in a given field of knowledge*. The purpose of the field statements is for the student to demonstrate expert research skills and mastery of the arguments, issues, and methodologies related to the selected fields of inquiry.

The topics of the field statements are determined in consultation with two faculty members who normally also serve on the student's dissertation committee. The two topics must be from separate disciplinary domains. The topics may not simply replicate written work already done in another course or guided research.

Field statements *should include both theological reflection and missiological application*. See the *ICS Handbook for Participants* for complete details on the comprehensive examinations.

The Oral Examination is scheduled for a ninety-minute session and is conducted in the form of an interview by two or more faculty members, with an emphasis on matters of missiological philosophy and its basis in theological reasoning. The oral exam explores the student's ability to verbally articulate their understandings and demonstrate integrative skills relating their field topics to broader missiological issues. See the *ICS Handbook for Participants* for further details on the comprehensive examinations.

Candidacy Requirements

Admission to the PhD/ICS program does not guarantee acceptance into candidacy for the degree. A student must be certified as a candidate for the degree only after:

- Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
- Completion of 54 credit hours, including all seminars, comprehensive exam, and dissertation proposal preparation, with a grade of "B-" or higher in each
- A cumulative grade point average of 3.2 or above
- Successful completion of the written and oral comprehensive examinations and conditions (if any)
- Acceptance of the dissertation research proposal and revisions (if any)
- Acceptance of the *Protection of Human Rights in Research Protocol* (if required)

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

The dissertation is to be a major work based upon original research and careful investigation of a well-defined and significant issue. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based on relevant theological, ethnographic, historiographic, missiological, or social science methodologies are to be used. The research is to focus on a specific relational or conceptual problem in reference to a matter of the theology of missions, missions history, or a field of inquiry dealing with a significant issue in intercultural aspects of the church.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of missiology. Appropriate research need not be universal but may be particular in application. However, findings must have potential value as contributions to the knowledge base in the field of missiology. The student's approach to the dissertation should be positive and constructive. The student's Doctoral Advisory Committee must approve the proposal before any data collection may begin.

A final oral examination of the dissertation is conducted by the Advisory Committee. It is in the form of an open hearing, including faculty and peers.

Graduation Requirements

Students pursuing the PhD/ICS degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
- Successful completion of a minimum of 60 hours of approved coursework with a minimum 3.2 (on a 4.0 scale) cumulative grade point average for program coursework, with no grade below "B-" applicable to the degree
- Successful completion of specified number of full-time academic terms in residency
- Successful completion of the comprehensive written and oral examinations and the dissertation proposal
- Successful acquisition of candidacy
- Submission of the Application for Graduation form to the Records Office
- Successful completion and defense of an approved dissertation that exhibits the student's ability to do competent research, to think critically, and to communicate effectively
- Completion of all requirements for the degree in seven years from matriculation or completion of additional program requirements as outlined under "Statutes of Limitations and Program Continuation"
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Student Accounting Office

Statute of Limitations and Program Continuation

All program requirements (course work and dissertation) for the degree are to be completed within seven years from matriculation.

An extension beyond seven years is contingent upon the approval of the program director, the dissertation mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and dissertation mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on specific further academic work. Such work may include but is not limited to

- additional reading assignments,
- the successful completion of one or more courses,
- the successful retaking of the comprehensive examination, and
- a new dissertation proposal.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees will be assessed if the student has not achieved candidacy within four years of the first term of enrollment or is a continuing student beyond the seven-year statute of limitation. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer.

Program Withdrawal

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and Records Office in writing of the desired change in program status. All fees accrued prior to the program withdrawal are still payable in full.

PhD/ICS Program Minors

Qualified students in the PhD/ICS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should

- demonstrate strong master's level preparation in their primary field of study and
- secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Professional Development component of the degree.

Program of Study

The PhD/ICS program is structured to provide course offerings that will allow flexibility in the light of each student's academic background and vocational objectives. Once the student's background and objectives have been reviewed with the faculty advisor, the student may elect appropriate courses in the required areas. Program course requirements are as follows:

| Code | Title | Hours |
|---|---|-----------|
| Foundational Disciplines | | |
| Prolegomena: | | 2 |
| ME 9050 | Prolegomena: Missiology as a Discipline ¹ | |
| Theology: Select one: | | 3-4 |
| ME 8730 | Theology of Religions (with permission) | |
| ME 9700 | Theology of Mission & Evangelism | |
| Social Science: Select two: | | 7-8 |
| ME 8815 | Ethnicity: Modes of Inquiry and Analysis | |
| ME 9325 | Sociology for Mission and Evangelism | |
| ME 9610 | Anthropology for Missions and Evangelism | |
| Religion and Worldview: Select one: | | 3 |
| ME 8380 | Religion in the Modern World | |
| ME 8390 | Gospel, Cultures, and Church in Western Contexts | |
| History and World Christianity: Select one: | | 3-4 |
| ME 8450 | History of Evangelism | |
| ME 9400 | History of the Expansion of Christianity | |
| Research Methods: | | 8 |
| ME 9060 | Theories and Methods of Missiological Research | |
| ME 9922 | Qualitative Research Methods | |
| Professional Development | | 2 |
| Choose one: | | |
| ME 9260 | Teaching Missions and Evangelism in Higher Education | |
| ES 9150 | Teaching in Higher Education | |
| ME 8250 | Leadership Development and Culture | |
| Professional Development Practicum | | 0-2 |
| ME 9890 | Professional Development Practicum (Counts as elective hours if taken for 1 or 2 hours) | |
| Designated Electives | | |
| Students select, with the approval of the program director and/or dissertation supervisor, two courses offered at or above the 7500 level by faculty in the missions department. ² | | 8 |
| Free Electives ³ | | 9-12 |
| Comprehensive Exam and Dissertation Preparation | | |
| ME 9970 | Orientation for Comprehensive Exam and Dissertation | 1 |
| ME 9975 | Comprehensive Exam Preparation | 2 |
| ME 9990 | Dissertation Proposal Preparation | 3 |
| Dissertation | | 6 |
| ME 9991 | Dissertation Research ⁴ | |
| Total Hours | | 60 |

¹

Must be taken during the first year of study

²

These courses should be related to the participant's anticipated dissertation research. Because the program ethos includes learning community, we discourage independent study. However, with approval of the supervisor up to four credit hours may be taken as guided research. Only under exceptional circumstances may additional guided research credit be taken, not to exceed a total of eight credit hours. Guided study is not normally permitted before the student has completed 24 credit hours of coursework

3

These will normally be ME courses, but an individual with a strong academic background in missiology or with special needs related to their dissertation may, with permission of the program director, take PhD classes from other departments.

4

ICS participants may take between two and six semesters of Dissertation Research to meet the 6 credit hour requirement, with no more than 4 hours being taken in a given semester.

Doctor of Philosophy (Theological Studies) Program

Director: Eric Tully, PhD

Purpose and Nature of the Program

The Doctor of Philosophy (Theological Studies) Program is an advanced graduate degree primarily intended to prepare students for academic teaching and research in the fields of Church History/Historical Theology; New Testament Exegesis and Theology; Old Testament focus in Old Testament Hebrew, Literature, and Exegesis; Old Testament focus in Old Testament and Ancient Near Eastern History, Archaeology, and Languages; and Systematic Theology. Students choose one of these fields as a major concentration in which they will take comprehensive examinations and write a dissertation. Students should also be theologically informed and, in particular, be able to relate their work to the field of Systematic Theology. This special emphasis is placed on Systematic Theology because of its central role in the development of doctrine and practice in the life of the church and because of its widespread neglect in theological education today.

Program Outcomes

Students graduating with a Doctor of Philosophy degree in Theological Studies will be able to:

- read and translate Old Testament Hebrew and New Testament Greek as well as the modern research languages German and French (or other language, if approved)
- pass comprehensive examinations in their field of concentration
- research and write a dissertation in their field of concentration
- engage well in theological discussions, and relate their work in their concentration to the field of systematic theology
- teach in their field of concentration

Program Design

The PhD (Theological Studies) Program is designed on a four and a half-year, full-time model, usually consisting of two and a half years of residence coursework followed by an additional two years of comprehensive exams and dissertation research and writing. Completion of the program in four years assumes strong biblical and modern language skills and no entrance deficiencies. The current average program length is about 5.5 years, due primarily to language deficiencies and employment (financial) needs.

The THS program is 60 hours. Proficiency in the biblical languages and in German and French (or other language, if approved) must be demonstrated prior to matriculation. Residence coursework includes the completion of seminar courses, departmental integrative courses and advanced electives, education and research methods courses, comprehensive examination, and dissertation proposal preparation. Additional hours of dissertation research follow the residence coursework. In instances where a student's educational background has been limited to one theological tradition, the student may be advised or required to add a minimum of one term of residence work at another graduate school. Such residence work may also be required by the scope of proposed dissertation research.

While some participants may complete the required coursework within two years of matriculation, many will take longer than two years depending on their level of academic preparation, their aptitude, and the time they are able to devote to the demands of the program. A normal student course load for the program is 10 to 12 hours per semester. Full-time status in the program is defined as at least 9 hours per semester. In no case may a student exceed a course load of 16 hours of doctoral work per semester. Part-time students can be accommodated, although preference is given to full-time applicants. Prospective students must indicate their intent to be full or part time at the time of application. For additional information on the design of the program and its requirements, see the *THS Handbook for Participants*.

Instructional Modes

The Doctoral Seminar

The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not a person's own until they can be shaped into one's own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Participants are expected to have read the assigned textbooks and other materials before the first class session.

Guided Research

Students may register for up to three (3) 9000-level Guided Research courses for a total of six (6) hours of credit before candidacy. These courses are noncatalog courses specifically designed to meet the academic interests of the participant. The research course is intended to encourage research skills, competency in an area of research, and a relationship between students and their mentors. Most students will do this course under the guidance of the faculty member who will supervise the dissertation research.

Admission Requirements

Applicants for the PhD/THS program must fulfill the following requirements:

- Have earned a Master of Divinity (MDiv) degree (or equivalent) from an accredited institution. Specifically this should include 18 hours in Old Testament and Biblical Hebrew, 14 hours in New Testament and Biblical Greek, 15 hours in Systematic Theology, and 7 hours in Church History. In special circumstances, the department of concentration may accept applicants who demonstrate particular qualities that justify their admission into the program without the MDiv degree.
- Have documented evidence of competency in biblical Greek and Hebrew.
- Present evidence of potential for original academic research at the doctoral level by submitting a sample of an exemplary research paper or thesis.
- Give evidence of intellectual competence in all previous accredited graduate studies.
- Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
- Submit a test score from the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English must **also** submit scores less than two years old from the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE) in addition to the GRE.

Special Instructions for International Applicants

All international PhD/THS program students, including students from Canada, are now required to enter the United States with an F-1 visa, even if attending a single modular class. PhD/THS students are normally expected to enroll in a full-time *residential* status (i.e., living in Bannockburn and registered for full-time attendance) and therefore must comply with the same visa requirements as residential master's-level applicants (see Admissions section). Exceptions to this requirement must be cleared in advance with the program director and the International Students Office.

Admission Deficiencies

Applicants whose academic record does not include all the required prerequisites may in special circumstances be admitted to the program, but they will be asked to meet entrance deficiencies or demonstrate competence, at the Divinity School's discretion.

Advanced Standing and Transfer Credit

A request for advanced standing on the basis of previous graduate work (e.g., a completed ThM degree) should be made known to the program director prior to the annual fall/spring review toward the end of the first year of study. The maximum number of advanced standing hours granted in the PhD/THS program is 10 semester hours; the actual number of hours granted may be fewer depending on the nature of the graduate program and the courses taken. The program director evaluates all past work and progress in the THS program and informs the Academic Doctoral Committee of the decision. Petitions made for advanced standing beyond what is normally allowed must be received by the Academic Doctoral Committee within the first two semesters after matriculation. Such petitions are exceptional and will be considered only in cases where previous course work has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the program director.

Language Requirements

Proficiency in Biblical Hebrew and Greek as well as two modern research languages (usually German and French) are required for the THS program. Proficiency for all languages must be demonstrated **by the end of the first year in the program**. This may require some exams/courses to be taken in the semester prior to matriculation and/or in the first summer of the student's program. The exams for any given language may be taken **no more than two times**, after which the participant shall meet with the Director. Language examinations are administered on a regular basis by the Academic Doctoral Office (ADO). Exam dates are available under the "Calendars" link at the ADO page in MyTIU.

Students whose biblical or research language skills are not at the PhD level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral studies. In no case will a student lacking proficiency in the required languages be eligible for a dissertation proposal, comprehensive exams, candidacy, or dissertation research.

Biblical Greek

The Greek Proficiency Exam evaluates proficiency in the biblical language at a level similar to that of TEDS MDiv graduates. Participants whose biblical Greek skills are not at this level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral study. **Please note: students are NOT permitted to take NT advanced electives (and certain other courses where such proficiency is required) until they have proven their proficiency in Greek.** This could delay the student's course work plan/progress.

Participants must demonstrate advanced exegetical and reading skills in biblical Greek using one of the following options:

- **Waiver:** Students who, in the three years preceding PhD matriculation, have completed advanced exegesis courses in Greek in their MDiv or equivalent level of graduate studies (with a grade of B+ or higher) or who have completed a ThM (in NT) may be deemed proficient. Such students should petition the Academic Doctoral Office for a waiver, including with the petition a course catalog description and an official transcript. The course must be equivalent to or exceed the content normally required of MDiv students in advanced exegesis courses at TEDS. (Such courses are beyond the core MDiv language sequence.) Waivers should be requested as soon as students accept their admission. Waiver requests from spring matriculants are due no later than December 15 (prior to matriculation); requests from fall matriculants are due no later than June 15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).
- **Exam:** Students who hold the MDiv (with a minimum of 8 hours of beginning Greek and 4 hours of Greek exegesis) may take an examination that includes translation, parsing, textual criticism, and theological, biblical, grammatical, and syntactical observations. Any student failing the exam (84% or below) is required to take a course (see option 3 below for instructions).
 - *Fall matriculants* wishing to achieve proficiency in biblical languages via examination must take their exam(s) no later than the July test date offered by the Academic Doctoral Office in the summer **prior** to matriculation.
 - *Spring matriculants* may take the exam prior to or during their first semester but not later than the July test date of their first summer in the program. It should be noted that NT/OT seminars may not be taken until proficiency is achieved.
- **Course:** Students may pass a remedial course: NT 5251 (with a B+ or higher; a B for students in the Historical Theology concentration). Such a course should be taken at the MDiv level but does not count toward the 60 hours required for the PhD program. Students taking NT 5251 should fill out a "THS Language Study Contract & Registration Form" (found on the ADO page in MyTIU). As a reminder, NT/OT seminars may not be taken until proficiency is achieved.
 - *Fall matriculants:* NT 5251 should be completed during the first fall semester in the program.
 - *Spring matriculants:* NT 5251 may be taken in the first semester of the program but not later than the first fall semester of the program.

Biblical Hebrew

- **Waiver:** Students who, in the three years preceding PhD matriculation, have completed advanced exegesis courses in Hebrew in their MDiv or equivalent level of graduate studies (with a grade of B+ or higher) or who have completed a ThM (in OT) may be deemed proficient. Such students should petition the Academic Doctoral Office for a waiver, including with the petition a course catalog description and an official transcript. The course must be equivalent to or exceed the content normally required of MDiv students in advanced exegesis courses at TEDS. (Such courses are beyond the core MDiv language sequence.) Waivers should be requested as soon as students accept their admission. Waiver requests from spring matriculants are due no later than December 15 (prior to matriculation); requests from fall matriculants are due no later than June 15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).
- **Exam:** Matriculating PhD/THS students who hold the MDiv in which a minimum of 9 semester hours of biblical Hebrew has been successfully completed (with no fewer than 3 semester hours in Hebrew Exegesis, coursework verifiable by transcript) will demonstrate language competence by writing the Hebrew Proficiency Exam provided by the Department of Old Testament and Semitic Languages. PhD students who receive a grade of B (i.e., no less than 84%) on the exam will be deemed proficient and are authorized to register for electives requiring OT 5242 Hebrew Exegesis as a prerequisite. Students who receive a grade of B- or below (i.e., less than 84%) on the exam will be required to take a course (see option 3 below for instructions).
- **Course:** Students not passing the Hebrew Proficiency exam may, upon recommendation of the Department of Old Testament and Semitic languages, register for either OT 5131 Elementary Hebrew 1, OT 5132 Elementary Hebrew 2, and/or OT 5133 Elementary Hebrew 3; or OT 5251 Hebrew Exegesis 1 and/or OT 5252 Hebrew Exegesis 2, depending on what is required. These course(s) must be taken for credit in order to remove the language deficiency, but do not count toward the 60 hours required for the PhD program.

Proficiency levels required:

- OT 5133 level proficiency required for Church History
- OT 5252 level proficiency required for NT, OT, and ST

Tuition levels:

- Tuition will be billed at the masters rate

Modern (Research) Languages

Within the first year of study, participants are required to demonstrate reading proficiency in German and in a second research language. Proficiency is demonstrated with a proficiency exam or the passing of the final after taking a language course.

German

Proficiency in German must be demonstrated by passing the German proficiency exam **before** the beginning of the first fall semester in the program. Students may do this in one of two ways:

- Complete the German course sequence offered by the divinity school in the summer **prior** to the first fall semester, and pass the exam given at the end of the course.
- Take the proficiency exam on one of the ADO's pre-set language proficiency test dates.

French/Second Research Language

The second language is typically French, though other languages, such as Latin, may be substituted if shown to be of central importance to dissertation research and formally approved by the program director prior to matriculation. Proficiency in the second research language is demonstrated in one of two ways:

- Complete the French (or Latin, if approved) course sequence offered by the divinity school (French I is offered in the fall and French II is offered in the spring) and pass the exam given at the end of the course; or
- Take the proficiency exam on one of the ADO's pre-set language proficiency test dates (available on the ADO page on myTIU).

Residency Requirements

All students are required to enroll for a minimum of four semesters on campus, two of which are consecutive and full time. Continuous participation in the doctoral learning community (THS Community Gathering on Thursday and colloquia) is expected during the required period of residency.

Serving missionaries who find it impossible to leave their ministries for two or three continuous years may apply for an exception to the requirement for continuous enrollment in the program. Students who are granted an exception will still have to spend at least four semesters on campus and complete the program within seven years.

Student Assessment

Student Progress Evaluation

Upon completion of the first year in the program (typically 18 or more hours, including advanced standing), each student's fitness for PhD study is evaluated. Student progress is assessed by several criteria: completion of program deficiencies, including course work; Greek, Hebrew, and research language proficiency; cumulative GPA; writing aptitude; promise of teaching/research ability; exemplary Christian character; involvement in the academic community; and department of concentration recommendations. The student progress evaluation is initiated by the program director in consultation with the department chair.

In a case where the program director, faculty, or the student has concerns about the student's academic progress, or if there is some other reason the student is unable to complete the PhD/THS program, the program director and the student should meet. If the program director is unable to recommend that the student continue in the program, or if the student believes that he or she is unable to continue the program, the student may be given the option of completing a terminal Master of Theology degree in lieu of completing the PhD/THS program. If such action is recommended by the program director in consultation with the chair of the student's department of concentration, the student must submit a written request to withdraw from the PhD/THS to the program director. Completed course work is evaluated according to the following criteria:

- When 48 or more hours of PhD-level coursework has been completed and the PhD Comprehensive Exam has been passed (at the ThM level), the student may be considered for a ThM. If the PhD Comprehensive Exam has not been taken, the ThM Comprehensive Exam must be passed. The capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.
- When fewer than 48 hours of PhD-level course work has been completed, the student may complete a Change of Program form through the Admissions Office with applicable coursework transferring into the ThM degree program, and the ThM Major Comprehensive Exam must be passed. (In the case of a student having completed 36 or more hours of PhD course work, the capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.)
- A second ThM from Trinity in the same concentration will not be awarded in cases where a Trinity ThM has already been awarded. Students opting for the ThM in lieu of the PhD/THS will not be readmitted at some future date to a PhD program at Trinity.

Comprehensive Examination

Students take the PhD major comprehensive examination after the completion of entrance deficiencies and language requirements and prior to registering for dissertation research. The major comprehensive examination focuses on the student's concentration, with special attention given to matters of theological method and theological integration.

Candidacy Requirements

Admission to the PhD/THS program does not guarantee acceptance into candidacy for the degree. A student will be certified as a candidate for the degree only after:

- fulfillment of all deficiencies and prerequisites indicated as conditions for admission
- successful completion of a minimum of 54 hours of courses (including all doctoral seminars and the approved education and research methods courses) with a grade of "B-" or higher in each
- a cumulative grade point average of 3.2 or better
- successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work.
- successful completion of all biblical and research language proficiency requirements
- successful completion of the major comprehensive examinations and conditions (if any)
- acceptance of the dissertation research proposal and revisions (if any)
- attendance at a minimum of four doctoral colloquia

Students must receive candidacy before registering for the first dissertation research course.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

Students are encouraged to begin preparatory work on their dissertation early in the program and to formally secure a mentor and second reader as early as possible. A hearing to approve the dissertation proposal is normally held after the successful passing of the comprehensive examinations.

After being granted candidacy the student proceeds with the writing of the dissertation, embodying original research and making a genuine contribution to knowledge in the field of concentration. Students enroll for a minimum of two consecutive semesters of dissertation research and, if necessary, for dissertation continuation courses thereafter until the dissertation is written, the oral defense successfully completed, and the final copies received. No letter grades are assigned for these courses.

Once the dissertation has been completed, the student is required to defend the dissertation before the dissertation committee consisting of the Dissertation Mentor, the second reader, and the program director. The dissertation defense is in the form of an open hearing including faculty and peers. An external reader can be invited to submit a written report to the Dissertation Mentor. Once the dissertation has been successfully completed and defended, the student will make whatever corrections are necessary and proceed to have the manuscript prepared in final form according to requisite style requirements. Upon acceptance of the final copies, the student has completed all requirements for the degree. The Academic Doctoral Committee will then make a recommendation to the faculty for graduation.

Graduation Requirements

Students pursuing the PhD/THS degree are required to satisfy the following graduation requirements:

- Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
- Successful completion of all course requirements, including a minimum of 54 hours in appropriate seminars, core courses, electives, comprehensive exams and dissertation proposal preparation, and 6 hours of dissertation writing courses, with a minimum cumulative grade point average for program course work of 3.2 (on a 4.0 scale), with no grade below "B-" applicable to the degree
- Successful demonstration of proficiency in the requisite biblical and research languages
- Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work
- Attendance at four doctoral colloquia
- Passing of the major comprehensive examination and the dissertation proposal hearing
- Successful acquisition of candidacy
- Submission of the Application for Graduation form to the Records Office
- Successful completion and defense of an approved dissertation that exhibits the student's ability to do competent research, to think critically, and to communicate effectively
- Completion of all requirements for the degree within seven years from matriculation or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Statute of Limitations and Program Continuation

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation.

Extension beyond seven years is contingent upon the approval of the program director, the Dissertation Mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three more years for degree completion. Ordinarily, program extensions will be granted only to students who have attained candidacy. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and Dissertation Mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on meeting specific goals such as completed proposal revisions, completed dissertation chapters, chapter revisions, etc.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees are assessed to PhD/THS students for each semester of Dissertation Extension, Private Study, or for failure to enroll in course work (excluding summer).

Program Withdrawal

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Program Office and Records Office in writing of the desired change in program status. All fees accrued prior to formal notification of program withdrawal are still payable in full.

Program of Study

The PhD/THS is structured to provide course offerings that will allow flexibility in the light of each student's theological concentration. There is no prescribed sequence of courses, except for ST 9100 and ST 9110 (which should be taken in the first fall semester of PhD study). Students are expected to plan course selection with their faculty advisor.

Advanced Electives

Advanced electives are generally numbered 7500-8999. Students are strongly encouraged to pursue elective studies in their department of concentration. (Note that the taking of some 8000 level research seminars by non-majors, especially those seminars making advanced use of the biblical languages, may require instructor approval.)

Education and Research Courses

A total of 3 semester hours are required in courses in higher education and research methodology.

Comprehensive Examination and Proposal Preparation Courses

One or two semesters of — 9975 are used to prepare for the Comprehensive examination. One semester of — 9990 is used to prepare for the development of the dissertation proposal. See the *THS Handbook for Participants* for more information on full-time and part-time status during the comprehensive examination and proposal preparation.

PhD Colloquia

Attendance is required at a minimum of four noncredit PhD academic gatherings intended specifically for all PhD/THS students. Applicable PhD colloquia are announced by the Academic Doctoral Office and offered each semester, excluding the summer.

Dissertation Research

Students take between two and six semesters of Dissertation Research (— 9991), with no more than 4 credits of dissertation being taken in a given semester. See the *THS Handbook for Participants* for more information on full-time and part-time status during the research and writing of the dissertation.

PhD/THS Program Minors

Qualified students in the PhD/THS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should:

- demonstrate strong master's level preparation in their primary field of study and
- secure permission for the minor and the courses to be applied toward the minor from their program director and from the director of the program in which they wish to do a minor.

Minors for PhD/THS program participants are completed in the following ways:

PhD/THS minor in Intercultural Studies—9 semester hours in intercultural studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), and 3 hours of advanced electives.

PhD/THS minor in Educational Studies—9 semester hours in educational studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), 1 hour of advanced electives, and the required ES course.

PhD/THS program participants electing to complete a minor should be aware that this may lengthen their program of study (i.e., minors are taken in lieu of dissertation proposal and comprehensive exam preparation courses whose content must then be completed independently). Participants may register for — 9975 and — 9990 for 0 credit hours in order to maintain full-time status.

Program course requirements are as follows:

Church History/Historical Theology Concentration

| Code | Title | Hours |
|--|---|-----------|
| Required Courses | | |
| CH 8911 | Colloquium in Historical Methodology 1 | 1 |
| CH 8912 | Colloquium in Historical Methodology 2 | 1 |
| ID 9200 | Integrative THS Seminar I | 4 |
| ID 9300 | Integrative THS Seminar II | 4 |
| ST 9100 | Advanced Theological Prolegomena | 4 |
| ST 9110 | The Theological Scholar | 2 |
| Choose one: | | 2 |
| ES 9150 | Teaching in Higher Education | |
| ES 9200 | Adult Learning Foundations (uses 1 elective hour) | |
| ES 9275 | Higher Education Administration | |
| Advanced Electives | | |
| Select 30 hours of advanced electives | | 30 |
| Comprehensive Exam Preparation and Dissertation | | |
| CH 9975 | Comprehensive Exam Preparation | 3 |
| CH 9990 | Dissertation Proposal Preparation | 3 |
| Dissertation | | 6 |
| CH 9991 | Dissertation Research (two to six semesters) | |
| Total Hours | | 60 |

New Testament Concentration

| Code | Title | Hours |
|--|---|-----------|
| Required Courses | | |
| ID 9200 | Integrative THS Seminar I | 4 |
| ID 9300 | Integrative THS Seminar II | 4 |
| NT 8911 | New Testament Research | 2 |
| ST 9100 | Advanced Theological Prolegomena | 4 |
| ST 9110 | The Theological Scholar | 2 |
| Choose one: | | 2 |
| ES 9150 | Teaching in Higher Education | |
| ES 9200 | Adult Learning Foundations (uses 1 elective hour) | |
| ES 9275 | Higher Education Administration | |
| Advanced Electives | | |
| Select 30 hours of advanced electives | | 30 |
| Comprehensive Exam and Dissertation Preparation | | |
| NT 9975 | Comprehensive Exam Preparation | 3 |
| NT 9990 | Dissertation Proposal Prep | 3 |
| Dissertation | | 6 |
| NT 9991 | Dissertation Research (two to six semesters) | |
| Total Hours | | 60 |

Old Testament Concentration

| Code | Title | Hours |
|--|---|-----------|
| Required Courses | | |
| ID 9200 | Integrative THS Seminar I | 4 |
| ID 9300 | Integrative THS Seminar II | 4 |
| OT 8950 | Old Testament Research and Methods | 2 |
| ST 9100 | Advanced Theological Prolegomena | 4 |
| ST 9110 | The Theological Scholar | 2 |
| Choose one: | | 2 |
| ES 9150 | Teaching in Higher Education | |
| ES 9200 | Adult Learning Foundations (uses 1 elective hour) | |
| ES 9275 | Higher Education Administration | |
| Advanced Electives | | |
| Select 30 hours of advanced electives | | 30 |
| Comprehensive Exam and Dissertation Preparation | | |
| OT 9975 | Comprehensive Exam Preparation | 3 |
| OT 9990 | Dissertation Proposal Prep | 3 |
| Dissertation | | 6 |
| OT 9991 | Dissertation Research (two to six semesters) | |
| Total Hours | | 60 |

Systematic Theology Concentration

| Code | Title | Hours |
|--|---|-----------|
| Required Courses | | |
| ID 9200 | Integrative THS Seminar I | 4 |
| ID 9300 | Integrative THS Seminar II | 4 |
| ST 9100 | Advanced Theological Prolegomena | 4 |
| ST 9110 | The Theological Scholar | 2 |
| Choose one: | | 2 |
| ES 9150 | Teaching in Higher Education | |
| ES 9200 | Adult Learning Foundations (uses 1 elective hour) | |
| ES 9275 | Higher Education Administration | |
| Advanced Electives | | |
| Select 32 hours of advanced electives | | 32 |
| Comprehensive Exam and Dissertation Preparation | | |
| ST 9975 | Comprehensive Exam Preparation | 3 |
| ST 9990 | Dissertation Proposal Prep | 3 |
| Dissertation | | 6 |
| ST 9991 | Dissertation Research (two to six semesters; 6 hours total) | |
| Total Hours | | 60 |

Flexible Delivery - Extension, Affiliated and TEDS Online - Distance Education

- Affiliated Programs (p. 203)
- Extension Sites (p. 203)
- Flexible Delivery Modes (p. 203)
- TEDS Online-Distance Education (p. 204)

Flexible Delivery Modes

Our desire is to make a TEDS education accessible to all—at the same time maintaining our commitment to community building in a face-to-face context. We continue to work to create delivery options and plans that address the needs of students with a variety of scheduling needs. Visiting students and noncredit auditors who wish to attend courses for personal enrichment are also welcomed.

Though the availability of particular courses varies from semester to semester, courses applying to the Certificate in Biblical and Theological Studies, the Master of Arts (Theological Studies) (MA/TS), the Master of Arts in Educational Ministries (MA in EM), the Master of Arts in Intercultural Studies (MA in ICS), or the Master of Divinity (MDiv) may all be completed in a combination of nontraditional modes.

TEDS provides classes in a variety of formats and times. This includes weekly on-campus classes, synchronous classes using video conferencing, asynchronous online classes, and short-term modular classes. Details of times and locations can be found in the schedule for the specific semester.

Extension site, TEDS online, and modular coursework can be combined in a number of ways to complete major portions of these programs. Prospective and accepted students are encouraged to consult with the Admissions Office or a program advisor to determine possible options.

Not all courses are available in each format. Students should consult the various academic advisement tools available for specific program planning and note any limitations that may exist for program completion.

Current and projected course schedules are available online on MyTIU.

Extension Sites

Our fully accredited extension and regional sites provide alternative locations for graduate studies.

Course Schedules

- Courses are scheduled for the busy lives of rooted learners.
- Evening classes allow students to attend class one night per week.
- Weekend classes provide instruction on Friday evening and all day Saturday every two to four weeks.
- Short-term modular classes allow a student to attend all classroom sessions within one week. Reading assignments are completed ahead of these classes, and writing assignments follow.

Program Offerings

The entire Certificate in Biblical and Theological Studies may be completed at any of the extension sites and the regional center.

The entire Master of Arts (Theological Studies) may be completed at Trinity International University - Florida or at any of the extension sites listed below.

All extension students are encouraged to take coursework on the home Bannockburn campus through short-term modular courses, weekend courses, or in other modes if possible.

Current Sites

Columbus, Ohio

Most courses are held at Dwell Community Church, 1340 Community Park Drive, Columbus OH 43229.

Miami-Dade (Kendall), Florida

Courses are held at Trinity International University - Florida.

Miami-Dade County Site: 9010 SW 137th Avenue, Suite 101, Miami, FL 33186.

Broward County Site: 955 Rock Island Road, North Lauderdale, FL 33068

Please call 877.477.4848 and ask for the coordinator of the Master of Arts (Theological Studies).

For information, call the local site number or contact Trinity's Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550, or visit us on the web at www.teds.edu/extension/ (<http://www.teds.edu/extension/>).

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

Cru

Graduate courses are available through the IBS and other staff training venues. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith.Johnson@uscsm.org.

The Center for Bioethics and Human Dignity

Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Bannockburn and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

Movement Day Training Program

Movement Day Scholars can receive Trinity graduate credit for Movement Day training courses, and thus begin working on a seminary degree. This coursework (up to 9 cr/h total), may be applied toward the free electives in the MATS program, and the missions electives in the MA ICS program. Movement Day course work on a doctoral level of up to 9 cr/ can be incorporated into TEDS DMin program as well. For more

information contact your regional director or Mac Pier in the Global Office at mpier@movement.org, or visit: Movement Day Training Program - Home (<https://movementday.training/>)

Perspectives

ME 5050 is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, please view the Perspectives website (<https://perspectives.org/>).

The Charles Simeon Trust

Graduate courses in homiletics are offered in conjunction with year-round training program for preachers. Students interested in taking the Charles Simeon Trust preaching courses for graduate TEDS credit should visit the Charles Simeon Trust (<https://simeontrust.org/>).

Young Life

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Young Life staff.

TEDS Online-Distance Education

TEDS Online-Distance Education (DE) courses provide students the opportunity to study on the graduate level anywhere in the world serviced with Internet access. Fully online distance education courses may be taken as a visiting student, and extension student, or part- or full-time Bannockburn campus student. All DE courses are offered for graduate credit and may be applied to a Trinity program or transferred to another institution.

Note: While TEDS has been granted "Comprehensive Distance Education" status by the Association of Theological Schools and the Higher Learning Commission, the number of courses a student may take in a program is limited by the number of online distance education courses offered by TEDS. In all cases, students must complete the prescribed program Residency Requirement.

Important Online Distance Education Registration Notes

Prior to registering for a DE course, contact the TEDS Online Office at: TEDSOnline@tiu.edu, 800.588.7705 or 847.317.6554.

- Register for DE courses through the MyTIU Dashboard. Visiting Students who do not yet have access to the Dashboard may contact the TEDS Online Office for assistance.
- Trinity International University - Florida students should register through the coordinator for the Master of Arts (Theological Studies) program.
- Course registration is for a given semester. All Online Distance Education courses are tied to the regular semester schedule.
- Course extensions *may* be granted by petition. Full-time Bannockburn students are subject to the regular (very limited) extension policy for full-time Bannockburn campus students through the Dean of Students Office.
- Visiting students may enroll for a maximum of 9 hours per semester.
- Full-time Bannockburn students are expected to enroll in classroom courses; however, some Online Distance Education

courses may be applied to some programs. Review the specific program curricula in the catalog for course requirements.

- Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Bannockburn, Extension, or Online Distance Education courses) is considered "half-time" for reporting purposes and financial aid. Requests for letters of verification of enrollment status for loan deferment should be made to the Records Office.
- The semester in which the student registers (and pays the tuition) is counted as the semester of enrollment for reporting purposes. Students seeking deferment (loans, Veteran's Administration, business reimbursements) should note that **only the original semester** of enrollment is eligible for deferment standing, even if an academic course extension is granted for completion of the coursework.

Online Distance Education Courses

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Bannockburn campus including registration, adds/drops, and withdrawal.

Further information regarding Online Distance Education Courses may be obtained from the TEDS Online Office: TEDSOnline@tiu.edu, 800.588.7705 or 847.317.6554.

TEDS Courses by Department

Biblical and Systematic Theology

Department Course Descriptions

ST 5201 Theology I: The God of the Gospel - 3 Hours

This course establishes the foundations for systematic theology, reflecting upon the triune God and the God-world relation. It introduces theological methodology and treats the doctrines of general and special revelation, particularly that of Holy Scripture. The course also engages theology proper (the divine perfections and personal attributes of the Holy Trinity) and the works of God in creating and providentially caring for the cosmos, including humans.

ST 5202 Theology II: The Gospel of God - 3 Hours

This course focuses on the gospel, the economy of salvation, the incarnation of the Son, and the Holy Spirit. The course begins by treating the human condition as now fallen, and sin as the backdrop of the gospel. Attention then turns to the work of Christ, particularly the atonement and accomplishment of redemption as the content of the gospel. The course then considers the application and consummation of redemption by examining the work of the Holy Spirit, the nature, mission, and destiny of the church as the gathered people of God as the climax of the gospel. The course concludes with a consideration of how the gospel story ends, for believers and unbelievers in the glory of God's being all in all in the new heaven and the new earth. Prerequisite: ST 5201.

ST 5211 Theology 1: The God of the Gospel: From the Father - 2 Hours

This course is the first of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. It begins by introducing systematic theology as a spiritual and intellectual discipline for knowing God, evaluating Christian life and thought, and living well with others to God's glory. It next examines the nature, sources, norms, and method of theology. This is followed by a study of how God makes himself known through general and special revelation, with special attention to the doctrine of Scripture, including the notions of inspiration and inerrancy. The high point of the course is the doctrine of God or theology proper, which includes both God in himself (the divine perfections and persons of the Trinity) and God in relation to the world (the works of creation and providence).

ST 5212 Theology 2: The God of the Gospel: Through the Son - 2 Hours

This course is the second of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. The course covers a wide span of theological doctrine with specific attention to Christology. It begins with the creation of human creatures who bear the unique image of God, and finds its focal point in the person, life, and work of the perfect Image of God? Jesus, in whom the fullness of deity dwells bodily. The course examines topics related to theological anthropology, the fall of human creatures and the creation's participation in this fall, the incarnation of Christ, the atonement of Christ, and the reconciliation of fallen human creatures to God through the Son.

ST 5213 Theology 3: The God of the Gospel: In the Holy Spirit - 2 Hours

This course is the third of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. The course begins, in a sense, at Pentecost. Specific attention is given to the application of Christ's reconciling work to the people of God through the Spirit of God, uniting fallen human creatures to God, one another, and the whole of creation. The person, life, and work of the Holy Spirit in and through the people of God both individually and corporately as the Church is examined with a focus on the sanctification of believers and their union with God. The course concludes with an investigation into the return of Christ, the righteous reign and judgment of Christ, and the full redemption of all things in Christ.

ST 5600 The Christian Life and Contemporary Challenges - 2 Hours

This course is the first part of a pair of courses, along with ST 7210. It serves as an introduction to the contemporary challenges associated with Christian belief and life. Usually associated with apologetics, it will begin with a series of investigations regarding why individuals are currently leaving churches and what a proper diagnosis of this reality looks like. It then proceeds to paint a picture of the Christian life as one of rightly ordered loves, claiming that such a promise of life is precisely what meets the needs of those departing churches. It concludes by arguing for the need for better evangelical moral theology, leading into its partner course, ST 7200.

ST 7200 Christian Ethics - 2 Hours

How can we faithfully take what we confess to be true as Christians and have it help make sense of the world we encounter before us? This course is an introduction to Christian ethics, and it takes up the challenges set forward by its partner course, ST 5600. After reviewing a vision of the Christian moral life as one of rightly ordered loves, the course proceeds to dive each week into an issue of moral complexity encountered in the world we occupy, issues that are of immediate relevance to ministerial practice. These issues will rotate of necessity, but include topics like justice, politics, war, economics, disability, gender, and race. Its goal is to help students to find creative, flexible, and faithful ways to live in the space between the way the world is and the way it ought to be, while recognizing that they are creatures driven by their loves, which is precisely how God intends for them to live the moral life.

ST 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ST 7485 MA Thesis - 0-2 Hours

MA thesis writers register for ST 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit/No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ST 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ST 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ST 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

ST 7504 Theological Method - 2 Hours

This course surveys and evaluates ways of doing theology, ancient and contemporary, evangelical and non-evangelical, with an aim to equipping students to do theology in academic, ecclesial, and missional settings. Special attention will be given to the sources and norms, various contexts, and ideas of "system" that inform and govern the development of doctrine in systematic theology. The overarching goal is to help students answer both the how and the why questions: the how, by forming their own convictions about how best to seek theological understanding; the why by forming habits of wise theological judgment about everything relating to God and the gospel.

ST 7505 Use of Scripture and Theology - 2 Hours

This course examines the manifold ways in which theologians, ancient and modern, evangelical and non-evangelical, Western and non-Western, view and especially use Scripture to formulate theological proposals, with regard both to Christian doctrine and practice. The course compares prominent schools of interpretation within the broader theological landscape and constructively suggests ways to extend the logic of Scriptural teaching into contemporary contexts. The twin questions, 'What does it mean to be biblical?' and 'How ought biblical authority actually work?' are addressed by developing an account of how the ancient biblical writings that comprise Scripture (divine discourse) generate and govern contemporary theological understanding and practice. Several case studies are employed to help students learn how to move from biblical exegesis to systematic theological reflection, and thus to become self consciously evangelical theologians who know how rightly to handle the word of truth.

ST 7695 Hermeneutics - 2-3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

ST 7715 Political Theology - 2 Hours

Political engagement and theological depth often appear to stand in an inverse relationship these days; as one increases, the other decreases. The impression created, therefore, is that politics and theology stand in a necessarily unhealthy relationship, such that the presence of one is detrimental to the other. Of course, it takes little convincing that the present cultural landscape in North American evangelical Christianity bears evidence of this unhealthy relationship. So, what's a Christian to do, especially if she is serious about seeing all things in light of the gospel, including politics? This course explores the nature of our common life together, from a biblical, historical and systematic theological perspective. Ultimately, it investigates the theologically-relevant dimensions of how people negotiate common goods like government in ways that are both consistent and inconsistent with their discipleship. What's Jerusalem got to do with Washington, D.C.? Should they have anything to do with one another? These are the questions for exploration before us.

ST 7911 Colloquium in Systematic Theology - 1 Hour

Integrative seminar for all students majoring in theology on various topics of contemporary concern. May be repeated. Credit / No Credit.

ST 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ST 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ST 7980 MA Major Research Paper - 0-2 Hours

MA participants completing the two capstone research paper option must register for ST 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ST 8000 Seminar: Current Issues in Theology - 2-4 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8030 The Problem of Evil - 2 Hours

An examination of one of the traditional problems for Christian theism. After initially clarifying the nature of this attack against theism, discussion turns to different defenses and theodicies offered in response to this problem. Treatment covers the problem in both its logical and evidential forms. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8100 Essentials of Reformed Theology - 2 Hours

This course delves into a particular theological tradition rather than a single doctrine ? the Reformed. A single guiding question generates and governs the course contents and its conversation partners: ?What makes Reformed theology distinctly Reformed?? We approach this overarching question, much as one would a summit, by exploring various paths of ascent: textual, contextual, historical, hermeneutical, doctrinal, conceptual, ideological, confessional, and comparative. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8102 Analytic Theology - 2 Hours

This course provides an overview of one of the most important recent developments in theology, namely, analytic theology. This is an approach to theology that borrows ideas, concepts, and methods from analytic philosophy. The course begins with an introduction to the history and nature of analytic theology and then examines core Christian doctrines as they have been recently discussed by analytic theologians. This course is intended to provide students with the resources for developing their own evaluation of the fruit of analytic theology as it pertains to Christian faith, practice, and ministry. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8200 Seminar: Current Issues in Theology - 2 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology with special relevance to pastoral ministry; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs. Unlike ST 8000, this course can be used to fulfill the 3rd required class in ST for the MDiv curriculum. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8210 Divine Action and the Doctrine of Providence - 2 Hours

This course surveys the history of the doctrine of divine providence and identifies key issues before attempting a dogmatic account. Special attention is given to the concept of divine action, especially with reference to science and metaphysics. The concern is to articulate, in accordance with Scripture, what we may hope. The central focus is God's care for individuals, church, and cosmos. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8211 God in Biblical Theology and Systematic Theology - 2 Hours

This course on the doctrine of God has four interrelated aims: (1) to become acquainted with classical and contemporary approaches to Christian theism and assess their faithfulness to Scripture, (2) to examine current approaches to the relationship of biblical and systematic theology, (3) to learn to identify and interpret figurative language used to speak of God (e.g., metaphors, analogies, anthropomorphisms), and (4) to bring all of the above to bear on the question of divine impassibility. The course thus focuses on how we move from biblical to theological language to speak of God and formulate a doctrine of God and the nature of His relation to the world, with special attention to the issue of divine suffering. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8212 The Doctrine of the Trinity: Classical Formulations and Contemporary Issues - 2 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of the Trinity. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8213 Models of Sanctification - 2 Hours

A course involving a biblical and theological investigation of several models of sanctification held within Christian movements and denominations. Emphasizes understanding of each model, as well as encouraging students to develop their own biblically based model capable of implementation within a ministry context. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8214 Justification - 2 Hours

This course considers the biblical and theological foundations of the doctrine of justification. It explores these foundational elements incorporating a historical perspective. Influential thinkers are studied in the flow of important eras in the Church ranging from the time of Augustine to contemporary discussions. Recent conversations between members of the Protestant camp and Roman Catholics on justification, as well as on the New Perspective, are engaged. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8215 Pneumatology - 2 Hours

A study of the person and work of the Holy Spirit, including a defense of His deity and personality, His work in the Old Testament, the life of Christ, and the New Testament era, as well as discussion of contemporary issues related to this doctrine, such as tongues, divine healing, and prophecy. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8220 Christology: Classical Formulations and Contemporary Issues - 2 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of Christ. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8221 The Doctrine of the Atonement: Classical Formulations and Contemporary Issues - 2 Hours

A study in the doctrine of the atonement in light of its biblical foundations, classical elaborations, and contemporary appropriations. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8222 Theologies of the Sacraments/Ordinances - 2 Hours

This course introduces a theological approach to a variety of church practices that sometimes fall under the heading of sacraments or ordinances. Central to this course is an examination of the biblical and theological underpinning to such practices as Baptism and the Eucharist. This course also introduces theological resources for addressing additional doctrinal issues touching such topics as ordination, marriage, preaching, and death. Moreover, students will work toward bridge-building from the conceptual theological discussion of these issues to the practical manifestation of these practices in the life of the church. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8224 Theological Investigation in Human Identity: Gender - 2 Hours

What is gender? This is a question that is easy to ask, but quite difficult to answer. Some want to say what gender ought to be, usually in the form of context-free norms and prescriptions. Others want to say what gender is, usually in a descriptive mode. On their own, these tasks are limited, but taken together, and handled properly, they can generate a fruitful theology of gender. Is gender a matter of social norms or embodied realities? What difference does a Christian analysis make? Can we find gender in the Bible, or in the early Church? And what we are to do with the ordinary gendered experiences all of us have? Christians must have robustly theological answers to such questions, aware both of their descriptive tasks and of their normative commitments. This class provides opportunity and guidance for working through these issues, equipping students to arrive at their own answers, hopefully in the guidance of the Holy Spirit and through Holy Scripture. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8225 Theological Investigation in Human Identity: Race - 2 Hours

Race is a fraught issue for evangelicals. It serves to divide one ?type? of church from another, one ?type? of Christian from another, one ?type? of theology from another. It has therefore taken the role of a theological proxy, providing a criterion for who is ?in? and who is ?out.? This state of affairs is as lamentable as it is insufficiently theological, and the aim of this course is to chart a path away from it to a more salutary way to frame matters. The ambition is neither to mute the extra-theological considerations nor to turn down the explicitly theological concerns; keeping both in hand, we explore contemporary approaches to race, the history of the discussion, how Christians have looked to Scripture for help in both helpful and unhelpful ways, and the current state of the discussion. By the end, students are equipped with tools and ways of thinking that guide them in their ecclesial and ministerial callings. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8310 Theology of Augustine - 2 Hours

Augustine stands as a foundational thinker in Roman Catholic, Protestant, and Orthodox traditions. He was a critical thinker at a critical time in the life of the Church. This course will consider the life and times of Augustine as informing elements in his theological development. Some of his best known works will be read and discussed to identify particular theological stances. These stances were also affected by what he saw as specific challenges to biblical faith arising from movements, such as Manichaeism, Donatism, and Pelagianism. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8360 Karl Barth - 2 Hours

A critical analysis of the origins, developments, and major contours of Barth's theology from his earliest writings to his later Church Dogmatics through a study of selected primary texts. Special attention is given to Barth's theological method, hermeneutics, and doctrine of the Word of God, as well as to other central theological topics (e.g., election, providence, the relation of dogmatics to ethics). Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8410 Theology in Contemporary Literature - 2 Hours

Works by authors such as Melville, Dostoevsky, Conrad, Shaw, Beckett, Updike, Lewis, Tolkien, Eliot, Auden, Williams, Fry, Buder, Joyce, Camus, Kafka, Faulkner, Salinger, and MacDonald are read and analyzed, and their theological perspective and implications are discussed. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

ST 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for ST 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit/No Credit as arranged with the department.

ST 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ST 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ST 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ST 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

ST 9100 Advanced Theological Prolegomena - 3-4 Hours

A course designed to explore the integrative character of Christian theology, focusing the contributions of the separate theological disciplines on the constructive and creative task of Systematic Theology. Students are encouraged to develop an approach that is integrative, orthodox, and creative, through the critical assessment of the theological proposals of evangelical and non evangelical theologians. To be taken concurrently ST 9110. Offered fall.

ST 9110 The Theological Scholar - 2 Hours

An orientation to doctoral-level scholarship (the development of an argument, research philosophy and methodology, good writing skills, dissertation preparation), to program specifics, and to the doctoral community life and ethos. It will also include papers presented by four professors, one from each of the THS departments, to illustrate and generate discussion about "theological integration." Must be taken in conjunction with DST 9100 (Advanced Theological Prolegomena) in the first semester after matriculation. Required of all PhD/THS students.

ST 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

ST 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Bioethics Course Descriptions

BE 5010 Introduction to Bioethics: Foundations and Methods - 2-3 Hours

An introduction to the interdisciplinary and interprofessional study of bioethics with emphasis on surveying the foundational concepts, history, methodologies, and topical issues pertinent to the development and contemporary study of bioethics from within biblical-theological and other prominent contemporary perspectives.

BE 5020 Bioethics and Cultural Engagement - 2-3 Hours

This course introduces central Christian beliefs and worldview as a framework within which to evaluate the working ethical assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise engagement with contemporary thought in bioethics.

BE 5100 Intensive Bioethics Institute - 2-3 Hours

This course is a survey of the field of bioethics, introducing competing ways of addressing bioethical issues from historical, philosophical, and theological perspectives. Offered face to face at the Deerfield campus.

BE 5200 Research Ethics - 2 Hours

The application of critical and ethical thinking to the philosophy and professional practice of scientific research. Students will assess the historical framework as well as the current standards and policies (national and international) for human subject research. Topics covered will include risks and benefits, informed consent, vulnerability, privacy, and confidentiality. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour

An explanation of basic precepts of clinical medicine and clinical ethics. Designed to be taken concurrently with BE 5300. Offered as a guided study.

BE 5300 Clinical Issues in Bioethics - 2 Hours

An introduction to clinical bioethics and issues in medical ethics, with special emphasis on clinical ethics consultation, the role of clinical ethics committees, plus in-depth case analysis of specific ethical issues that arise in contemporary clinical practice. Prerequisite or taken concurrently: BE 5299.

BE 5400 Nursing Ethics - 2 Hours

This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Ethics of care, the changing face of health care resulting from globalization, interprofessionalism, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour

An explanation of basic federal and state governmental structures and legislative processes. Designed to be taken concurrently with BE 5500. Offered as an online guided study.

BE 5500 Bioethics and Public Policy - 2 Hours

The interface of bioethics and public policy in North American and international contexts with special attention to religious perspectives in the public square, important cases and bioethics commissions, and other documents. Students have the opportunity to create a public policy strategy. Prerequisite or taken concurrently: BE 5499.

BE 5900 Bioethics National Conference - 2-3 Hours

The annual national/international bioethics conference at Trinity provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6000 Christian Hippocratism - 2-3 Hours

This course examines the emergence of Hippocratic medicine and its historical convergence with Christianity as a primary influence on the development and practice of Western medicine through the modern era. Attention will also be given to the rise of competing paradigms in contemporary medicine and prospects of Christian Hippocratism as a principled model for Christian engagement in bioethics.

BE 6010 Life and Death Bioethics - 2-3 Hours

Exploration of prominent bioethical issues at the beginning and end of life, including the ethics of abortion, contraception, assisted reproductive technologies, end-of-life decision making, euthanasia, and other issues within their ethical, legal, social, philosophical, and theological contexts.

BE 6020 Biotechnology and Emerging Technology Ethics - 2-3 Hours

This course examines cutting-edge bioethical issues within biomedicine, biotechnology, and other emerging technology arenas, including developments in genetic ethics, neuroethics, nanoethics, synthetic biology, robotics, artificial intelligence, and human futures among other issues within their ethical, legal, social, philosophical, and theological contexts.

BE 6100 Bioethics Colloquium - 1-2 Hours

The colloquium meets periodically during the term, with a professor of record and a combination of visiting lecturers, faculty, and student presentations. Local pastors, physicians, and others are invited to attend, offering a meeting point between the program and church and medical communities. May be repeated for credit.

BE 6150 Contemporary Issues in Bioethics - 1-3 Hours

Trinity-hosted bioethics workshops provide a unique opportunity to explore emerging issues in contemporary bioethics through topical workshops led by an interdisciplinary team of Christian leaders in bioethics from around the country and beyond. This course includes a pre-workshop reading program and post-workshop assignments tailored to the topics of the workshop. Special emphasis is given to the professional dimensions of the issues under consideration, as well as an examination of the evolving academic literature. May be repeated for credit. Offered face to face at the Deerfield Campus.

BE 6200 Ethical Theory - 2-3 Hours

An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions. Formerly: PR 7220. Offered online and face-to-face at the Deerfield campus.

BE 6350 The Right to Life and the Law - 2-3 Hours

A study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, infanticide, and related issues involving rights conscience, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Offered face to face at the Deerfield campus. May be taken as MLS 910 through Trinity Law School.

BE 7200 Landmark Cases in Bioethics - 2-3 Hours

Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. May be taken as MLS 720 through Trinity Law School.

BE 7300 Advanced Clinical Ethics - 1-3 Hours

This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5010 or BE 6000. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5010 or BE 6000 can ask the professor to waive that prerequisite. Offered online.

BE 6950 Bioethics Practicum - 1-2 Hours

Supervised experience within professional or ministerial settings (e.g., healthcare, public policy, IRB, advocacy organization, church, etc.) engaged in practical bioethics. Emphasis of student assessment materials will be given to demonstrating the application of theoretical bioethics knowledge to the professional or ministerial environment. Prerequisite: BE 5010. Student must obtain the program director's permission and secure site approval before registering.

BE 7478 Bioethics Capstone Project - 1-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designee. Students should register for this course the semester they start the project. Prerequisite or taken concurrently: BE 5200, BE 5300, BE 5500, and BE 6500 or by permission of the program director.

BE 7480 Bioethics Capstone Integrative or Major Paper - 1-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designee. Students should register for this course the semester they start the project. Prerequisite or taken concurrently: BE 5200, BE 5300, BE 5500, and BE 6500 or by permission of the program director.

BE 7486 Bioethics Capstone Extension - 0 Hours

A one-semester extension for BE 7478 or BE 7480. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. May not be repeated. No Credit.

BE 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

BE 7600 Theological Bioethics and Contemporary Alternatives - 2-3 Hours

A theological examination of topics in moral theology and theological ethics and their application to a wide range of bioethical issues, identifying common ground and differences with other competing contemporary outlooks.

BE 7650 Bioethics, Human Dignity, and the Church - 2-3 Hours

Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church.

BE 7700 Bioethics Seminar - 1-4 Hours

Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. May be repeated for credit. Cannot be taken as a Reading Course.

BE 7750 Readings in Bioethics - 1-3 Hours

Examination of topic-specific readings in bioethics from Hippocrates, through the beginning of the modern bioethics period in Fletcher and Ramsey, and on to the present. Readings in the earlier periods may focus on the birth and development of the Hippocratic/Judeo-Christian tradition or classic concepts or works of bioethics. Readings in the contemporary bioethicists may place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress or may explore contemporary developments in topical literature of distinct applied areas of bioethics. The course may focus on either classical or contemporary readings. May be repeated for credit.

BE 7800 Personhood in Theological and Philosophical Perspective - 2-3 Hours

Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage.

BE 7810 Global Health and Justice - 2-3 Hours

An exploration of global bioethics, with particular focus on biblical, theological, and philosophical approaches to justice, and their relevance to issues in global health and medicine.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours

This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics.

Church History and the History of Christian Thought Department Course Descriptions

CH 5051 History of Christianity I - 3 Hours

This course explores the development of Christianity from its inception in the first century to the close of the Reformation era in the sixteenth century. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the patristic period; the ecumenical councils; the emergence of medieval polity, philosophy and theology; the cultural synthesis of the high middle ages; the Renaissance in Italy and northern Europe; and the Protestant and Catholic Reformations.

CH 5052 History of Christianity II - 3 Hours

This course explores the development of Christianity from the post-Reformation era to the present day. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the contributions of Protestant orthodoxy; Puritanism and Pietism; the rise of modern secularism; the proliferation of Protestant denominations; the "Enlightenment"; the Evangelical awakenings and revivals in Europe and North America; the Wesleyan movement; nineteenth century missionary expansion; the advance of Christianity in the majority world; modern Pentecostal Christianity; and current theological trends.

CH 5060 American Church History - 2 Hours

The transition of European churches to America and their involvement with theological, liturgical, social, and political issues; the nature of Puritanism; separation of church and state; awakenings and revivals; social concern; liberalism; fundamentalism; neo-orthodoxy; and contemporary evangelicalism are subjects of this course.

CH 5061 History of Christianity 1. The Patristic and Middle Ages - 2 Hours

This course explores the development of Christianity from its inception in the first century to the high Middle Ages (c. 1300). Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the patristic period; the ecumenical councils; the emergence of medieval polity, philosophy and theology; and the cultural synthesis of the high Middle Ages.

CH 5062 History of Christianity 2. The Age of Reform - 2 Hours

This course explores the development of Christianity from the high Middle Ages to the end of the 17th century. Through a sympathetic engagement with primary and secondary historical sources, students acquire a general understanding of the Renaissance in Italy and northern Europe; the Protestant and Catholic Reformations; missions to the New World; as well as the contributions of Protestant Orthodoxy, Puritanism, and Pietism.

CH 5063 History of Christianity 3. The Modern Age - 2 Hours

This course explores the development of Christianity from the late seventeenth century to the present day. Through a sympathetic engagement with primary and secondary historical sources, students acquire a general understanding of the rise of modern secularism, the proliferation of Protestant denominations, the "Enlightenment", the Evangelical awakenings and revivals in Europe and North America, the Wesleyan movement, the advance of Christianity in the majority world, modern Pentecostal Christianity, and current theological trends.

CH 7411 History of Free Church Movement - 2 Hours

A study of the emergence of the Free Church Movement as a vital force in European Christianity, the contributions of leading personalities to the free churches, the interplay of European pietism with the movement, and the spread of the movement to North America with special reference to the Evangelical Free Church of America.

CH 7450 The Church in Latin America, Africa, and Asia since 1500 - 2 Hours

A broad overview of the significant shift of the center of Christianity from the West to Latin America, Africa, and Asia. While consideration is given to early modern Roman Catholic missions and nineteenth and twentieth century Protestant missions, particular attention is focused on the role of indigenous Christians in the emergence and development of national churches.

CH 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

CH 7485 MA Thesis - 0-2 Hours

MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CH 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CH 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CH 7513 Patristic Age - 2-3 Hours

Introduction to Christian life and thought between the close of the New Testament canon and the beginnings of the medieval period under Pope Gregory I (ca. 600) with emphasis on the major church fathers through primary and relevant secondary sources.

CH 7514 History of Christianity in the Medieval West - 2-3 Hours

This course provides an overview of ecclesiastical, political, and theological issues affecting (especially) Western Christianity from about 529 through 1453. Particular attention will be given to the development of the office of the bishop of Rome, the relation between empire and church, missions, monasticism, the philosophy and theology of scholasticism, factors affecting the development of conciliarism, and the so-called ? crisis? of the late Middle Ages. Master?s 2 hours; Doctoral 2+1 hours.

CH 7515 The Reformation Era - 2-3 Hours

This course provides a historical and theological overview of the sixteenth-century religious Reformations, and their long-term impact on Western Christianity. Topics covered include the condition of the late medieval church; the Lutheran, Zwinglian, and Calvinist Reformations; the rise of Anglicanism; the Anabaptists and other radical groups; and the Catholic/Counter Reformation. Master?s 2 hours; Doctoral 2+1 hours.

CH 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CH 7976 MA or ThM Thesis Proposal Preparation - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CH 7977 ThM Comprehensive Exam - 1 Hour

A department-specific major comprehensive exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the exam is passed; No Credit if the exam is failed or not completed.

CH 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

CH 8000 Seminar: Current Issues in the History of Christian Thought - 2-4 Hours

Topics chosen to interrelate the divisions of theology; attention focused on current issues or important neglected areas of Christian history and thought.

CH 8101 Classic Texts in the History of Christianity 1 - 2 Hours

This course offers students the opportunity to read and discuss some of the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history up through the Reformation era. The professor facilitates class discussions and presents background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change from year to year, important authors considered will include Plato, Aristotle, Marcus Aurelius, Ponticus, Athanasius, Augustine, Boethius, Thomas Aquinas, Margery Kempe, Martin Luther, and John Calvin.

CH 8102 Classic Texts in the History of Christianity 2 - 2 Hours

This course offers students the opportunity to read and discuss some of the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history from post-Reformation to the present. The professor facilitates class discussions and presents background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change from year to year, important authors considered will include Ren, Descartes, Blaise Pascal, Voltaire, Jean-Jacques Rousseau, John Wesley, Charles Darwin, Friedrich Schleiermacher, Friedrich Nietzsche, Karl Barth, Albert Camus, Martin Luther King, Jr., C.S. Lewis, Gustavo Guti,rrrez, Chinua Achebe, and Abigail Favale.

CH 8235 The Enlightenment - 2-3 Hours

This course introduces students to religious life and thought in Europe during the 18th century, with special consideration of English Deism, the French and German Enlightenments, and efforts by orthodox Christians to counter this philosophical tendency. Master?s 2 hours; doctoral 2+1 hours.

CH 8270 Protestant Thought in Nineteenth-Century America - 2-3 Hours

This course introduces students to the leading Protestant theologians and theological schools of 19th century America, with special attention to topics and issues most controversial among the schools. Emphasis on primary source readings from the New England theologians, the Mercersburg School, Old Princeton, Wesleyan/Holiness sources, and the New Theology. Master?s 2 hours; doctoral 2+1 hours.

CH 8280 History of Fundamentalism and Evangelicalism - 2-3 Hours

This course introduces students to the history of Fundamentalism and Evangelicalism, with particular reference to recent interpretations of these movements. Emphasis is placed on the question of Evangelical self-identity. Master?s 2 hours; doctoral 2+1 hours.

CH 8320 Martin Luther - 2-3 Hours

This course examines the life of the German reformer Martin Luther (1483-1546) in light of contemporary research and primary source materials. Special attention will be paid to important dimensions of his thought, including his view of justification; the Word, the sacraments, pastoral ministry, and the relationship of church and state. Master?s 2 hours; doctoral 2+1 hours.

CH 8330 John Calvin - 2-3 Hours

This course examines the life of the French reformer John Calvin (1509-1564) in light of contemporary research and primary source materials. Special attention will be paid to important dimensions of his religious thought, including his view of the knowledge of God, providence, Scripture, pastoral ministry, church discipline, and predestination. Master?s 2 hours; doctoral 2+1 hours.

CH 8361 Jonathan Edwards - 2-3 Hours

This course provides an introduction to the life, times, and especially the theology of Jonathan Edwards. Special attention will be given to an intensive reading in and reflection on Edwards's most important writings, as well as his historical background (primarily in New England Puritanism) and historical legacy (with primary attention paid to the development of the New England Theology?). Master's 2 hours; doctoral 2+1 hours.

CH 8415 The Forgotten Reformers - 2-3 Hours

A study of biography, theology, and legacy of important yet too often forgotten religious reformers of sixteenth-century Europe, drawn from primary sources and current secondary literature. Some of the church leaders treated may include Gasparo Contarini, Ignatius of Loyola, and Marguerite de Navarre (Catholic); Philip Melancthon and Martin Chemnitz (Lutheran); Andreas Karlstadt (Lutheran-Radical); Martin Bucer, Heinrich Bullinger, and Theodore Beza (Reformed); Balthasar Hubmaier and Menno Simons (Anabaptist). Master's 2 hours; Doctoral 2+1 hours.

CH 8435 French Protestant Theology 1515-1685 - 2-3 Hours

A survey of Protestant theology and religious practice in French-speaking Europe from the reign of Francis I (1515-47) to the Revocation of the Edict of Nantes (1685). Particular attention will be paid to doctrinal development and debates as well as the religious struggles of French Protestants during this period. Highlighted will be the theology and role of prominent French Evangelicals such as Jacques Lefèvre d'Étaples and Marguerite de Navarre; and important Protestant leaders such as Guillaume Farel, John Calvin, Theodore Beza, Jacob Arminius, Moise Amyraut, and Francis Turretin. Master's 2 hours; Doctoral 2+1 hours.

CH 8465 Pastoral Ministry in the Reformation - 2-3 Hours

A study of the theology and practice of pastoral ministry in Protestant churches during the era of the Reformation. Special attention will be given to the body of scholarly literature related to the clerical office in early modern Europe, including local and regional studies of Protestant clergy and clerical institutions; and specialized studies of activities related to the pastoral vocation, including education, preaching, public worship, catechetical instruction, visitation, and moral discipline. Master's 2 hours; Doctoral 2+1 hours.

CH 8490 Advanced Study in the Reformation - 2-3 Hours

A survey of the historiography of the sixteenth-century Reformation in Europe examining representative works by some of the most important contemporary scholars of the Reformation era. Special attention will be paid to different methodological approaches, including social, cultural, and economic history.

CH 8710 Advanced Study in American Christianity - 2-4 Hours

Historiographical analysis of important recent literature in the field of American religious history. This seminar's primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research. Two to four hours, doctoral as posted.

CH 8862 Origins of Modern Biblical Criticism in 17th & 18th Century - 4 Hours

A study of the multiple springs that fed the gathering stream of modern biblical criticism in the 17th and 18th centuries. Reference is made to the history of science, the history of philosophy, the history of book trade, and other disciplines. Particular attention is given to individuals such as Baruch Spinoza, Richard Simon, Jean Le Clerc, Reimarus, J. S. Semler, Lessing, Voltaire, and their critics. Course objectives include an improved understanding of the evangelical doctrine of biblical inspiration, the history of hermeneutics, and questions related to biblical authority.

CH 8911 Colloquium in Historical Methodology 1 - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. General issues of historical methodology are discussed, with a special emphasis placed on the relationship between Christian faith and historical understanding. Offered fall.

CH 8912 Colloquium in Historical Methodology 2 - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. Historical work of the students enrolled will be discussed with a view to improving that work by means of rigorous methodological analysis and to preparing the students enrolled for the writing of their theses. Offered spring.

CH 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.

CH 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CH 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

CH 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

CH 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

CH 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

CH 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been 179 completed at the time of registration in the Academic Doctoral Office. Credit/No Credit.

CH 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9991 Dissertation Research - 1-4 Hours

Course taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Counseling Department Course Descriptions

CM 5000 Introduction to Counseling Ministries - 2 Hours

An introduction to the principles, and techniques involved in the pastoral ministry of care and counseling. The course emphasizes basic counseling skills and ability to relate to others. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. Course format includes lecture, video, role play, and discussion. Not applicable to MA in MHC. Offered fall and spring.

CM 6000 Issues in Counseling Ministries - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couples Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CM 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CMC) as arranged with the department of concentration. Not available in all programs.

CM 7940 Clinical Pastoral Education - 2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department. Two hours.

CO 5210 Counseling Skills Training - 2-3 Hours

An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis is placed on the acquisition and use of the basic counselling skills through an experiential participation in the counseling process. Not open to auditors. MA in Mental Health Counseling and MA in Chaplaincy and Ministry Care degrees require that this course be taken for 3 credit hours.

CO 5310 Counseling Strategies: Theory, Treatment, and Technique - 3 Hours

Classical and current theories of counseling will be investigated in light of Scripture, psychological sophistication, and potential application for evidence-based practice and treatment. Strategies will be explored to formulate case conceptualization, build treatment plans, and select in-session helping techniques.

CO 5400 Foundations of Mental Health Counseling - 3 Hours

This is an orientation to the various dimensions of mental health counseling. It provides an overview of the variety of roles offered and functions available to the mental health worker in society and in the church. The central theme to explore is what it means to pursue a professional identity, answer a ministry calling and nurture a Christian theological imagination. This provides a forum to guide Christians who counsel to engage peacefully and ethically with others in a pluralistic culture. Registration limited to MA/MHC students or by departmental permission.

CO 5578 Family and Couple Counseling - 3 Hours

The foundations and various theoretical perspectives of family systems and couple counseling are examined. Attention is also given to specific aspects of couple and family treatment, such as family development, contemporary culture/societal issues, as well as specific presenting problems-infidelity, domestic violence, divorce/remarriage, step-families and personality disorders. Note: MA in CMC/MDiv students in this course will have an alternative assignment to enhance ministry application.

CO 6000 Current Studies in Counseling - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couples Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CO 6110 Career Counseling - 3 Hours

The many facets of career counseling are explored. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals.

CO 6120 Addiction Counseling - 3 Hours

This course examines the treatment of addictions. The philosophy, mechanisms, and physiology of substance abuse and chemical dependency are surveyed. Students will be exposed to relevant and effective approaches to counsel the person with an addiction. Important topics related to counseling are covered, such as relapse prevention, adolescent substance abuse, dual diagnosis, and family issues.

CO 6130 Group Counseling - 3 Hours

The processes, principles, and techniques related to contemporary forms of group counseling will be explored. An experiential component in this course fosters the development of group leadership skills. Not open to auditors. Prerequisite: CO 5210.

CO 6510 Human Growth and Development - 3 Hours

The theories of individual, family, and personality development across the lifespan will be reviewed. How various aspects (e.g. learning, environmental, cognitive, biological, spiritual) of human development affect human functioning are examined. The course will facilitate a general framework for understanding interventions for differing abilities as well as contemplate strategies that promote resilience and optimum development and wellness across the lifespan.

CO 6530 Child & Adolescent Counseling - 2-3 Hours

A conceptual framework for working with child and adolescent clients will be introduced along with a review of techniques developmentally appropriate for assessment and treatment plan formulation and implementation. Treatment approaches to specific childhood and adolescent mental health disorders will be examined.

CO 6610 Human Sexuality - 3 Hours

This course will deal with the physiological, psychological, and spiritual aspects of human sexuality, with particular emphasis on counseling-related issues.

CO 6640 Gender Issues - 2-3 Hours

Examines and discusses issues that are pertinent to gender. Implications for counseling are emphasized.

CO 6650 Multicultural Issues in Counseling - 3 Hours

This course examines the nature and effects of culture and ethnicity on the counseling process. The effects of worldview on diversity issues in counseling will be discussed with a special reference to a Christian worldview. Counseling issues specific to various minority populations will be addressed through case vignette and lecture.

CO 6710 Counseling and Theological Worldview: Faith and Practice - 3 Hours

This biblical-theological sequence capstone course surveys issues, models, methods and criticisms regarding the interface of empirically-based counseling with a biblically-grounded Christian theology. The course covers current literature on faith-based, spiritually-sensitive clinical approaches to familiarize the student with the process of integration and case studies to facilitate personal skill development in this crucial area.

CO 6720 Ethics & Issues in Counseling - 3 Hours

Ethical standards of the American Counseling Association are evaluated in the context of current mental health practice, professional requirements and legal standards. The major faith-based mental health associations, AACC and CAPS, Codes of Ethics are also considered. Practical applications of ethical guidelines are discussed using case vignettes. Registration limited to MA/MHC students or by departmental permission.

CO 6950 Counseling Practicum - 2-3 Hours

Practicum is designed as a pre-internship fieldwork experience with group supervision on campus. It will provide students with practical supervised experience in various counseling settings. The student will average six to eight hours per week involvement. May be repeated. Prerequisites: MA in MHC Candidacy and consent of CO Department. Cap 6 per section.

CO 6955 Group Leadership Practicum - 2 Hours

Open to students who have demonstrated proficiency in the use of basic counseling skills in the CO 5210 Counseling Skills course. Students are required to be involved in the direct training of CO 5210 students under the supervision of the course professor, to meet outside of class for supervision, and to complete reading and written assignments in the area of group leadership. May be repeated. Consent of the instructor required for registration.

CO 7160 Community Counseling - 2 Hours

Counselors provide consultation services in community settings that extend beyond direct client service. The distinctions between counseling and consultation will be explored, as well as the major models and process stages for implementation. Case studies will be utilized to demonstrate explicit program development applications for educational crisis and system-level interventions, and furthering social objectives. Pastoral and church consultation will be an area of focus.

CO 7210 Assessment and Evaluation - 3 Hours

This course covers the measurement concepts and practice techniques required for the use of standardized and non-standardized assessment tools utilized in diagnosis, treatment planning and evaluation. Procedures for test selection, administration and interpretation are examined for measures of ability, aptitude, personality, and psychopathology. Prerequisite: MA in MHC candidacy or consent of department chair. A \$45 materials testing fee is assessed for this course.

CO 7278 Strategies of Marriage & Family Therapy - 3 Hours

An exploration of the specific perceptual, conceptual, and intervention skills of prominent approaches in the field of marriage and family therapy. These approaches include Bowen, Minuchin, Whitaker, Satir, Milan, and Haley. Prerequisite: CO 5578.

CO 7330 Counseling Techniques - 2-3 Hours

A unique combination of theory and practice, the class helps students to enter into the world of counseling practice. Counseling Techniques utilizes contemporary treatment models, along with traditional approaches, to enhance student skills in helping people. Prerequisite: CO 5210.

CO 7450 Psychopathology - 3 Hours

This course is an advanced course dealing with the etiology, classification, and treatment of various mental disorders. Diagnostic skill in using the current DSM classifications and criteria is achieved through the use of case vignettes and lecture. Registration limited to MA/MHC students or by departmental permission.

CO 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CO 7710 Spiritual Direction, Formation and Soul Care - 2 Hours

Counseling as therapeutic dialogue can produce change beyond the remediation of mental health concerns. This course explores how counseling can become a dialogue (counselor/seeker/Holy Spirit) that furthers Christian identity development, sanctification, and the practice of spiritual disciplines. Themes such as spiritual development/direction, integrated interiority, and soul care will be examined. Prerequisite CO 6710.

CO 7900 Research Methods - 3 Hours

An introduction to research design, investigating quantitative, qualitative, mixed-method designs, action research models, and program evaluation. Emphasis is given to evaluating and employing research for use in clinical practice. Students will gain experience in portions of the research process, including designing and reporting. Review of statistics and most relevant statistical tests is included.

CO 7905 Advanced Research Methods - 2 Hours

The topic of the course is more complex research designs and techniques and will include information about statistics and statistical computer packages. Prerequisite: CO 7900. Offered on demand.

CO 7961 Mental Health Counseling Internship I - 2-3 Hours

Internship is designed to give counseling students supervised counseling experience. Approved intern sites include hospital inpatient programs, community counseling agencies, counseling centers, and other mental health facilities. The internship may begin in summer or fall semesters (CO 7961) depending on the site requirements. It must extend through the spring semester (CO 7962). CO 7961 and CO 7962 require a combined total of 900 hours of internship involvement including 360 direct service hours. Individual supervision is provided on site; group supervision is provided on campus. CO 7961 and CO 7962 must be taken consecutively over the course of one academic year and total six semester hours. CO 7961 is offered in summer and fall only. Considered full-time academic status. Prerequisites: CO 6950, MA in MHC candidacy and consent of department. When taken in summer for two semester hours, may be repeated in fall for two semester hours.

CO 7962 Mental Health Counseling Internship II - 2-3 Hours

This is an advanced internship experience building on skills and requirements from CO 7961. CO 7962 is offered in spring only. Considered full-time academic status. Prerequisite CO 7961.

CO 7969 International Counseling Experience - 3 Hours

This course is designed for those primarily invested in returning to an international setting where they have prior exposure, language fluency, and mental health connections. International students, who are not exclusively seeking U.S. licensure, may benefit from a supervised international counseling experience. Individual onsite supervision is required as well as special arrangements with the department. All syllabus requirements for CO 7961/7962 will be applied with flexibility and the application of technology. Full-time academic status. Prerequisites: MA in MHC candidacy and consent of department. May be repeated for credit.

CO 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CO 8000 Seminar: Current Issues - 1-4 Hours

Consideration of contemporary issues in professional and ministry counseling. Recent titles include the following: Clinical Consulting, Grief Therapy, and Diagnosis and Treatment Planning. Prerequisites: degree candidacy or consent of department chair. May be repeated.

CO 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.

CO 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CO 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

Doctor of Ministry Course Descriptions

MN 9150 Interdisciplinary Courses - 3 Hours

Courses that provide insights from various disciplines in social sciences.

MN 9157 Thriving Immigrant Churches Workshop - 3 Hours

Wrap-Around Course: Embedded in two TICl gatherings in April and October and guided by a TEDS faculty member; students will have multiple opportunities to interact and collaborate with leaders from other immigrant churches to learn from one another. Students will attend only one TICl gathering either in April or October.

MN 9200 Strategic Leadership Courses - 3 Hours

Courses that equip students to lead teams, craft vision, design strategy, engage culture, navigate change, and develop other leaders.

MN 9207 Challenges and Opportunities Facing the Immigrant Church - 3 Hours

This course explores challenges and opportunities that are unique to immigrant churches. With increased awareness and understanding of what immigrant churches face from diverse perspectives, students will develop and implement creative strategies to overcome difficulties and maximize the opportunities for their congregations.

MN 9300 Pastoral Ministry and Care Course - 3 Hours

Courses here equip pastors to proclaim Biblical truth, provide care, create support structures, and engage crisis situations with confidence and grace.

MN 9307 Developing a Healthy Congregational Culture - 3 Hours

This course will explore a topic that is critical in the life of the church and yet is often overlooked: the formation of a congregational culture. Congregational culture impacts the shaping of the identity, mission, and spiritual formation of all local churches. Students will particularly focus on the immigrant church context and seek to understand what congregational culture is, why it is so essential in the formation of a healthy church, and how it can be reshaped.

MN 9400 Missional Engagement Courses - 3 Hours

Courses focus on understanding post-Christian culture and doing ministry in environments where a plurality of world views and faith systems are prevalent.

MN 9407 Shaping an Immigrant Congregation to be Healthy & Missional - 3 Hours

This course will explore ways to help immigrant churches move out of their ethnic enclaves and become effective agents for the gospel in a pluralistic world. Students will discuss the task of guiding immigrant church members to be more missional and Kingdom-minded and will explore ways to encourage immigrant church members to make healthy contributions as people of God in their surroundings and beyond.

MN 9550 Missional Leadership in Today's Church - 3 Hours

This foundational course, taken as the first course in your program, provides an overview of the DMin Program, addresses the issues facing pastors and leaders in today's changing culture, and helps students begin to shape their Major Research Project proposal.

MN 9600 Biblical Studies Courses - 3 Hours

Courses that focus on analyzing and applying a particular book or genre of the Bible.

MN 9700 Theological Studies Courses - 3 Hours

Courses that examine themes about the nature of God and His work and reflect on their relevance to spiritual life and ministry.

MN 9800 Spiritual Formation Courses - 3 Hours

These courses address the spiritual practices essential for developing a culture of spiritual growth in the life of the church.

MN 9990 Research Methods - 3 Hours

Taken midway through the program, this course prepares students to design and implement a research project that addresses a problem or goal in the area of ministry where they are currently serving. Upon finishing the course, students secure their two readers and submit their proposal for approval.

MN 9991 Major Project Research - 1-3 Hours

Students implement their proposal from MN 9990, performing the research and writing the report to be submitted as their Major Project paper. May be repeated for up to 6 credit hours. Credit/No Credit.

MN 9992 Major Project Extension - 0 Hours

This extension code is used when a student is in the major project phase and has completed six credit hours of MN 9991 but needs more time to complete their major project.

Educational Ministries Course Descriptions

EM 5110 Educational Ministry - 2 Hours

This course assists ministry leaders in understanding and functioning as practitioners who lead God's people toward maturity in Christ. Topics include: educational foundations and frameworks, teaching and learning, curriculum development, whole life discipleship, as well as generational and intergenerational ministries.

EM 5125 Teaching and Learning - 2 Hours

This course examines how Christian teachers can deepen their conceptual understanding and educational skills as they communicate gospel teaching in a variety of contexts. Topics addressed include maturing in Christ as a Christian teacher, developmental learning theories, teaching strategies, teaching the Bible, evaluation tools, teaching teachers, and the roles of both the teacher and the learner during the teaching and learning process. Available online.

EM 5510 Christian Formation & Journey - 1-2 Hours

This course focuses on the process of spiritual growth in the life of the believer, focusing on how the church has understood Christian spirituality and the process of Christ being formed in the believer. Special attention is given to the nature of the spiritual journey of the believer and the kind of educational interventions that are likely to enable spiritual growth in the people of God.

EM 5541 Youth and Emerging Adults in the Church - 1-2 Hours

This course explores the equipping of leaders of youth ages 11-18 and emerging adults ages 19-29. Biblical, educational, and philosophical foundations of holistic ministries in the church are explored. Research in youth culture, formative needs, competencies, adaptable skills, frameworks, and approaches needed for youth and emerging adult engagement will be addressed. Participants will gain core insights and develop personal practice for contextually ministering to youth and emerging adults enabling experiences of flourishing, connection, and belonging with and within the church. Available online.

EM 6000 Current Topics in Educational Ministries - 1-4 Hours

Select and specialized topics relevant to educational ministry.

EM 6110 Christian Leadership - 2 Hours

This course explores the theory and practice of Christian leadership through biblical, theological, and social science foundations. Topics include: developing the character and competency of leaders, strengthening contextual awareness in leading, fostering collaborative teams, leading change, managing conflict, and cultivating a life-giving systems approach to organizations.

EM 6260 Small Group Ministry in the Church - 1-2 Hours

This course examines the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, strategies for building group ministry in a local church, developing group dynamics, and the role and training of group leaders in guiding an effective group meeting.

EM 6265 Building Ministry Teams - 1-2 Hours

This course focuses on the role, effectiveness, structure, leadership, and impact of highly functioning teams in the church. Emphasis will be placed on team design, decision making, mission, relationships, the role of the team in the larger organization, assessing team effectiveness and performance, and team leadership. Offered on a two-year rotation.

EM 6270 Building Community in the Church - 1-2 Hours

This course focuses on building a culture of community in the local church. Includes having a basic theology of community, and an examination of existing models for building the community life of a congregation, including small group models, missional communities, classes, geography-based strategies, and medium-sized gatherings. Offered on a two-year rotation.

EM 6275 Developing Healthy Spiritual Leaders - 1-2 Hours

This course discusses strategies and practices for developing healthy spiritual leaders, and will explore various leadership development strategies used by churches and other organizations. Offered on a two-year rotation. A retreat fee will be assessed.

EM 6500 Curriculum Development - 1-2 Hours

This course prepares students to develop individual lessons and coherent curriculum products. Students will explore the application of curriculum theory and the learning sciences to curriculum development. While the skills and frameworks will be broadly applicable, the course will focus on the development of curriculum to support the mission of the church. Available online.

EM 7110 Spiritual Formation in the Family - 1-2 Hours

Spiritual Formation in the Family explores how the family environment is a fertile place of faith formation for all ages. Topics include exploring contemporary family structures, a biblical vision for family faith formation, the strategic partnership between church and home, and various methods and approaches for family faith formation. A special emphasis will include connecting with families through digital media and methods. Available online.

EM 7465 MA in EM Capstone - 0-4 Hours

The MA in EM Capstone is developed in consultation with the EM faculty adviser and may be a portfolio, internship, or applied ministry experience. Contact your EM faculty adviser for further details.

EM 7466 MA in EM Capstone Extension - 0 Hours

A one-semester extension for EM 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated. No credit.

EM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the Educational Ministries Department. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ES 7524 Children in the Church - 1-2 Hours

In this course participants investigate and develop a variety of options for contemporary educational and ministry experiences with children. Trends in the church's ministry to children will be considered. The variety of curricular and other resources, parachurch agencies, and networks that support children's ministry in the church will be explored.

ES 7535 Nurturing Families in the Church - 1-2 Hours

This course examines the nature of marital and family relationships in preparation for participants to understand these dynamics in their own families, in the families of those to whom they minister, and the impact of these on their ability to be effective ministers. The course concludes with a consideration of church as the family of God.

ES 7550 Local Church as System - 1-2 Hours

In this course, participants examine how local church bodies are interdependent systems of people and practices. Topics include local church life cycles, administrative practices that build gospel health, adaptive leadership, and cultivating gospel-centered teams and partnerships.

ES 7560 Program Planning Dynamics in the Church - 1-3 Hours

In this course, participants examine how gospel-centered leaders negotiate stakeholder interests toward advancement of God's Kingdom. Topics include identifying stakeholder interests, navigating power dynamics, and planning toward mission. Available online.

ES 7815 Change, Power, and Conflict - 1-2 Hours

This course explores the challenges of change, power, and conflict in relation to developing and transitioning Christian organizations (including but not limited to the local church). Participants will identify and clearly articulate common issues related to change, power, and conflict in organizations; create effective strategies and processes to address these issues; and foster personal attitudinal responses to change, power, and conflict that emanate from biblical wisdom.

ES 8000 Seminar: Current Issues in Educational Ministries - 1-4 Hours

Topics chosen deal with contemporary issues in Educational Ministries.

ES 8211 Teaching Others to Teach - 1-2 Hours

This course connects Bible teaching with equipping others to interpret and teach the Bible. Topics include utilizing Bible study tools and resources, employing sound interpretive principles, recognizing group dynamics, identifying Biblical genres, communicating Biblical themes, harnessing effective educational methods, and identifying creative teaching strategies.

ES 8240 Intergenerational Education in the Church - 1-2 Hours

In this course, participants examine current intergenerational theory and practice in light of Biblical texts and themes. Topics include generational developmental theories, personal mentoring and mentoring communities, and developing intergenerational teams.

ES 8258 Online Teaching and Learning - 1-2 Hours

This course assists participants to develop a philosophy and practice of online education for the educator. Topics include: planning online classes, designing online classes particularly for the adult learner, and implementing online classes with attention to the participant's context. Discussion will include the "flipped classroom", the abundance of content availability, access, and a philosophy of online teaching.

ES 8710 Social Intelligence and Leadership - 1-2 Hours

In this course, participants examine social intelligence and its relationship to leading organizations, teams, and individual organizational members. Social intelligence includes social awareness and relationship building skills that allow leaders to foster empathy, collaboration, and teamwork with others in their organizations. Participants critically reflect on the theological, theoretical, practical, and contextual aspects of this subject.

ES 8715 Appreciative Inquiry - 1-2 Hours

This course explores cultivating life-giving organizations through Appreciative Inquiry (AI). AI has been described as "The cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system 'life' when the system is most effective and capable in economic, ecological, and human terms." It is more than a set of tools or methods, but "a way of thinking and being" that leads to innovation for the flourishing and wholeness of larger systems or networks. In this course, we think critically and reflect theologically about the philosophy, theory, practices, and processes of AI.

ES 9000 Current Issues in Educational Studies - 1-3 Hours

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to the field of educational studies. Offered on demand.

ES 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. May be repeated for a maximum of twelve hours. Letter grade or Credit / No Credit.

ES 9110 Orientation to EDS Doctoral Studies - 1 Hour

The Educational Studies doctoral program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. This orientation course gathers new students into an understanding of the learning culture of the community, its values, core competencies, and expected learning outcomes. Offered Fall and Spring. Credit/No Credit.

ES 9150 Teaching in Higher Education - 2 Hours

Through Biblically shaped critical reflection, participants will examine the core elements of transformative learning theory and practice. Topics include critical reflection and the mind of Christ; personal and social change dynamics; whole person domain teaching and learning; and cultivating gospel healthy learning climates.

ES 9175 Leadership and the Development of Organizations - 3 Hours

The course will survey and analyze contemporary issues in developing and leading healthy organizations. Participants will engage in theological reflection regarding potential contributions from the field of Organization Development (OD) in leadership of organizations. Topics include organizational design; innovation; diagnosing and facilitating healthy organizational change; team building; collaborative leadership; leadership development and succession strategies; and the development of vision, mission and values using large group intervention strategies.

ES 9200 Adult Learning Foundations - 3 Hours

Participants will critically examine selected adult education theories and perspectives in light of Scripture and consider their application to the Christian adult educator's philosophy of educational ministry and practice. Topics include adult development, experiential education, critical educational theory, global models of adult learning, and transformational learning.

ES 9210 Curriculum Theory and Design - 2 Hours

An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction.

ES 9215 Art, Beauty, and Creativity - 1-2 Hours

The relationship of art, beauty, and creativity to learning from a Christian perspective is the nature of this course. Topics include biblical and theological foundations for art, beauty, and creativity; artfulness and culture making; cultivating the true, good, and beautiful in learning; and image bearing and the creative process in learning.

ES 9250 Modes of Higher Education - 2-3 Hours

An examination of the historic and contemporary higher education modes and/or issues with consideration for the present and future direction of higher education. Models such as Bible colleges, liberal arts colleges, theological institutions, universities, church-based education, online distance education, extensions, and non-traditional modes may be examined. Issues related to the present and future will be considered. Offered on a two to three-year rotation.

ES 9260 Fundraising Principles and Practices - 1-2 Hours

This course provides an overview of topics related to fundraising principles and practices in the context of Christian organizations and institutions. Topics include nurturing generous donors; cultivating an institutional culture of generosity; theology, money, and fundraising; and fundraising skill development.

ES 9275 Higher Education Administration - 2 Hours

The basic elements of academic administration: faculty resources, student affairs, finance and budget, board and presidential roles, library services, development and public relations. Particular application is made to Christian higher education institutions and to administrative relationships with parent organizations. Offered alternate years.

ES 9280 Assessment in Higher Education - 1-2 Hours

Faculty in higher education are mandated by external stakeholders to demonstrate effectiveness in the classroom and institutionally. Assessment objectives shape classroom curriculum, program outcomes, and institutional ethos. Administrators expect faculty to understand and practice assessment in their teaching and institutional work. Assessment in Higher Education will seek to explicate assessment in the classroom, through program outcomes, and institutional ethos.

ES 9305 Developing Emerging Leaders - 1-2 Hours

Utilizing a scholar-practitioner model, this course will survey and analyze contemporary theory, practices, and processes in developing emerging leaders. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentations and class discussions. Offered on a two to three-year rotation.

ES 9310 Mid-Career Leadership Development - 2 Hours

This course focuses on the theory, practices, and processes of developing mid-career leaders. Participants will be challenged to personally apply what they learn to their development as a leader. In addition, participants.

ES 9316 Innovation, Agility, and Leading Change - 2 Hours

Participants in this course will explore the theological, theoretical, practical, and contextual aspects of cultivating innovation, designing organizations for agility, and leading change in organizations. Topics include classic and current theories of change; diffusion of innovation; types of organizational change; barriers to change; large system intervention strategies; social intelligence and the management of change transitions; and practical strategies for change implementation. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentation and class discussions. Offered on a two to three-year rotation.

ES 9330 Developing Collaborative Teams - 1-2 Hours

Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching. Offered on a two to three-year rotation.

ES 9500 Psychological and Sociological Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the psychological and sociological underpinnings of educational theory and practice. Topics include major psychological and sociological theories; primary issues of educational psychology and sociology; and implications for contextualized teaching, learning, and educational practice.

ES 9510 Developmental Issues of Children, Youth, or Adults - 1-2 Hours

Participants will explore current developmental theories and issues related to children, youth, or adults rooted in redemptive image bearing. Topics include family of origin dynamics, learning disabilities, ministry to the whole person, and life transitions.

ES 9620 Education and Culture - 2 Hours

Examines the cultural values shaping Western and two-thirds world education systems. Greek versus traditional cultural value systems, learning styles, forms of logic, language structures, and other major cultural variances are considered with respect to educational function and purpose.

ES 9700 Biblical and Theological Formation of the Educator - 3 Hours

Because God's redemptive sovereignty is creation-wide, all aspects of life have eternal significance. Participants will address the implications of this revealed truth for life and educational ministry by examining Biblical, theological, historical, and contemporary resources. Topics include image bearing agency, vocational stewardship, worldview formation, and theologically shaped education.

ES 9725 Ethics in Education - 3 Hours

An examination of foundational principles in ethical thought, focusing on the source of ethical principles and the need for ethical absolutes. Discussion then focuses on ethical questions in education with emphasis on educational practices and ethics on institutional policies and culture. Offered alternate years.

ES 9750 Historical and Philosophical Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the historical and philosophical underpinnings of educational theory and practice. Participants will explore historic and contemporary philosophical streams from major western and non-western resources. Topics include key philosophers and educational theorists; primary issues of educational philosophy; and implications for contextualized teaching, learning, and educational practice.

ES 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity for 0-2 credits. These integrative and generative activities could take the form of teaching, consulting, guest lecturing, conference presenting, developing curriculum, coaching, grant or article writing, etc. All activities must be conducted after EDS PhD program matriculation. Participants normally will have completed 15 credit hours prior to registering for a PDP. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Potential PDP deliverables include course syllabi, strategic plans, outlines, slides, grant proposals, supervisor/advisor debriefs, reflection logs, articles, presentations, etc. Each EDS student is responsible to initiate conversations toward PDP planning with an appropriate EDS faculty member. Participants may propose non-Trinity or Trinity-related activities and opportunities. Credit/No Credit.

ES 9910 Foundations in Social Science Literature - 3 Hours

Participants will learn to conduct systematic literature reviews of the social science research literature that serve as a theoretical framework for research design. Linkages will be made primarily from sociology, anthropology, psychology, business management, and education to the participants' present research interests. Offered every year.

ES 9915 Social Science Research Design - 3 Hours

The twofold purpose of this course is to engage in theological reflection on the complementary aspects of general and special revelation, and to provide an overview of research design. More specifically, the overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Offered every year.

ES 9920 Qualitative Research Methods - 3 Hours

Prepares the participant to design and conduct fieldwork research in both Christian education and mission communities. Observation techniques and in-depth interviewing are the primary inquiry skills learned in order to discover the individual's perspective. Particular attention is given to the processes of gathering, recording, coding, and analyzing data in order to report rich descriptive findings and conclusions supported by the data. How qualitative research methodology is used to generate "grounded theory" is also examined.

ES 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/EDS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Interdisciplinary Course Descriptions

ID 4010 Introduction to German - 2 Hours

An introduction to German vocabulary, grammar, and the reading of German texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered summer.

ID 4011 Theological German I - 2 Hours

An introduction to German theological vocabulary, review of grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4010, at least one year of college/university German, or consent of instructor. Offered summer.

ID 4012 Theological German II - 2 Hours

Further study of German theological vocabulary, grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4011. Offered summer.

ID 4021 Theological French I - 3 Hours

An introduction to French vocabulary, grammar, and the reading of French theological texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. No prerequisite. Offered fall.

ID 4022 Theological French II - 3 Hours

Further study of French theological vocabulary, grammar, and readings from selected theological literature in French. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4021. Offered spring.

ID 5000 Biblical Theology and Interpretation - 2 Hours

A survey of biblical theology, including methodological issues of debate during the last two centuries. Emphasis on the Bible's storyline, examining how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Finally, the relationship of biblical theology with other disciplines, especially exegesis and systematic theology, is considered. Required for all MA in MHC, and MDiv students. Should be taken during first year of enrollment.

ID 5001 Foundations for Integrative Thought - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

ID 5002 Foundations for Cultural Engagement - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought.

ID 5061 Latin I - 2 Hours

Latin I is the first of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. No audits. Offered on demand.

ID 5062 Latin II - 2 Hours

Latin II is the second of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. Prerequisite ID 5061. No audits. Offered on demand.

ID 5080 Formation Group - 0 Hours

Formation Group is an intentional weekly experience under the leadership of a faculty member. Formation Groups seek to grow together in biblical wisdom, in the grace of God, and in relationships and relational skills. MDiv students must register for two semesters prior to candidacy, generally the first two semesters of enrollment; MA students may register for two semesters in lieu of one PT 5090 Field Education requirement. Additional semesters by MDiv or non-MDiv students with or without registration are encouraged. Regular attendance necessary for credit, only two absences permitted. Credit / No Credit. Offered fall and spring.

ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours

Selected topics of general or interdisciplinary interest.

ID 6500 Understanding the Social and Cultural Contexts of Ministry - 2 Hours

Employing theories and methods from anthropology and sociology, this course aims to equip the student to exegete and critically analyze the socio-cultural context of today's changing world from a biblical and theologically informed perspective. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding cultures/societies and the church's call to be an effective and prophetic witness in the contemporary world. Students will acquire context-oriented understandings and skills that will inform their ministry strategies and practices.

ID 6910 Research Methods - 1 Hour

The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

ID 7375 Clinical Pastoral Education - 1-2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience, with subsequent submission of a summary report, is available for Trinity elective credit. May be repeated. Credit/No Credit.

ID 7467 MA Theological Studies Capstone Proposal - 0 Hours

The Capstone Proposal class will guide MATS students through the process of writing a proposal for either an integrative paper or project. At the conclusion of this course, students will have an initial proposal which they can build upon with their faculty reader. Offered for credit/no-credit.

ID 7468 MA (Theological Studies) Capstone - 2 Hours

A program capstone for MA (Theological Studies) students designed to integrate the general theological education received by the program participant. The capstone may be an integrative paper or a project as defined in the Academic Handbook and will reflect approximately eighty-four clock hours of work. Counts as half-time academic status. Letter grade only.

ID 7469 MA (Theological Studies) Capstone Extension - 0 Hours

A one-semester extension for ID 7468. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated. No Credit.

ID 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ID 7480 MA Capstone Integrative Paper - 0-2 Hours

Participants in MA programs requiring a capstone integrative paper register for this course (MA/ICS). Specific paper requirements should be obtained from the department. Counts as half-time academic status. Letter grade or Credit / No Credit as required by the program.

ID 7481 MA Capstone Integrative Paper Extension - 0 Hours

A one-semester extension for ID 7480. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. May not be repeated. No Credit.

ID 7501 Guided Research - 1-6 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ID 7750 Study Tour - 1-4 Hours

Study tour sponsored by the university involving travel to a site of biblical or historic Christian interest, or a ministry-based study tour. May be substituted for a required OT or NT course by petition.

ID 7900 Theological Research Methods - 2 Hours

The techniques for gaining bibliographical control over the literature of theological subjects, as well as attention to the planning, preparation, and writing of theses are covered in this class. Credit / No Credit. Offered fall and spring.

ID 8100 Scholarship and the Christian Mind - 2 Hours

This course introduces students to central themes and issues related to academic ministry in secular and Christian universities and seminaries. Students will explore and engage in topics including: vocational stewardship in the academy; Christian worldview and intellectual life; the history and philosophical foundations of the modern university; Christian faithfulness and fruitfulness in academic teaching and research. Each of these topics will be considered in light of students' personal gifts and vocational direction with the aim of exploring how their evangelical Christian faith might inform their teaching and scholarship.

ID 9200 Integrative THS Seminar I - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on a (set of) biblical text(s) (OT and/or NT) with special focus on the theological issues raised in the text(s). Two THS faculty will lead the course, one in biblical studies (OT/NT) and one in theological studies (ST/HT). The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

ID 9300 Integrative THS Seminar II - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on the dissertation projects of the students in the course, with special focus on the theological issues raised in the dissertation. Two THS faculty will lead the course, one in biblical studies (OT/NT) and one in theological studies (ST/HT). The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

Mission and Evangelism Course Descriptions

ME 5000 Global Mission and the Local Church - 2 Hours

Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church.

ME 5001 Evangelism and the Local Church - 2 Hours

This course introduces the biblical, theological, historical, and practical foundations of evangelism in word and deed. Students will be equipped to engage others in gospel conversations and prepared to lead churches and Christian organizations to participate in God's mission of reaching their contexts with the good news.

ME 5050 Perspectives on the World Christian Movement - 3 Hours

The course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined. Perspectives is offered as an occasional course at various locations throughout the year. Contact the Extension Office for details.

ME 6410 History of the Expansion of Christianity - 2 Hours

A study of the expansion of Christianity from Pentecost to the present. Particular attention is given to an examination of the modern Protestant mission movement.

ME 6610 Anthropology for Ministry - 2 Hours

Application of anthropological and sociological insights for ministry in diverse cultural settings, with special attention to fundamentals of culture communication and contextualization. The course will focus anthropological understanding particularly on congregational contexts and ministry.

ME 6760 Theology of Mission & Evangelism - 2 Hours

The many Old and New Testament texts that provide theological foundations for the global mission of the church are examined. Basic issues that confront the missionary will be investigated, as well as the more complex and contemporary issues. The course provides the student with various perspectives and strategies for dealing with the Trinity, the Great Commission, the call and motivation for ministry, and the problems of dialogue, syncretism, universalism, and ecumenism.

ME 6963 Principles of Discipleship - 2 Hours

A practicum with attention given to the way Christian disciples are developed, with practical guidelines for implementing discipleship, both as a personal lifestyle and within the context of the local church. Prerequisite: must have completed at least six semester hours.

ME 7300 World Religions - 2 Hours

Historical survey of the origin and growth of the major world religions, beliefs, practices, and worldviews of the major traditions will be examined, with special attention given to comparison and contrast with Christian beliefs and practices.

ME 7450 The Church in Latin America, Africa, and Asia since 1500 - 2 Hours

A broad overview of the significant shift of the center of Christianity from the West to Latin America, Africa, and Asia. While consideration is given to early modern Roman Catholic missions and nineteenth and twentieth century Protestant missions, particular attention is focused on the role of indigenous Christians in the emergence and development of national churches.

ME 7465 Intercultural Ministries Internship - 1-2 Hours

The MA/ICS Capstone of an applied experience, required for students with limited cross-cultural experience. The internship is designed for the formation of cross-cultural ministry identity under the guidance of field mentors. Qualified mentors must be approved by the Chair of the Mission and Evangelism Department.

ME 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ME 7478 MA Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ME 7485 MA Thesis - 0-3 Hours

MA thesis writers register for ME 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ME 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ME 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ME 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ME 7510 Missional Church - 2-3 Hours

This course explores the missional church in light of a theology of God's mission in the world, and post-Christian context. Special attention is given to various streams of missionality, community engagement of the gospel in word and deed, missional communities, disciple making, discernment, and leadership.

ME 7710 Gospel in Cultural Context - 2-3 Hours

This course addresses the task of making faithful disciples and developing transformational ministries that are both faithful to scripture and appropriate to specific cultural contexts. Models of integrating biblical interpretation and cultural exegesis are introduced and applied to a variety of issues such as evangelism, cultural traditions and norms, social justice, worship and ecclesial forms. Case studies of contextualization in diverse cultural settings are examined.

ME 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ME 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ME 8000 Seminar: Current Issues in Mission and Evangelism - 1-4 Hours

Topics chosen deal with significant issues in mission and/or evangelism. Opportunity provided for seminar discussion and for the presentation of advanced research papers.

ME 8210 Intercultural Communications - 2-3 Hours

This course focuses on the theory and practice of interpersonal communication across cultural lines. Specifically designed for those involved in intercultural ministry, the course focuses attention on language and culture, culture shock, ethnocentrism, paternalism, nonverbal communication, contextualization, and dynamics of change. The focus will, of course, be on the communication of the gospel itself interculturally.

ME 8215 Teaching Across Cultures - 2-3 Hours

An examination of factors contributing to effective teaching and learning when teacher and learners are from different cultures. Cultural influences upon cognitive style, logical processes, worldview, social relations, modes of learning, and learning environments will be analyzed. Implications for teaching in specific cultural settings will be drawn with attention to learning outcomes and cognitive development.

ME 8230 Global Church Planting and Development - 2-3 Hours

This course examines both theologically and practically the planting and development of healthy, reproducing congregations in various cultural settings. Methods, models, strategies, and particular challenges are discussed. Offered annually.

ME 8250 Leadership Development and Culture - 2-3 Hours

The course will investigate theological, philosophical and anthropological foundations of leadership and culture. These foundational issues will inform the practice of developing multicultural leaders and working under leaders from different cultures. Special emphasis will be given to the missionary role of multicultural leadership in a world where missionaries from every country of the world are partnering with missionaries and church leaders from every country of the world.

ME 8300 Global Theologies - 2-3 Hours

This seminar examines the roots and current developments of Christian theologizing within the context of world Christianity. It seeks to help students explore the nature and methodology of theology in the contemporary world, the effects of culture and intercultural differences on the theological process and the development of globally informed theology. Students are encouraged to develop and approach to Christian theology that is relevant, orthodox, and creative, and to cultivate a lifelong commitment to scholarship and writing.

ME 8315 Christian Encounter with Islam - 2-3 Hours

A study of Muhammad; the Qur'an; and the history, culture, and theology of Islam, together with modern trends and its confrontation with Christianity in order to develop appropriate Christian ministries in Muslim contexts.

ME 8317 Global Migration and Diaspora of Faith Communities - 2-3 Hours

This seminar course examines historical patterns and current dynamics of global migration, sociologically analyzing contributing factors. In particular, the course will examine how today's growing phenomenon of global migration impacts diaspora religious communities and global missions, identifying both new missional opportunities and concerns.

ME 8325 Culture, Ethics, and Social Change - 2-3 Hours

Understanding of human cultural and psychological realities related to culture, ethics, values, and social change. This includes topics such as sin, guilt, shame, conscience, and morality. Cultural and psychological understandings are integrated with biblical and theological understandings to communicate the gospel and to disciple believers in a manner which is intelligible, subjectively relevant, and meaningful to people of specific cultures.

ME 8380 Religion in the Modern World - 2-3 Hours

The past three centuries have produced far-reaching social and intellectual transformation, initially in the West and now increasingly worldwide, which have significantly affected traditional religions and also produced an array of new religious movements and alternative spiritualities. Modernization, secularization, globalization, colonialism, and nationalism, as well as various counter-modernizing movements, all have had an impact upon current religious realities. Theoretical issues in the relevant literature, as well as specific application to particular Islamic, Hindu, or Buddhist contexts, will be considered. Implications of these patterns for Christian ministry and mission will be explored.

ME 8390 Gospel, Cultures, and Church in Western Contexts - 2-3 Hours

This course exposes students to the literature and issues related to reaching people, engaging cultures, and rethinking the Church in Western Contexts. Attention will be given to various postmodern and post Christendom historical currents and dynamics affecting ministry and mission today, including pluralism, globalization, secularism, popular culture, ethnic diversity, post colonialism, and the rise of diverse spiritualities. Social science research on the religious development and diversity among emerging adults will especially be emphasized. The gospel will then be examined theologically and historically as it relates to the diversity of spirituality in the modern world. Fresh expressions and innovative leaders of contemporary missional church movements will serve as case studies of this engagement between gospel and cultures in the West.

ME 8450 History of Evangelism - 2-3 Hours

An examination of evangelism throughout the history of the Church. Special attention is given to particular Christian movements and personalities, highlighting contributions to gospel proclamation and witness of the Church in word and deed. Application of selected practices are considered for evangelism in contexts today.

ME 8500 Missional Disciple-making - 2-3 Hours

This course examines the way Christian disciples are formed, with particular attention to biblical and practical foundations for making disciples that include contextual, missional engagement, with the goal of mission in the world. Students examine various models of disciple making, especially those practiced today within the missional church movement.

ME 8730 Theology of Religions - 2-3 Hours

A seminar focusing on the biblical and theological understanding of non-Christian religions. Participants will examine the critical issues facing the church in light of biblical teaching and current conflicting ideas and theories regarding human religions. Attention will be given to religious diversity among humans, truth, and salvation in religions.

ME 8815 Ethnicity: Modes of Inquiry and Analysis - 2-3 Hours

This seminar focuses on the importance of ethnicity for mission, theology and ministry. Participants employ anthropological, historical, biblical, and theological approaches to the exploration of ethnicity as they develop skills required for Christian life and work in a world of ethnic diversity. Ideally, the seminar on Race and Theology should follow.

ME 8875 Church, Mission, & Community Development - 2-3 Hours

Seminar participants are introduced to the community development literature and critically examine how it relates to the church's responsibility to engage in a mission to the poor that is distinctly holistic – an approach based on Christ's ministry. Particular emphasis is placed on the role of nonformal education in facilitating development. Offered alternate years.

ME 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for ME 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.)

ME 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for ME 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ME 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ME 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ME 9000 Contemporary Issues in Intercultural Studies - 4 Hours

Topics chosen deal with contemporary issues in missions. Recent seminars include Cross-Cultural Theology and Intercultural Competencies for Missionaries.

ME 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ME 9050 Prolegomena: Missiology as a Discipline - 2 Hours

This seminar provides an introduction to the academic discipline of missiology and principles of missiological research and writing. It includes an overview of classical and current publications in the field and an examination of the integrative relationship between theology, history, and the social sciences in Christian mission. Students will also receive an orientation to the TEDS PhD ICS study program.

ME 9060 Theories and Methods of Missiological Research - 4 Hours

An introduction to various approaches to the academic study of missiology, from qualitative and quantitative empirical methods to theological and historiographic methods. Academic writing, use of library and archival sources, ethics in research and related topics will also be addressed. To be taken during the first 24 credit hours of the PhD ICS program.

ME 9260 Teaching Missions and Evangelism in Higher Education - 2 Hours

A Praxis-oriented course involving actual teaching experience under the guidance of an experienced professor to prepare students for teaching mission and/or evangelism in higher educational settings. Included also is an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation. Student for it as a reading course in consultation with the PhD/ICS program director.

ME 9325 Sociology for Mission and Evangelism - 4 Hours

An introduction of the field of sociology and the contributions it makes to the discipline of missiology. Attention will focus on issues such as globalization, new religious movements, gender, social capital, communication and media. Theoretical foundations and methodological questions will be introduced, and practical implications for ministry will be explored.

ME 9400 History of the Expansion of Christianity - 4 Hours

A study of major missiological themes throughout the history of the global expansion of the church, with special emphasis on the modern Protestant missionary movement. Writings of exemplary mission historians will be examined for their contribution to our understanding of contemporary trends in world mission practice and strategy. Attention will be given to the missionary encounter with culture in its various historical contexts.

ME 9610 Anthropology for Missions and Evangelism - 4 Hours

An introduction of the field of anthropology and the contributions it makes to the discipline of missiology. The seminar encourages participants to develop a model they can use in studying and ministering in specific societies and cultures. Attention is given to a study of the issues involved in cross-cultural communication, contextualization, and social transformation in evangelism and church planting in cross-cultural settings.

ME 9700 Theology of Mission & Evangelism - 4 Hours

A doctoral seminar focusing on the theology of mission in the Old and New Testaments with special attention to the operation of the Trinity, the *missio Dei*, the purpose and tasks of mission, church and mission, the nature and necessity of evangelism, historical developments in theology of mission, and current theological issues in Christian mission.

ME 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

ME 9922 Qualitative Research Methods - 4 Hours

This course teaches various qualitative methods oriented towards intercultural mission and congregational ministry: participant observation, interviewing, how to write field notes, the use of audio and video in field settings, how to 'code' verbal data, and so on. Other topics include ethical issues in research, the place of theory in qualitative research, proposal writing for qualitative research, and recent controversies over how one 'represents' others in one's writings. Recommended prerequisite: ME 9060.

ME 9970 Orientation for Comprehensive Exam and Dissertation - 1 Hour

This course is taught as a workshop addressing the purpose, expectations and methodology of preparing for the comprehensive exam, dissertation proposal, and dissertation writing. It includes class instruction, reading of exemplary field statements and proposals, and active participation in the various oral hearings. Counts as full-time student status when concurrently enrolled for 2 hours of ME 9975 or 6 regular course credit hours, affirms that a total minimum of thirty-five hours per week are invested in study, and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when the student is concurrently enrolled for 1 hour of ME 9975 or 3 credit hours of regular course work, the registrant affirms that a total minimum of fifteen hours per week are invested in study, and the requisite form has been completed at the time of registration in the Academic Doctoral Office.

ME 9975 Comprehensive Exam Preparation - 1-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/ICS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9990 Dissertation Proposal Preparation - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/ICS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

New Testament Studies Department

Course Descriptions

NT 5000 Introduction to the New Testament - 3 Hours

Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered spring.

NT 5001 Introduction to the New Testament 1 - 2 Hours

Introductory survey of Matthew through Acts. This course meets the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program.

NT 5002 Introduction to the New Testament 2 - 2 Hours

Introductory survey of Romans through Revelation. This course meets the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program.

NT 5100 English Bible - 2 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the New Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

NT 5131 Beginning Greek 1 - 2 Hours

Introduction to phonology, morphology, grammar of New Testament Greek, and vocabulary development. Designed for students with little or no background in beginning Greek. May not be audited unless already taken for credit at Trinity.

NT 5132 Beginning Greek 2 - 2 Hours

Further introductory study in phonology, morphology, grammar of New Testament Greek, and vocabulary development. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 5131.

NT 5133 Beginning Greek 3 - 2 Hours

Final introductory study in phonology, morphology, grammar of New Testament Greek, and vocabulary development. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 5132.

NT 5251 Greek Exegesis 1 - 2 Hours

Study in the use of Greek for the interpretation of the New Testament. Students review morphological paradigms, expand their Greek vocabulary, survey the theory and practice of lexical semantics, identify proper exegetical methodology, and understand intermediate Greek syntax and grammar. Special attention is given to the analysis of Colossians 1-2. Students are encouraged to register for the same section of NT 5251 and NT 5252 each semester. Prerequisite NT 5133 or a pass on Trinity's Greek proficiency test (usually reflecting two years of undergraduate Greek).

NT 5252 Greek Exegesis 2 - 2 Hours

Further study in the use of Greek for the interpretation of the New Testament. Students review intermediate Greek grammar and syntax, survey the theory and practice of textual criticism, strengthen their Greek vocabulary, exegete 1 Peter 1-2, and develop phrasing diagrams of selected passages they exegete. Students are encouraged to register for the same section of NT 5251 and NT 5252 each semester. Prerequisite: NT 5251.

NT 5253 Exegesis for Preaching - 2 Hours

This course, taught by the NT and PT departments, develops skills for interpreting New Testament passages for sermon preparation. Students exegete passages from various New Testament genres, relate exegetical analysis to the larger biblical narrative, and develop exegetical outlines and summaries of the biblical texts they study. Prerequisites: NT 5001 and NT 5002, NT 5252, and HM 6200.

NT 6261 Interpreting the Synoptics - 2 Hours

A study of the Synoptics with emphasis on developing the skills necessary to be effective interpreters of these texts. Students evaluate various critical approaches to the Gospels and to the life of Christ, recognize the historical reliability of the Synoptics, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6262 Interpreting Pauline Epistles - 2 Hours

A study of the Pauline Epistles with emphasis on developing the skills necessary to be effective interpreters of these texts. Students examine the life, mission, and theology of the Apostle Paul, evaluate the individual letters in their relationship to apostolic history and the life of the church, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6263 Interpreting Acts and General Epistles - 2 Hours

A study of Acts and the General Epistles with emphasis on developing the skills necessary to be effective interpreters of these texts. Students examine the theology of Acts and the General Epistles, evaluate the individual books in their relationship to apostolic history and the life of the church, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6264 Interpreting Johannine Literature - 2 Hours

A study of the Johannine literature with emphasis on developing the skills necessary to be effective interpreters of these texts. Students evaluate the differences between the Fourth Gospel and the Synoptics, assess the different hermeneutical approaches to Revelation, analyze the theological contribution of each Johannine writing, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7485 MA Thesis - 0-2 Hours

MA thesis writers register for NT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

NT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for NT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

NT 7501 Guided Research - 1-2 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

NT 7600 Individual NT Book Study - 2-4 Hours

Examination of the structure and theology of a specific NT book (e.g., Matthew, 1-2 Corinthians, Romans, Hebrews), with special attention to exegesis of specific passages. The distinctive emphases of the book are considered: including (for example) the person and work of Christ, the history of interpretation, the use of the OT, etc., depending on the chosen book. Prerequisite: NT 5252.

NT 7695 Hermeneutics - 2-3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

NT 7720 Backgrounds Early Christianity - 2-3 Hours

Surveys the history and theology of the period from the close of the Old Testament canon in the fifth century B.C. to the time of Christ, with special emphasis on the literature (including an introduction to primary texts, both Jewish and Greco-Roman) and the social history of the early Roman Empire.

NT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

NT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

NT 7977 ThM Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/NT or MA/BL). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

NT 8000 Seminar: Current Issues - 2-4 Hours

Issues of importance in New Testament history, criticism, interpretation, and theology discussed in a seminar setting. Some seminars may have prerequisites; students should consult with the professor and view class details prior to enrolling.

NT 8210 Lukan Writings - 2-4 Hours

History and theology in the Gospel of Luke and the Book of Acts. Special attention is given to narrative structure. Passages are selected from both books for study in depth. Prerequisite: NT 6261, NT 6262, NT 6263 or NT 6264.

NT 8220 Revelation and Apocalyptic Literature - 2-4 Hours

This course seeks to study the Book of Revelation from four perspectives: antecedents (the meaning and use of 'apocalyptic' in the ancient world), models (Jewish and Hellenistic apocalyptic works), exegesis (the study of individual texts), and biblical theology (the study of themes in the Book of Revelation). Prerequisites: NT 6264 or concurrent enrollment.

NT 8430 History of NT Interpretation - 2-4 Hours

A survey of the history of criticism of the New Testament primarily from the late eighteenth century to the present. Particular emphasis on the development of critical methodologies, relationships between critical approaches and worldview, and evangelical responses to the key movements. Prerequisites: NT 6261, NT 6262, NT 6263, or NT 6264 or concurrent enrollment.

NT 8720 Advanced Greek Exegesis - 2-4 Hours

Intensive exegetical study of a selected book (usually Acts, 2 Corinthians, the Pastoral Epistles, or Hebrews) or series of texts, evaluating the methods and conclusions of representative commentaries in light of recent studies in grammar and textual criticism. Prerequisites: NT 6261, NT 6262, NT 6263, or NT 6264, or concurrent enrollment. May be repeated as the instructor varies.

NT 8721 Advanced Greek Grammar - 2-4 Hours

Studies in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion. Prerequisites: NT 5262 (with an A- or better); and NT 6261, NT 6222, NT 6263, or NT 6264, or concurrent enrollment. May be repeated as the instructor varies.

NT 8911 New Testament Research - 2 Hours

An introduction to the primary sources, the secondary literature, and the major issues related to doctoral level New Testament studies. Students will become familiar with the scholarly editions of Hebrew, Aramaic, Latin, and Greek texts of the Old and New Testament as well as of the contemporary literature of the Hellenistic and Greco-Roman period, and with the lexicons, dictionaries, encyclopedias, and commentaries which scholars use in order to translate and interpret these texts. The major issues and methods of New Testament research are introduced in a discussion of the Synoptic Gospels, the Gospel of John, the Book of Acts, Paul's Letters, the Catholic Epistles, and revelation, the history of New Testament research, the history of the early church in the first century, and the theology of the New Testament. Students are expected to read at least Hebrew and Greek, preferably also Aramaic and Latin, as well as French or German. Required course for entering students (does not count as a seminar).

NT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for NT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded "C-" or better to receive credit for the paper.)

NT 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for NT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

NT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for NT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

NT 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

NT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

NT 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

NT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/THS program participants may repeat it once. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9990 Dissertation Proposal Prep - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/THS program participants may repeat this course once for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Old Testament and Semitic Languages

Department Course Descriptions

OT 5000 Introduction to the Old Testament - 4 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall.

OT 5001 Introduction to the Old Testament 1 - 2 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, methods in Old Testament study, and the theology of the Old Testament. The course covers the books of Genesis through Esther. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program.

OT 5002 Introduction to the Old Testament 2 - 2 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, methods in Old Testament study, and the theology of the Old Testament. The course covers the books of Job through Malachi. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program.

OT 5050 Geography of Bible Lands - 2 Hours

Examination of the geography of Bible lands, including an analysis of the physical topography of natural regions and ancient sites, an assessment of political and territorial subdivisions, and a diachronic unfolding of those events that have transpired in the land that lend themselves to geographic explanation. The course will suggest and illustrate how some large blocks of biblical material, as well as several entire canonical books, can be significantly nuanced with historical and theological texture as a result of discerning the spatial dimensions embedded in the text.

OT 5075 Biblical Archaeology - 2 Hours

The relationship between archaeological data and the Old Testament is investigated with special interest in current problems in the field of biblical archaeology, such as the origins of Israel and the United Monarchy. The science of archaeology, fieldwork, and research methods are introduced.

OT 5100 English Bible - 2 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the Old Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

OT 5131 Elementary Hebrew 1 - 2 Hours

Essentials of biblical Hebrew grammar with emphasis on morphology and phonology of nominal forms, as well as vocabulary. OT 5131, OT 5132, and OT 5133 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity.

OT 5132 Elementary Hebrew 2 - 2 Hours

Further consideration of Hebrew grammar and vocabulary with a focus on the Hebrew verb. Designed to prepare the advancing Hebrew student for consideration of Hebrew syntax and the reading of selected texts. OT 5131, OT 5132, and OT 5133 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5131 passed with a C- or better.

OT 5133 Elementary Hebrew 3 - 2 Hours

Continued study of Hebrew grammar and vocabulary with a focus on Hebrew syntax. Designed to prepare the advancing Hebrew student for exegetical study by more advanced consideration of Hebrew syntax and reading of selected texts. OT 5131, OT 5132, and OT 5122 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5132 passed with a C- or better.

OT 5251 Hebrew Exegesis 1 - 2 Hours

Students learn how to use biblical Hebrew for exegetical study of Old Testament texts. Using the book of Jonah as a case study, attention is given to semantics, as well as syntax and structure. Students are equipped to move from observation and analysis to synthesis and exposition. May not be audited. Prerequisite: OT 5133 passed with a C- or better.

OT 5252 Hebrew Exegesis 2 - 2 Hours

As a continuation of OT 5251 students learn how to use biblical Hebrew for exegetical study of the Old Testament by exploring selected texts. Attention is given to semantics, as well as syntax and structure. Students are equipped to move from observation and analysis to synthesis and exposition. May not be audited. Prerequisite: OT 5251 passed with a C- or better.

OT 6000 Current Studies in Old Testament - 1-4 Hours

Topics selected deal with significant issues related to Old Testament studies. May be repeated for credit.

OT 6261 Interpreting the Pentateuch - 2 Hours

Building on OT 5251 and OT 5252, students develop exegetical competence in the Pentateuch (Genesis through Deuteronomy). Students apply learned exegetical methodology to various genres within these books. Working in selected narrative and legal texts, students examine key structural, contextual, thematic, critical, and theological issues. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better) or passing the OT portion of the Standard Bible Content Test.

OT 6262 Interpreting the Former Prophets - 2 Hours

Building on OT 5251 and OT 5252, students develop exegetical competence in the Former Prophets (Joshua, Judges, Samuel, Kings). Students apply learned exegetical methodology to various genres within these books. Working in selected narrative and poetic texts, students examine key structural, contextual, thematic, critical, and theological issues. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better or passing the OT portion of the Standard Bible Content Test.

OT 6263 Interpreting the Latter Prophets - 2 Hours

Utilizing skills acquired in OT 5251 and OT 5252, students further develop exegetical competence in the Hebrew text of the Latter Prophets (Isaiah, Jeremiah, Ezekiel, the Twelve, and Daniel). The course advances the student's understanding of Hebrew poetry and its forms and techniques. Working in selected poetic and narrative texts, students examine key structural, contextual, thematic, critical, and theological issues. Students apply learned exegetical methodology to various genres within these books. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better or passing the OT portion of the Standard Bible Content Test.

OT 6264 Interpreting the Writings - 2 Hours

Culminating on the skills attained in OT 5251 and OT 5252, students cultivate increased exegetical competence in the Hebrew text of the poetic and wisdom books (Psalms, Job, Proverbs, Song of Songs, Ecclesiastes, Lamentations) and post-exilic narratives Ezra/Nehemiah, Esther, Chronicles). Advanced consideration of Hebrew poetry facilitates work in selected poetic and narrative texts. Students examine key structural, contextual, thematic, critical, and theological issues. Students apply learned exegetical methodology to various genres within these books. May not be audited. Prerequisites: OT 5251, OT 5252, OT 5001, and OT 5002 with a grade of C- or passing the OT portion of the Standard Bible Content Test.

OT 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7485 MA Thesis - 0-2 Hours

MA thesis writers register for OT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

OT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for OT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

OT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

OT 7510 Hebrew Reading Skills - 2 Hours

Guided reading in selected passages to develop facility with Hebrew vocabulary and modes of expression, provide continued review of phonology, morphology, syntax, and semantics, and improve reading comprehension. May be repeated for credit. May not be audited. Prerequisite: OT 5133.

OT 7513 Old Testament Theology - 2 Hours

A study of the approaches to the theology of the Old Testament in the last century in an effort to engage critically with recent proposals and develop skills for reading the Old Testament theologically.

OT 7514 Ancient Near Eastern Religions - 2 Hours

A comparative study of religions of the ancient Near East, with special treatment of Mesopotamian, Egyptian, Levantine, and Israelite traditions. Various religious studies methodologies are introduced and sources for studying Ancient Near Eastern religions are examined. Topics are studied comparatively with the Israelite traditions, such as cosmology, temples, priests, popular religion, and death/after-life.

OT 7515 History of Israel - 2 Hours

An investigation of the study of the history of Israel from the origins of the nation to the end of the period of the Hebrew Bible.

OT 7516 History of the Ancient Near East - 2 Hours

An orientation into the world of the ancient Near East which surveys the social, economic, and political history of that region with emphasis on its relation to the Old Testament. Integrated with this material are geography, archaeology, and the study of institutions as these contribute to an understanding of ancient Near Eastern history.

OT 7517 Dead Sea Scrolls and the Bible - 2 Hours

A study of select readings from the Dead Sea Scrolls in Hebrew alongside the archaeological finds from Qumran and first century Palestine. Particular attention is given to the contributions that this corpus makes to biblical studies, textual criticism, and the beliefs and practices of intertestamental and New Testament Judaism, as well as early Christianity. Prerequisite: OT 5252.

OT 7610 Biblical Aramaic 1 - 2 Hours

Reading of the Aramaic portions of Daniel 2-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5252.

OT 7611 Biblical Aramaic 2 - 2 Hours

Reading of the Aramaic portions of Ezra 4-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5252, OT 7610.

OT 7614 Extrabiblical Aramaic - 2 Hours

Reading of Aramaic papyri and inscriptions from the first seven centuries of the first millennium B.C., as well as selected Aramaic Targums. Comparison of phonology, morphology, and syntax with biblical Aramaic. May not be audited. Prerequisite: OT 5252.

OT 7620 Akkadian 1 - 2 Hours

Introduction to the Sumero-Akkadian cuneiform script of ancient Babylonia and Assyria and inductive study of the essentials of the grammar. Reading of selections from the Code of Hammurabi, the Epic of Gilgamesh, the Babylonian Creation Epic, and the Neo-Assyrian royal inscription, with comparisons to the Hebrew Bible. May not be audited. Prerequisite: OT 5252.

OT 7621 Akkadian 2 - 2 Hours

Continuation of OT 7620. May not be audited. Prerequisite: OT 7620.

OT 7622 Akkadian 3 - 2 Hours

Continuation of OT 7621. May not be audited. Prerequisite: OT 7621.

OT 7630 Ugaritic 1 - 2 Hours

Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5252.

OT 7631 Ugaritic 2 - 2 Hours

Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5252 and OT 7630.

OT 7640 Syriac 1 - 2 Hours

Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 5252.

OT 7641 Syriac 2 - 2 Hours

Continued study of Syriac grammar and reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 5252, OT 7640.

OT 7655 West Semitic Inscriptions - 2 Hours

A study of selected extra-biblical Hebrew, Moabite, Philistine, Ammonite, and Phoenician inscriptions according to their epigraphic contexts. Particular attention will be given to issues of genre, culture, religion, and history as related to the Hebrew Bible. Prerequisite: OT 5252.

OT 7680 Literature of the Ancient Near East - 2 Hours

A study of literature from the Ancient Near Eastern world with special emphasis on literature that is important for reading the Old Testament in its context. The course includes an informed reading in translation of selected texts in representative genres of literature from the various Ancient Near Eastern cultures. The student develops a methodology for sound comparison with the corresponding biblical genres.

OT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

OT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

OT 7977 ThM Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7980 MA Major Research Paper - 0-1 Hours

MA/BL participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/BL). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

OT 8000 Seminar: Current Issues - 2-3 Hours

Topics chosen deal with significant issues in Old Testament content, history, introduction, and/or interpretation, and seminar discussion and presentation of advanced research papers. May not be audited. Prerequisites determined by seminar topic.

OT 8210 Hebrew Exegesis: Genesis - 2-3 Hours

Consideration of the historical, historical-critical, interpretative, and theological issues in Genesis in the context of careful exegesis of selected passages. May not be audited. Prerequisite: OT 5252.

OT 8230 Hebrew Exegesis: Psalms - 2-3 Hours

Overview of the Psalter's structure, major genres, themes, theology, and exegesis of representative psalms. May not be audited. Prerequisite: OT 5252.

OT 8250 Hebrew Exegesis: Isaiah - 2-3 Hours

A textual-linguistic study of selected portions of the Hebrew text of Isaiah. May not be audited. Prerequisite: OT 5252.

OT 8720 Hebrew Exegesis: Select Book - 2-3 Hours

Exegesis of selected texts with special attention to relevant theological issues. Attention to the book's structure, central themes, and historical, cultural, and literary contexts may also be included. May be repeated for credit. Prerequisite: OT 5252.

OT 8723 Old Testament Textual Criticism - 2-3 Hours

Introduction to the textual critical study of the Old Testament and its relationship to other areas of Old Testament study. Consideration is given to the goals and methodology of Old Testament textual criticism and the ancient versions as translations. Analysis of selected texts, comparing the readings of the Masoretic Text with selected ancient versions. Prerequisite: OT 5252.

OT 8729 Advanced Hebrew Studies: - 2-3 Hours

Study of linguistic, methodological, and historical issues related to the Hebrew language. Course titles include Advanced Hebrew Syntax, Historical Hebrew Grammar, Hebrew Lexicography and Semantics, and Postbiblical Hebrew. May be repeated for credit. Prerequisite: OT 5252.

OT 8950 Old Testament Research and Methods - 2 Hours

The course provides an introduction to critical issues, secondary literature, and methods for advanced biblical and theological study of the Old Testament and its world. The course prepares students for the research and writing of a master's thesis or doctoral dissertation pertaining to Old Testament literature and history, as well as that of its Ancient Near Eastern milieu. Prerequisite: OT 5252. May not be audited.

OT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for OT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

OT 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for OT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

OT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for OT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

OT 9001 Guided Research - 1-3 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

OT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

OT 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No credit.

OT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9991 Dissertation Research - 1-3 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Pastoral Theology Department Course Descriptions

HM 6200 Theology and Methodology of Biblical Preaching - 2 Hours

This course lays the biblical and theological foundations for preaching and develops preaching skills with an emphasis on faithfulness, contextualization, clarity, and spiritual power. Successful students are able to defend a biblical theology of preaching and craft biblically faithful sermons and have learned strategies to overcome common pitfalls in preaching. Students expound two preaching portions, one from a New Testament epistle and one from an Old Testament text. Students receive constructive feedback from a professor and peers. Must register for HM 6201 in same semester. Offered Quad A.

HM 6201 Preaching Lab - 0-2 Hours

Lab sessions-must be taken concurrently with HM 6200. Offered Quad B.

HM 7215 Preaching with Genre Sensitivity - 2 Hours

This course considers preaching biblical texts with genre-sensitivity. Students learn the hermeneutical and homiletical demands of narrative, poetic, and prophetic genres and are given the opportunity to prepare and deliver sermons from narrative, poetic, or prophetic texts. Prerequisite: HM 6200.

HM 7220 Preaching and Pastoral Issues - 2 Hours

This course exposes students to preaching settings that demand unique pastoral wisdom and affect sermon preparation and delivery. Students learn the unique nuances of preaching in scenarios such as, but not limited to, funerals and weddings, evangelistic gatherings, and crises that shake one's community. Students have the opportunity to prepare and deliver sermons in these circumstances. Prerequisite: HM 6200.

HM 7316 Preaching and Systematic Theology - 2 Hours

This course provides a teaching practice and laboratory to give students tools, models, and opportunities integrating the disciplines of Systematic Theology and preaching.

HM 7410 Learning from Minoritized Preaching Traditions - 2 Hours

This course examines non-majority culture preaching traditions in the U.S. context. Students engage with preaching theories and sermons from these traditions in order to learn from and reflect on their own traditions and contexts. As a result, students consider how they can read and preach biblical texts in faithful and contextually meaningful ways. Students are given the opportunity to prepare sermons for a particular ministry context. Special attention is given to African American, Asian American, and Latin homiletical traditions. Prerequisite: HM 6200.

HM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

HM 8000 Seminar: Current Issues - 1-3 Hours

Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics and sermon delivery. Pre- or corequisite HM 6200.

PT 5090 Field Education - 0 Hours

Field-based ministry experience is vital to the development of Trinity students. Field education experiences are an opportunity to integrate academic work with practical ministry experience. All field education experiences are mentored experiences. Mentoring provides an opportunity to invest in the next generation of Christian leaders and ministries are enriched by having a student serve in a church or parachurch setting. Students are required to complete 40-45 hours of service (3-5 hours per week of ministry for a thirteen-week semester) for each Field Education course. Contact the Office of Supervised Ministry for orientation materials and details on fulfillment requirements. Field Education may be taken as an elective in any master's program by students who want to reflect on the pastoral implications of their academic work. Repeatable indefinitely. Credit/No Credit.

PT 5100 Spiritual Formation for Ministry - 2 Hours

The most critical item you can bring to Christian leadership is your own spiritual maturity. You cannot effectively lead others into what you have not first experienced for yourself. For fruitful Christian service, it is vital to know God and how to walk with Him. This course helps students to understand and apply a biblical and theological understanding of how one grows in the knowledge and grace of God through Jesus Christ. Specifically, students: 1) Understand and engage in a biblical theology of spiritual formation, 2) Apprehend the importance of utilizing the "means of grace" for growth in godliness, 3) Integrate the theoretical with the practical to enrich one's personal and devotional life, 4) Explore a wide array of Scriptural practices that have proven useful toward spiritual maturity, and 5) Develop a Personal and Professional Development Plan.

PT 5155 Church Planting Boot Camp - 2 Hours

Church Planting Bootcamp provides an introduction to the major start-up issues the planter faces. The objective is to provide a theological foundation and practical ministry skills that will enable the planter to start healthy, growing, reproducing churches. Four stages of church planting: preparation, conception, development, and birth stage are explored. Offered each May.

PT 6000 Current Studies in Pastoral Theology - 1-3 Hours

Topics selected deal with significant issues related to pastoral theology.

PT 6280 Christian Worship - 2 Hours

An introduction to Christian worship particularly in the liturgical leadership of the church. This course gives attention to the theology and history of Christian worship. It also examines the interplay between worship and culture, worship styles, and corporate worship planning. The course 1) equips students with a biblical theology and historical understanding of Christian worship and 2) develops skills in planning and leading Christian worship services that are God-honoring, biblically faithful, and contextually engaging.

PT 6300 Introduction to Chaplain Ministries - 2 Hours

The course will assist participants in exploring and evaluating various chaplaincy options as full or part-time ministry vocations. Though primary emphasis will be given to military and institutional chaplaincies (hospital, hospice, prison, etc.), other options will also be discussed including corporate, law enforcement, National Park, university, and Civil Air Patrol.

PT 6500 Money and Ministry - 2 Hours

This course helps students, ministry staff and pastors grow in sensitivity and knowledge about how to navigate financial challenges common in a variety of ministry settings. The course is designed to be flexible and developmental in nature, since each participant will come to the course with varying levels of financial knowledge, experience, and competency. The goal is to build upon the different foundations each participant will be bringing to the course, and tailor assignments in a variety of ways to help each participant grow in understanding and wisdom.

PT 7225 The Essence of Biblical Leadership - 2 Hours

In recent years the issue of leadership has occupied a great deal of our thinking and attention. There is no shortage of resources and seminars on the subject. To be sure, there needs to be the infusion of fresh, godly, biblical leadership who are filled with the compassion of Christ and who are committed to advancing His Cause. But what is distinctively Christian leadership? What does the Bible teach about leadership? What is the relationship between leadership and our effectiveness in ministry? These and other questions will be addressed in the course.

PT 7290 Pastoral Practices - 2 Hours

An introduction to the practices of pastoral ministry particularly in the shepherding care of the church. This course includes attention to the theology of spiritual care and the practical outworking of pastoral work including but not limited to conducting weddings and funerals, administering the Lord's Supper and baptism, and offering spiritual consolation in the care of souls. The course 1) develops competency in engaging in select pastoral practices within the church and 2) increases pastoral aptitude in caring for the spiritual needs of people.

PT 7410 Denominational History & Polity - 2 Hours

Designed for students seeking a greater understanding of, or anticipating possible placement within, a particular Christian denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. This is an independent study course, enabling the student to work with a pastor/ administrator from, and study the history and polity of, a denomination other than the EFCA. To register for this course, the student must contact the professor of record to receive clearance. Before registering, the student must select a denominational representative, and the representative must be approved by the professor of record according to TEDS standards for supervision.

PT 7415 Evangelical Free Church History and Polity - 2 Hours

Designed for students seeking a greater understanding of the EFCA or anticipating possible placement within the denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. Students are challenged to consider these distinctives in relation to their own concepts of ministry context and potential.

PT 7481 Internship 1 - 2-3 Hours

This course is the first internship experience for MDiv students. The internship program is designed to foster the formation of ministerial identity through a blend of guided ministry experiences, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Interns are supervised in a ministry context by qualified mentors approved by the Office of Supervised Ministries. Students are required to complete 100 hours of field experience per credit hour. Students enrolled in 2 or more hours during any semester of Internship are granted half-time academic status. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisite: approval from the Director of Supervised Ministries.

PT 7482 Internship 2 - 2-3 Hours

This course is the second internship experience for MDiv students. It provides an expansion of the student's ministry experience, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Students are required to complete 100 hours of field experience per credit hour. This course requires a continuation of the same ministry site and mentor as PT 7481 unless granted an exception by the Director of Supervised Ministries. Students enrolled in 2 hours during any semester of internship are granted half-time academic status. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisite: PT 7481.

PT 7483 Internship 3 - 1-2 Hours

This course is the third internship experience for MDiv students under the previous catalog. It provides an expansion of the student's ministry experience, mentoring from qualified practitioners, and reflective assignments. Students are required to complete 100 hours of field experience per credit hour. This course requires a continuation of the same ministry site and mentor as PT 7481 and PT 7482 unless granted an exception by the Director of Supervised Ministries. Students enrolled in 2 or more hours during any semester of internship are granted half-time academics status. Prerequisites: PT 7481, PT 7482.

PT 7484 Intensive Internship - 4-6 Hours

This course is for MDiv students fulfilling their entire internship requirements in one semester. This internship option is typically reserved for students who are in a full-time ministry setting (30-45 hours per week). The internship program fosters the formation of ministerial identity through a blend of guided ministry experiences, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Interns are supervised in a ministry context by qualified mentors approved by the Office of Supervised Ministries. Students are required to complete 100 hours of field experience per credit hour. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisites: approval from the Director of Supervised Ministries.

PT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PT 7977 ThM Comprehensive Exam - 1 Hour

A department-specific major comprehensive exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the exam is passed; No Credit if the exam is failed or not completed.

PT 8000 Current Issues - 2 Hours

Seminar discussion and advanced individual research on significant issues in pastoral theology.

PT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for PT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

Philosophical Theology and Apologetics

PR 6000 Current Studies in Philosophy of Religion - 1-4 Hours

Topics selected deal with significant issues related to philosophy of religion.

PR 6410 History of Phil of Religion 1 - 2 Hours

This course covers ancient and medieval philosophy of religion and ends with discussion of the rationalists Descartes, Spinoza, and, Leibniz.

PR 6411 History of Phil of Religion 2 - 2 Hours

This course begins with study in the early modern period with the empiricists (Locke, Berkeley, and Hume) and continues with an examination of the contemporary period.

PR 7330 Philosophers of Religion and of Religious Significance - 2-3 Hours

In-depth consideration of the philosophy of an important religious thinker such as Augustine, Aquinas, Kierkegaard, Tillich, and Hartshorne, or of an important nonreligious thinker such as Plato, Aristotle, Descartes, Hume, Leibniz, Kant, Hegel, Nietzsche, Russell, or Wittgenstein, whose thought strongly influenced religious and theological issues. May be repeated for credit.

PR 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PR 7705 Religious Epistemology - 2-3 Hours

Examination of the ways of knowing and tests for truth with special emphasis on the problems of religious knowledge and their implications for theological issues.

PR 7715 Theism - 2-3 Hours

Study in the existence and nature of God with emphasis on theistic arguments (ontological, cosmological, teleological, and moral) and on the internal coherence of such divine attributes as necessity, omnipotence, and omniscience.

PR 7750 Philosophical Issues in Religious Pluralism - 2-3 Hours

Consideration of the major epistemological and metaphysical issues for philosophy of religion arising from the discussions on religious diversity and religious pluralism. The views of influential philosophers such as John Hick, William Alston, Keith Ward, and others are examined, as well as responses to their work.

PR 8000 Seminar: Current Issues - 2-4 Hours

Analyses of selected issues in philosophy of religion and their implications for Christian thought. Examples include the following: questions concerning the concept of God, the nature and possibility of the miraculous, freedom and determinism, religion and science, phenomenology, and the historicity of the resurrection of Christ.

Admissions

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General Admission Requirements for Master's Programs

Applicants to master's programs¹ (MA, MDiv, ThM), graduate certificate programs, and visiting student status, must meet the following requirements:

- Possess an earned bachelor's degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) as stipulated below (on a 4.0 scale):

| | |
|---------------------------------|------------------------|
| MA | 3.00 |
| MDIV, MA/TS | 2.50 |
| AP MDiv | 3.25 |
| ThM | 3.00 (in MDiv program) |
| Certificate or Visiting Student | 2.00 |

- Submit official transcripts from your baccalaureate degree plus any additional transcripts required for the program you are applying to at TEDS. Please contact an enrollment counselor to determine which additional transcripts might be required. (Electronic copies directly from the institution or in a sealed envelope from the Records/Registration office of the institution are considered official.)

Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:

- World Education Services (<http://www.wes.org>)
- Educational Credential Evaluators, Inc. (<http://www.ece.org>)
- International Education Research Foundation (<http://www.ierf.org>)
- Solicit recommendation forms online from each of the following (Certificate and MA Theological Studies applicants only need to solicit one recommendation from among the following):
 - Applicant's pastor or church leader
 - Applicant's employer or a professional acquaintance
 - A faculty member or school administrator at an institution previously attended
- Submit a written three-part statement with (a) your personal testimony, (b) your present spiritual life and Christian service, and (c) ministry goals as described in the application.
- Applicants may be required to submit standardized test results (Graduate Record Exam or Miller Analogies Test) in the following circumstances: if applicant's undergraduate GPA falls below the minimum requirement for their program, applicant attended an

unaccredited undergraduate institution, or if the program to which they are applying requires it. All applicants for whom English is not their first language should submit the Test of English as a Foreign Language (TOEFL) as outlined in the following pages. A personal interview or other supplemental materials may also be required. See program description in this catalog for additional program-specific admission requirements.

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See doctoral sections of the Catalog for admission requirements for doctoral programs.

Application Procedure for Master's & Doctoral Programs

Application Deadlines

Master's Level

Trinity uses a rolling admissions process; thus, master's program applicants may begin their studies during fall, spring, or summer terms unless noted otherwise. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following preferred deadlines:

U.S. Citizens

| Date | Semester |
|------------|-------------------------------|
| August 1 | For fall semester admission |
| December 1 | For spring semester admission |
| April 1 | For summer session admission |

International Applicants

| Date | Semester |
|------------|--------------------------------------|
| June 1 | Fall semester application deadline |
| July 1 | Fall semester deposit deadline |
| October 1 | Spring semester application deadline |
| November 1 | Spring semester deposit deadline |

Applications received after these deadlines may not be considered in the term for which originally applied, and no master's program applications will be considered for a given semester after the add/drop period of that semester.

Doctoral Level

Our doctoral programs are on a seasonal review process and therefore adhere to the deadlines outlined below.

Doctor of Ministry (DMin)

| Date | Semester |
|-------------|---------------------------------|
| June 15 | Fall semester/November seminars |
| October 15 | Spring semester/March seminars |
| February 15 | Summer session/July seminars |

Doctor of Philosophy (Educational Studies) (PhD/EDS) and Doctor of Philosophy (Intercultural Studies) (PhD/IDS)

| Date | Semester |
|--------------|----------------------|
| September 15 | Spring semester |
| January 15 | Summer/Fall semester |

(EDS/ICS: Late application deadline of April 1 with permission of Program Director)

All elements of the PhD/EDS and PhD/ICS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the Admissions Committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must contact admissions in order to have their file reviewed for a subsequent term. The Admissions Committee will usually notify applicants of its decision eight weeks from the review date. Students may apply to any semester (fall or spring) to begin the PhD/EDS and PhD/ICS programs.

Doctor of Philosophy (Theological Studies) (PhD/THS)

| Date | Semester |
|--------------|-----------------|
| September 15 | Spring semester |
| January 15 | Fall semester |

All elements of the PhD/THS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the admissions committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must contact admissions in order to have their file reviewed for a subsequent term. The review dates of January 15 and September 15 represent the beginning of the application review process, which normally takes eight weeks. Students are encouraged to apply for the fall session to begin the PhD/THS program.

Once completed applications have been received by the admissions committee, faculty in academic departments will contact finalists to schedule an interview. The results of the interview will become part of the prospective student's application package for review.

At the conclusion of the review process, applicants will be notified of the results as soon as possible. The number of applicants chosen for admission to the PhD/THS program depends on many factors, including availability of faculty to serve as readers.

Personal Statements

Personal statements should be submitted with the online application, responding to the questions asked on the application.

Official Transcripts

Submit official transcripts from your baccalaureate degree plus any additional transcripts required for the program you are applying to at TEDS. Please contact an enrollment counselor to determine which additional transcripts might be required. To be considered official, transcripts must be sent directly to Admissions Operations (Attention: Admissions Operations) in sealed envelopes from each school or electronically from the institution's Registrar or Records Office.

Please send all required admissions pieces to:
Trinity International University
Admissions Operations
2065 Half Day Road
Bannockburn, IL 60015

Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:

- World Education Services (<http://www.wes.org>)
- Educational Credential Evaluators, Inc. (<http://www.ece.org>)
- International Education Research Foundation (<http://www.ierf.org>)

Recommendation Forms

All Applicants

Please complete the recommendation requests within the online application that are required for your program:

We will send electronic Recommendation Forms to those individuals requested by the applicant. Please do not request recommendations from persons in your immediate or extended family. Your recommenders should be people who know you well enough to provide specific examples to substantiate their recommendation. Application recommendations may also be used when awarding scholarships.

Master's, Certificate in Biblical and Theological Studies, and Special Student Applicants

The Certificate programs and MA in Theological Studies only require one recommendation. Please contact your enrollment counselor to verify how many recommendations you must submit:

- Pastoral - Pastor or church official
- Academic - A faculty member or administrator familiar with your academic work (undergraduate or graduate)
- General - An employer, professional acquaintance, or lay leader in your church

Master of Theology (ThM) Applicants

Please have recommendations submitted from the following three people:

- Pastoral - A pastor or church leader
- Academic - A teacher or professor who has instructed you in the concentration (OT, PT, ME, etc) to which you are applying
- General - A ministry supervisor, professional acquaintance, or lay leader in your church

Doctor of Ministry Applicants

Please have recommendations submitted from the following four sources:

- Pastoral - Ministry supervisor
- Pastoral - Ministry colleague
- Pastoral - Lay leader
- General - Chairman of church board, professor, denominational official OR professional acquaintance.

Doctor of Philosophy (Educational Studies) and Doctor of Philosophy (Intercultural Studies) Applicants

Please have recommendations submitted from the following four people:

- Pastoral - A ministry supervisor (e.g., a superintendent, senior pastor or church leader, field supervisor, or mission executive)
- Academic - A professor from your most recent graduate studies
- General - A professional colleague
- General - A lay person from your church or organization

Doctor of Philosophy (Theological Studies) Applicants

Please have recommendations submitted from the following four people:

- Pastoral - A pastor or church official
- Academic - Three professors familiar with your academic work

Standardized Tests

Master of Arts Applicants

Applicants to all Master of Arts programs may be required to submit test scores from either the GRE or MAT if their undergraduate GPA is lower than the required minimum (see General Admissions Requirements) or if their undergraduate degree is from an unaccredited institution. Admissions can determine this only after transcripts of all previous postsecondary studies have been evaluated.

If you are uncertain as to whether the GRE or MAT will be required, check the admissions requirements for your intended program of study or contact the Admissions Office (800.345.8337). If either the GRE or MAT is required, students should make arrangements to take one of these tests as soon as possible. Trinity’s campus counseling center administers the MAT. If you live nearby, you may make an appointment to take the test with the Counseling Center (phone: 847.317.4067).

The following chart reflects the recommended minimum scores for the GRE and MAT. Note that standardized test scores alone will not determine whether an applicant is admitted to a program of study, but will be considered in conjunction with the rest of an applicant’s file.

| Test | Score | Percentile |
|------|--------------------------------|------------|
| GRE | 150 (verbal); 4.0 (analytical) | 50 |
| MAT | 400 (scaled score) | 50 |

Doctor of Ministry Applicants

The Miller Analogies Test (MAT) is required. Scores from the GRE may be accepted from applicants who live in parts of the world in which the MAT is not administered.

Academic Doctoral Program Applicants

Doctor of Philosophy (Theological Studies) applicants, including applicants required to take the TOEFL, must submit GRE scores. Applicants to our Doctor of Philosophy Educational Studies or Intercultural Studies programs may submit scores from either the MAT or the GRE. (Special conditions apply to applicants whose first language is not English; see section on TOEFL below.)

Language Requirements

In addition to the regular application materials, applicants must submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s first language. See the following chart for required tests and minimum scores:

English Language Test (TOEFL) Requirements ¹

| Tests | Format | Cert. | MA | Mdiv | ThM | Dmin | PhD |
|-------|----------------|------------------|-----|------|-----|------|-----|
| TOEFL | Internet (iBT) | 92 ² | 92 | 92 | 92 | 92 | 100 |
| TOEFL | Computer (CBT) | 237 ² | 237 | 237 | 237 | 237 | 250 |
| TOEFL | Paper-based | 580 ² | 580 | 580 | 580 | 580 | 600 |

¹ Students may submit any test format. Degree programs that do not require certain tests are listed as “N/A.”

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Includes Certificate in Theological Studies and Visiting students.

Waivers from TOEFL are not normally granted. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester. If an applicant’s score is marginally below the score required, that applicant may still be admitted if they submit a TOEFL Waiver Request that is granted (additional writing sample, English language recommendation, etc.).

Master’s Level

Applicants with completed advanced degrees at the master’s level or higher may request a waiver from the standardized testing requirement.

Graduate Test Information

Test scores must be less than five years old (except TOEFL scores, which must be less than two years old) and must be submitted directly to our Admissions Office from the testing service. Photocopies from the applicant are not acceptable.

| | Graduate Record Exam (GRE) | Miller Analogies Test (MAT) | Test of English as a Foreign Language (TOEFL) |
|----------------------|---|---|--|
| Write: | GRE Educational Testing Service PO Box 6000 Princeton, NJ 08451-6000 | The Psychological Corporation 555 Academic Court San Antonio, TX 78204 | TOEFL Services Educational Testing Service PO Box 6161 Princeton, NJ 08451-6151 |
| Call: | 609.774.7670 | 800.622.3231 210.921.8802 | 609.771.7100 |
| Fax: | 609.774.7906 | 888.211.8276 | 609.771.7500 |
| Email: | gre-info@ets.org | | toefl@ets.org |
| Web: | www.gre.org (http://www.gre.org) | www.milleranalogies.com (http://www.milleranalogies.com) | www.toefl.org (http://www.toefl.org) |
| Trinity Code: | R1797 | 2068 | 1797 |

Tuition Deposits

Master's Level

If you are admitted to Trinity, you must submit a tuition deposit of \$125 to the Admissions Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable only if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). Students who participate in the deposit match program may not receive a refund for their deposit at any time. Deposits are only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

Doctoral Level

If you are admitted, you must submit a nonrefundable tuition deposit as a confirmation of your acceptance of our offer of admission. Specific information regarding this deposit is detailed in your letter of acceptance from the Admissions Office.

International Applicants, Master's or Doctoral Level (F-1 or J-1 Visa)

If you are an International applicant who will be entering the United States on an F-1 or J-1 visa and plan to attend Trinity's Bannockburn Campus in a full-time residential status, you must submit a tuition deposit of US\$2,000 to the Admissions Office as confirmation of your acceptance of our offer of admission before an I-20 can be issued. This deposit is partially refundable, with \$1,875 being refundable at any time and the remaining \$125 being refundable if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). (International students residing in the United States should submit a tuition deposit of \$125 and are subject to the same refund policy described above in "Master's Level".)

Special Instructions

Applicants with Disabilities

We want to be prepared to meet your needs when you come to Trinity. After you receive your letter of admission, please send us a statement describing your disabilities and what special attention or arrangements you may need at Trinity. For more information, contact the Associate Dean of Students (telephone: 847.317.4063).

Doctor of Ministry Applicants

Please inform the Doctor of Ministry Office in writing if and when you intend to take up residence in the community to pursue on-campus coursework during the regular academic terms.

Academic Doctoral Applicants

You are required to submit a work that shows evidence of your writing and research ability. All PhD applicants must submit an exemplary research paper or thesis. EDS and ICS applicants may also submit a recently published paper or article. For application purposes, your paper must be in English or translated into English. Writing samples should be submitted electronically (PDF format) to aot@tiu.edu and will be added to the student's electronic admissions file.

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus. International students are valuable members of the Trinity community, and we are committed to serving them through the enrollment process. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity's Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses have been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (COF) must identify monies readily available for the first year of study and document additional funding for the duration of the student's program. Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds of around US \$34,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US \$3,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a \$125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students *must* enter the United States with an F-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1, and B-2) may be admitted as Visiting Students or part time students for credit

depending on visas as long as the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one's visa status in doubt and could jeopardize a student's ability to secure an F-1 visa in the future should their educational goals change.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

- Applicant has demonstrated English language competence meeting or exceeding Trinity's standards.
- Applicant has been admitted as a student.
- Applicant has demonstrated adequate financial resources through a Certificate of Finance.
- Applicant has submitted a US \$2,000 tuition deposit.

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity's International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.

Admission Categories

Admission to TEDS is either for program enrollment directly into a degree program, or in one of the following other categories for persons not wishing to pursue a graduate degree.

Program Enrollment Students

Persons applying and enrolling in a master's or doctoral program are considered Program Students and must complete the full application. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories:

Enrollment on Academic Probation

Academic Probation enrollment occurs when the prior academic record is below what is required for program admission. This may be due to a weak academic background as reflected in the student's undergraduate grade point average (GPA) and/or standardized admissions test scores; or a bachelor's degree from a non-accredited institution. In such cases the probationary status is removed by the Records Office when 10 semester hours have been completed in good standing.

Conditional Acceptance

Conditional Acceptance occurs when the application has not yet been completed in full. Students who are accepted conditionally may enroll in courses as though they were a programmed student, but full acceptance into the program is delayed. Such applications must be completed during the first semester of enrollment, at which time the conditional status is removed by the Records and Registration Office.

Acceptance with Deficiencies

Acceptance with Deficiencies occurs when program prerequisites remain outstanding. Prerequisite deficiencies must be removed before program candidacy is granted.

Visiting Students

Persons may apply for visiting student status if they wish to enroll in graduate courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the Visiting Student Application and an official transcript indicating a completed bachelor's or higher degree. (Visiting students receive "conditional acceptance" until this transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a Visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed coursework generally applies toward program requirements. A residency requirement (hours that must be completed subsequent to program admission) must be fulfilled in all programs.

Visiting student status in the Doctor of Ministry program is limited to two seminars and is only occasionally granted in the PhD program. Contact the Professional or Academic Doctoral Office for details.

Auditors

Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the Visiting Student Application, though they need not have completed a bachelor's degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers.

Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters

Students seeking admission simultaneously into two degree programs at Trinity are considered "Multiple Masters" students and must seek advisement from Records and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application, found online on the Trinity website.

Special Students

Special student status is assigned by the Admissions Office during the application process to persons who wish to enroll for coursework but are not normal program students (such as ACTS cross-registrants or Trinity College students completing courses for credit). Special student status normally may not exceed one or two semesters.

Scholars-in-Residence

Scholars-in-Residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admissions Office and program director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement

Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.

Transfer Credit

Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution or accredited by the Association of Theological Schools when such course work parallels courses in the TEDS Catalog and has been completed at a "C-" or better grade level. Graduate transfer credit is not granted for undergraduate course work, graduate-level course work applied to an undergraduate degree, or generally for course work taken at unaccredited graduate schools. Online Distance Education credit is limited to Association of Theological School and Higher Learning Commission guidelines. Transfer credit is limited to a maximum of 50 percent of a degree, and rarely does it approach that amount. Coursework older than ten years is not considered current and must be retaken.

Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit **prior** to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

MASTER OF ARTS IN BIOETHICS

27 hours, including the final 9 program hours, must be completed through Trinity coursework, of which a minimum of 3 hours must be taken at the Bannockburn Campus. A maximum of 9 hours may be considered for transfer credit.

Advanced Standing for Credit

Advanced standing is available to students enrolled in the MDiv and certain MA programs at TEDS. Eligibility is determined by those who have taken undergraduate coursework that is equivalent to that required by the graduate program or when a student has engaged in formal learning that did not result in a graduate transcript or when a student can demonstrate that they have already achieved the learning outcomes of a particular course. Advanced standing may not exceed one-third of the degree being sought. These hours are credited on the transcript toward the required number of hours in the program to which the student is admitted as "Advanced Standing." Advanced standing is not applicable to the ThM program.

Requests for evaluation of advanced standing eligibility must be made to the Admissions Office subsequent to an accepted student indicating their intention to enroll by submission of the tuition deposit or during the first year of enrollment. Additional documentation and assessment may be required by certain programs or departments.

Course Substitution and Program Modifications

Students who have taken coursework as part of their bachelor's degree that would be repeated in their master's program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without examination, in consultation with faculty. See the *TEDS Academic Handbook* for details.

Program Enrollment Changes

Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

Deferring Enrollment

Master's students may defer enrollment for up to two years from the semester to which they originally applied. Longer deferments require submission of a complete set of new application materials. A Reactivation Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contacting the Housing Office and the Office of Student Financial Services, if necessary. The student's required program of studies is governed by the catalog current at the time of enrollment.

Application for Readmission/Reactivation

A Reactivation Application is necessary when a student

- Is admitted but defers admission from the original date of intended matriculation
- Officially or unofficially withdraws
- If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit a complete set of new application materials. Students who are readmitted are subject to the program requirements of the catalog current at the time they re-enroll.

Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Life Office (see "Leave of Absence Policy" in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a Withdrawal must be completed through the Student Life Office (see "Withdrawal" in this Catalog).

If a LOA or Withdrawal has not been completed by students, and students do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TEDS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

- All possible options should be considered in consultation with a faculty member, Enrollment Counselor, Program Director or Dean, and/or Records Office representative in light of coursework already completed.
- Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
- At least one semester of TEDS/TGS course work must be completed before a COP application will be considered, together with the review of that semester's grades. No more than one change of program will be permitted within a single semester.
- The online COP application should be submitted by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates may be recognized in the next academic term.
- The catalog current at the time of admission to the degree program, not the catalog in effect at the time of original enrollment, will govern the student's new program.
- If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Interschool Transfer

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).

Concluding Remarks

If you need further information or have any questions concerning any part of the application process, please feel free to call the Admissions Office at 800.345.TEDS or 847.317.8000. You also may e-mail us at gradadmissions (gradadmissions@tiu.edu)@ (tedsadm@tiu.edu)tiu (tedsadm@tiu.edu). (tedsadm@tiu.edu)edu (tedsadm@tiu.edu) or visit our website (<https://www.tiu.edu/divinity/application-guidelines/>). We reserve the right to request from any applicant to the divinity school additional materials or an interview with a representative of Trinity.

Preparing for Seminary Studies

Persons anticipating enrollment in seminary are encouraged to incorporate the following ideas if still completing undergraduate work.

- A **broad undergraduate liberal arts background** in the humanities and in the natural and social sciences will assist in understanding and relating to persons in all walks of life and in various cultures.
- A **developed ability to think independently and critically** and to communicate effectively is necessary for graduate work. Effective communication, including excellent English writing skills, will enable the student to engage well the issues and ideas of graduate education. If writing skills are particularly weak, a student may be asked to complete additional study in English composition.
- **Biblical language study**, particularly biblical Hebrew and Greek, is a distinctive of TEDS and is required in several TEDS programs; modern language study is essential for those anticipating intercultural ministry or pursuing advanced academic degrees. Language requirements are often the aspect of the program curricula that either facilitates or delays timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements. See the "Biblical Languages" in the Academic Life section in this catalog, as well as the Program section of the catalog, for specific requirements.
- A strong **understanding of English Bible content** through personal study or formal coursework will provide a adequate background for Bible and theology courses. If an applicant's undergraduate program includes courses that parallel required TEDS courses, opportunities for course substitution or advanced standing are possible.
- **Program-specific undergraduate prerequisites**, particularly in the Master of Arts programs, often call for particular coursework. Completion of these courses will enable admission without deficiency. Otherwise, additional coursework at Trinity to remove deficiencies may be required.
- In addition, the following **reading list for seminary preparation** represents a selection of basic Bible, theology, and writing works that provide excellent background for the incoming seminary student. These volumes are particularly helpful for those who do not have a Christian college background.

Bible Study

- The New International Version Study Bible.
- Newbigin, Lesslie. *A Walk Through the Bible*.

Christian Living and Worldview

- Bonhoeffer, Dietrich. *The Cost of Discipleship*.
- Brother Lawrence. *The Practice of the Presence of God*.
- Carson, Don, and John Woodbridge. *Letters Along the Way*.
- Forsyth, P. T. *The Soul of Prayer*.
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*.
- Kempis, Thomas. *The Imitation of Christ*.
- Law, William. *A Serious Call to a Devout and Holy Life*.
- Lewis, C. S. *Mere Christianity*.
- Nouwen, Henri. *The Wounded Healer and Reaching Out*.
- Sire, James. *The Universe Next Door*.
- Tozer, A. W. *Knowledge of the Holy*.
- Wilberforce, William. *Real Christianity*.
- Wolters, Albert. *Creation Regained: Biblical Basics for a Reformational Worldview*.

Theological Education

- Cetuk, Virginia Samuel. *What to Expect in Seminary: Theological Education as Spiritual Formation*.
- Dykstra, Craig R. *Growing in the Life of Faith: Education and Christian Practices*.

Theology

- Augustine. *Confessions*.
- Chesterton, G. K. *Orthodoxy*.
- Grenz, Stanley J., et al. *Pocket Dictionary of Theological Terms*.
- Demaray, Donald E. *Basic Beliefs: An Introductory Guide to Christian Theology*.
- Oswalt, John. *Called to Be Holy*.
- Packer, James I. *Knowing God*.
- Packer, J. I. and Thomas C. Oden. *One Faith*.
- Phillips, Timothy, and Dennis Okholm. *A Family of Faith: An Introduction to Evangelical Christianity*.
- Stott, John. *Basic Christianity*.
- Thielicke, Helmut. *A Little Exercise for Young Theologians*.
- VanGemeren, Willem. *The Progress of Redemption*.

Writing and Research

- Booth, William. *The Craft of Research*.
- Hacker, Diane. *The Pocket Style Manual*.
- Turabian, Kate. *A Style Manual for Writers*.
- Zinsser, William. *On Writing Well*.

TRINITY INTERNATIONAL UNIVERSITY - FLORIDA

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- Personnel (p. 247)

About TIU - Florida

- TIU-Florida Locations (p. 247)

TIU-Florida Locations

Trinity International University-Florida

Toll-Free: 877-477-4848

Fax: 954-382-6420

Email: admissionsflorida@tiu.edu

Website: www.tiu.edu/florida

Miami-Dade County Site (Kendall):

9010 SW 137th Avenue, Suite 101

Miami, FL 33186

Phone: 305-421-1000

Broward County Site (North Lauderdale):

955 Rock Island Road

North Lauderdale, FL 33068

Phone: 954-382-6400

NOTE: Some databases may list our Broward address in the following format.

955 SW 71st Ave

North Lauderdale, FL 33068

Personnel

- Adjunct Faculty (p. 247)

Adjunct Faculty

Susie M. Cohen

BS, Miami Christian College

MA, St. Thomas University

PhD, Florida International University

Mai Lyn Colangelo

BA, Trinity International University

MS, Florida Atlantic University

Kathleen Johnson

BA, Trinity International University

MA, Trinity International University

DMin, Gordon Conwell Theological Seminary

Alison Kennedy-Davis

BS, Trinity International University

MS, Nova Southeastern University

EdD, Argosy University

Clifford Mack

BA, Washington Bible College

MACP, Trinity International University
PhD, Florida Atlantic University

Jeffrey Rice

BA, Trinity International University

MS, Nova Southeastern University

Lorraine Tracey

BS, Florida International University

MS, St. Thomas University

Marsha Wilson

BA, University of Phoenix

MA, Trinity International University

Sonya Wright

BS, Barry University

MA, Trinity International University

Academic Life

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- Trinity Evangelical Divinity School Programs (p. 274)
- Trinity Graduate School Programs (p. 266)
- Undergraduate Degree Programs (p. 249)

Academic Policies

- Academic Appeal Process (p. 247)
- Administrative Withdrawal and Add/Drop Policy (<https://catalog.tiu.edu/florida/academic-life/academic-policies/administrative-drops-withdrawals/>)
- Protocols for Grade Change (p. 248)
- Protocols for Grade Extension (p. 248)
- Protocols for Student Leave of Absence (p. 248)

Academic Appeal Process

Students with concerns about course grades or the interpretation and/or implementation of academic policies may pursue resolution through the following appeal process. (For academic dismissal, there is a separate process; see the Academic Dismissal Appeal Process within the corresponding Trinity College, Trinity Graduate School, or Trinity Evangelical Divinity School section of this catalog.) At each stage, students should attempt to clearly articulate and document any unusual or extenuating circumstances that they feel have bearing on the issue. Each stage of the process is essential, and every effort should be made to resolve concerns as early as possible in the process, making further appeals unnecessary.

1. First and foremost, the student should attempt resolution by discussing the issue with the faculty/staff member involved.
2. If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should approach the program director (or the Office of the Dean for general education or non-program specific electives) to seek resolution. In the event that the program director is the faculty of record, the Office of the Dean will fulfil the role of the program director.
3. If the matter is still not resolved, or if the student is still dissatisfied with the outcome, the student may appeal to the Office of the Dean of TIU-Florida.

Protocols for Grade Change

Faculty members may not change a student's grade for a given course unless an error was made in computing or recording the grade originally.

If a grade needs to be changed, the faculty member shall complete the "Grade Change Form" (available from the Registrar's Office).

Students who wish to contest an assigned grade may petition via the academic appeals process (p. 247) but should be aware that a faculty member's decision in assigning grades is rarely overturned.

Protocols for Grade Extension

Grading Deadline

Grades for Undergraduate courses are due within three (3) weeks of the course end date. Faculty must enter grades via the faculty portal (my.tiu.edu).

Grades for Graduate courses are due within two (2) weeks of the semester end date. Faculty must enter grades via the faculty portal (my.tiu.edu).

Once grades have been submitted, students are able to view their final grades by logging into the student portal (my.tiu.edu).

Requesting an extension

Undergraduate Students

For undergraduate students: If a student requests an extension to complete coursework **beyond three weeks after the course end date** (i.e. beyond the grading deadline stipulated above), please refer to the information below:

- The Office of the Dean at TIU Florida, not the faculty member, grants course extensions (past the 3-week period for undergraduates and 2-week period for graduates).
- In the event a student has unforeseen emergencies (e.g., severe illness, death in the family), they may submit a request for an extension to the Office of the Dean at TIU Florida (foreseeable events such as vacations, ministry or work responsibilities, and travel plans are not considered emergencies and such requests will generally be denied).
- The Office of the Dean will notify the student and faculty member of the outcome of the request.
- If the request is approved:
 - The duration of the extension will depend on the severity of the emergency.
 - The professor will complete the "Incomplete Grade Request Form" (available from the Registrar's Office) which includes a corresponding grade due date.
 - If the grade is not submitted to the registrar by the grade due date, the "incomplete" will be changed to an "F".
- If the request is not approved the professor must adhere to the grading deadline and submit the corresponding grade, as earned by student, using the faculty portal (my.tiu.edu).

Graduate Students

For graduate students: If a student requests an extension to complete coursework **beyond two weeks after the semester end date**, please follow the same procedures stipulated above for undergraduate students.

Protocols for Student Leave of Absence

Withdrawing from TIU-FL

Students who find it necessary to withdraw entirely from Trinity Florida must complete an official withdrawal form available from the Registrar's Office. Completion of the required form helps ensure proper processing of grades and finances. A student may not be eligible for refunds (where applicable) and forfeits academic standing in the college if this form is not properly completed and submitted.

The grade earned in the course will depend on the date of the drop and the corresponding add/drop and withdrawal deadlines.

- Courses that have not yet begun will be dropped from the student's record.
- Courses for which the drop/withdrawal deadline has not passed will receive a "W" designation.
- Courses for which the drop/withdrawal deadline has elapsed will receive a regular letter grade as earned (to be submitted by the professor following established grading deadlines).

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a leave of absence (LOA) via the leave of absence form available from the Office of the Dean at Trinity Florida. The form must be submitted prior to the proposed leave. The student should schedule an appointment with the Associate Dean at the time of submission of the form to ensure that all matters are in proper order. A LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA, the student is considered "active" but "on leave" and should maintain contact with TIU-FL, ensuring that address information and other relevant data are kept current through the Academic Records office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Academic Records office. During the LOA, the program statute of limitation (refer to the corresponding program's academic policies) clock keeps ticking; however, the students remain in their program of admission, and no continuation fees are assessed. LOA status is not intended to merely delay program deadlines or other program responsibilities but is rather a genuine absence from the Trinity Florida community.

If, during the LOA, students find that they must withdraw from the university, or need further extended leave beyond what was originally filed, they must communicate their intentions with the Associate Dean. LOA beyond twelve months is considered withdrawal from the university, and the student must reapply with no guarantee of readmission. If readmitted, students will be subject to the catalog current to their readmission date and may face programmatic or course requirement changes.

Undergraduate Degree Programs

General Education and Elective Courses for Florida Undergraduate Programs

Undergraduate programs in Florida have been discontinued pending accreditor approval. Current students may finish their program using their catalog of admission.

For All Majors

To guarantee a well-rounded liberal arts education, the college requires all undergraduate students to gain understanding in a variety of fields. These requirements can be met by taking undergraduate general education courses, through transfer credit, credit for prior college-level learning, or credit by examination. Before graduating, students must have 45 credit hours of general studies distributed in the following way. Education majors must follow the specifications established by the Division of Education to meet the undergraduate General Education requirements, as found in the Elementary Education section of the catalog.

| Code | Title | Hours |
|---|--|-------|
| Biblical Studies / Theology / Lifelong Learning (9 hours) | | |
| Select two: | | 6 |
| BI 101 | Understanding the Old Testament | |
| BI 111 | Understanding the New Testament | |
| BI 210 | Biblical Interpretation | |
| Select one: | | |
| IDS 105 | Foundations for Adult Learning | 3 |
| or IDS 150 | Foundations of Christian Thinking and Living | |
| College Writing (6 hours) | | |
| ENG 111 | Critical Thinking and Writing | 3 |
| ENG 115 | Writing & Research | 3 |
| Humanities (12 Hours) ¹ | | |
| Select one: | | 3 |
| ENG 222 | Studies in Fiction | |
| or ENG 308 | Nineteenth-Century Women Authors | |
| Select one: | | 3 |
| HI 121 | United States History Through the Civil War | |
| HI 122 | United States History Since the Civil War | |
| HI 201 | World Civilizations to 1600 | |
| HI 202 | World Civilizations Since 1600 | |
| Additional Humanities courses for Florida students: ¹ | | 6 |
| Select 6 hours from the general education course offerings. Total hours must represent at least three of the following fields: Art, English (excluding composition), Foreign Language, History, Literature, Music Theory, Philosophy. ² | | |
| Math or Computer Science (3 hours) ³ | | |
| Select one: | | 3 |
| CS 230 | Applied Computer Technology | |
| MA 117 | Mathematics in the Modern World | |
| PSY 280X | Introductory Statistics | |
| PSY 285X | Statistics | |
| Science (3 hours) | | |
| Select one: | | 3 |
| BIO 145 | Human Biology | |
| BIO 300 | Environmental Conservation | |
| PS 101 | Earth Science | |
| Social Science (12 hours) ¹ | | |
| Select two courses from the following options. The courses that are selected must come from two different areas of study, which are represented by the different prefixes (BUS, COM, CRJ, POL, PSY, and SOC). | | 6 |
| BUS 103 | Introduction to Economics | |
| BUS 310 | Personal Finance | |
| COM 332 | Interpersonal Communication | |

| | |
|---------|---|
| COM 335 | Intercultural Communication in a Global Context |
| CRJ 101 | Introduction to Criminal Justice |
| CRJ 360 | Race, Gender, Ethnicity, and Criminal Justice |
| POL 250 | American Government |
| PSY 240 | Human Sexuality |
| PSY 255 | Psychology of Addiction |
| SOC 101 | Introduction to Sociology |
| SOC 221 | Marriage and the Family |
| SOC 222 | Social Problems |
| SOC 232 | Social Movements |
| SOC 330 | Race and Ethnic Relations |

Additional Social Science courses for Florida students: ¹ 6

Select 6 hours from the general education course offerings. Social Science courses consist of the following fields:
Anthropology, Economics & Business, Education, Political Science, Psychology, Sociology, Health & Wellness.

Total Hours 45

1

12 hours of Humanities and 12 hours of Social Sciences are required by the state of Florida.

2

Applied subjects (e.g. applied music, dance, drama, etc.) are not acceptable to meet this requirement.

3

Math must be college algebra or above; computer science must be general introduction, not programming, and completed within the past five years.

For Florida Students

General Education Courses are those college-level courses designed to place emphasis on principles and theory rather than on practical applications associated with a vocational, occupational, or professional objective. General education courses may include, but not limited to, English, history, philosophy, literature, religion, art, music, sociology, foreign languages, humanities, mathematics, chemistry, biology, and psychology, when such courses are not within the area of concentration of a vocational, occupational, or professional program. For example, English Composition is considered a general education course, but Business English is not. Courses designated as "applied", "specialized", "technical", or similar designation do not meet this definition.

Note: "Double-dipping" is not permitted for General Education requirements. No one course can satisfy two General Education requirements. Further, no more than 9 credits can simultaneously count for both General Education and any major/core requirements. The degree audit may designate core/required courses that will count as general education courses as well. The Office of the Dean at Trinity Florida may approve additional designations. Note that any time that a course counts as both a General Education and major/core requirement, the credits do NOT double count. Students must still complete sufficient coursework (e.g. by completing additional free elective courses) to earn the total number of credit hours required for the degree.

Programs

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

- Biblical Studies Major (p. 251)
- General Business Major (p. 261)
- Business Administration Major (p. 252)
- Christian Ministries Major (p. 253)
- Criminal Justice Major (p. 254)
- Elementary Education Major (p. 255)
- Organizational Leadership Major (p. 263)
- Psychology Major (p. 264)

Biblical Studies Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The Biblical Studies major is designed to prepare students to interpret the Bible accurately and to apply the Bible wisely in a wide variety of settings. The major prepares students for graduate study at a seminary or university, for positions of leadership in the church, or for a variety of other ministry positions at home or abroad. Students also pursue the Biblical Studies major to provide them with a firm biblical foundation for any vocation.

This program is offered in-person and at a distance (hybrid).

Program Outcomes

Students graduating with a Bachelor of Arts degree in *Biblical Studies* will be able to:

- analyze biblical texts in their historical, grammatical, and theological context and interpret the Scriptures faithfully by applying linguistic, historical, theological, and philosophical methods (*Biblical Interpretation*);
- identify the basic elements of Christian ethics, exhibit Christian maturity and professionalism (integrity, responsibility, etc.), and be able to describe their responsibilities in the context of ministry or other vocations (*Biblical Living*);
- develop a Christian worldview that describes how biblical truths apply to contemporary settings in order to be culturally relevant (*Biblical Contextualization*); and
- explain the major doctrines of Christianity and articulate his or her own theological convictions by integrating scriptural interpretation, biblical philosophy, and critical thinking (*Theological Integration*).

| Code | Title | Hours |
|--|---|-----------|
| Core Requirements | | |
| BI 210 | Biblical Interpretation | 3 |
| BI 275 | Teaching the Bible | 3 |
| BI 302 | Pentateuch | 3 |
| BI 304 | Old Testament Prophetic Books | 3 |
| BI 306 | Old Testament Poetic Books | 3 |
| BI 308 | Old Testament Historical Books | 3 |
| BI 312 | Life of Christ | 3 |
| BI 335 | Theology of the General Epistles | 3 |
| BI 336 | Theology of the Pauline Epistles | 3 |
| BI 430 | The Book of Acts | 3 |
| Choose three of the following courses: | | 9 |
| BRS 332 | Biblical Theology | |
| BRS 340X | History of Christianity | |
| BRS 341 | Theology: Prolegomena, Scripture, Theology Proper | |
| BRS 342 | Theology: Christ, Humanity, Sin, Salvation | |
| BRS 343 | Theology: Holy Spirit, Church, Last Things | |
| Choose three of the following courses: | | 9 |
| BRS 330 | Christian Evidences | |
| CM 211 | Theology and Practice of Pastoral Ministry | |
| CM 321 | Theology and Practice of Evangelism | |
| CM 375X | Foundations of Christian Counseling | |
| CM 331 | Theology and Practice of Discipleship | |
| CM 341 | Theology and Practice of Leadership | |
| Total Hours | | 48 |

Business Administration Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The Business Administration program educates students in the professional competencies, cultural understanding, and ethical commitments needed to serve as business leaders.

To complete a major in Business Administration, a student needs to complete the 42 credit hour core and 12 credit hours in the area of Organizational Leadership.

This program is offered in-person and at a distance (hybrid).

Program Outcomes

Students graduating with a Bachelor of Arts degree in Business Administration will be able to:

- understand and articulate the varied trends in the field of business and leadership;
- apply business and leadership concepts to practical situations;
- formulate a philosophy of managing people;
- delineate a critically reflective stand on key issues in the fields of business and leadership;
- understand and utilize quantitative skills to make leadership decisions;
- formulate a strategic plan for organizations;
- develop entrepreneurial spirit and understanding; and
- integrate Christian faith, wisdom, and ethics in all aspects of the business enterprise.

| Code | Title | Hours |
|----------------------------------|---|-----------|
| Business Core | | 42 |
| BUS 103 | Introduction to Economics | 3 |
| BUS 111 | Principles of Management | 3 |
| BUS 113 | Principles of Marketing | 3 |
| BUS 115 | Human Resources Management | 3 |
| BUS 201 | Business Law | 3 |
| BUS 221 | Principles of Accounting I | 3 |
| BUS 223 | Managerial Accounting and Analysis | 3 |
| BUS 390 | Entrepreneurship and New Venture Creation | 3 |
| BUS 411 | Financial Management | 3 |
| BUS 423 | Management Information Systems | 3 |
| BUS 426 | Strategic Planning | 3 |
| BUS 481 | Organizational Ethics | 3 |
| BUS 490 | Seminar in Business and Management Ethics | 3 |
| COM 210X | Business Communication | 3 |
| Organizational Leadership | | 12 |
| BUS 340 | Visionary Leadership | 3 |
| BUS 341 | Leading Teams | 3 |
| BUS 351 | Organizational Development | 3 |
| BUS 471 | Leadership and Organizational Culture | 3 |
| Total Hours | | 54 |

Christian Ministries Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The Christian Ministries major offers, in a liberal arts setting, theoretical and practical training to prepare students for potential career service in local and global church ministries.

This program is offered in-person and at a distance (hybrid).

Program Outcomes

Students graduating with a Bachelor of Arts degree in Christian Ministries will be able to:

- demonstrate personal maturity,
- engage in relational-based ministry,
- penetrate culture with biblical truth,
- lead and manage within a variety of organizational contexts,
- articulate a coherent philosophy of ministry,
- evaluate contemporary trends in light of church history, and
- accurately interpret biblical passages.

| Code | Title | Hours |
|-----------------------------------|--|-----------|
| Christian Ministries Major | | |
| BI 210 | Biblical Interpretation | 3 |
| BI 275 | Teaching the Bible | 3 |
| BI 304 | Old Testament Prophetic Books | 3 |
| BI 306 | Old Testament Poetic Books | 3 |
| BI 312 | Life of Christ | 3 |
| BI 335 | Theology of the General Epistles | 3 |
| BI 336 | Theology of the Pauline Epistles | 3 |
| BRS 331 | Christian Doctrine | 3 |
| BRS/BI 340X | History of Christianity | 3 |
| BUS 214 | Introduction to Managing Nonprofit Organizations | 3 |
| BUS 371 | Board Governance and Volunteer Management in Nonprofit Organizations | 3 |
| CM 181 | Spiritual Formation | 3 |
| CM 210 | Ministry in its Cultural Context | 3 |
| CM 211 | Theology and Practice of Pastoral Ministry | 3 |
| CM 321 | Theology and Practice of Evangelism | 3 |
| CM 375X | Foundations of Christian Counseling | 3 |
| CM 446 | Reflective Internship in Christian Ministries | 3 |
| PSY 383 | Marital Counseling | 3 |
| Total Hours | | 54 |

Note

Although all courses can be completed in a distance/hybrid modality, this program cannot be completed entirely in a distance/hybrid modality as it includes field experiences, internships, and/or similar components that may require in-person participation on site.

Criminal Justice Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The mission of the criminal justice program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

Program Outcomes

Students completing a Bachelor of Arts degree in *Criminal Justice* will be able to:

- understand crime;
- understand the ethics of criminal justice;
- demonstrate a knowledge of the judicial system;
- demonstrate critical thinking;
- demonstrate research and writing skills;
- appreciate race, culture, and gender; and
- demonstrate appropriate interpersonal behavior.

| Code | Title | Hours |
|---|---|--------------|
| Strongly Recommended General Education Courses | | |
| PSY 255 | Psychology of Addiction | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 330 | Race and Ethnic Relations | 3 |
| Students should also have skills in using word processing, spreadsheets, and databases. | | |
| Required Courses | | |
| CRJ 201 | Criminal Law and Procedure | 3 |
| CRJ 210 | Criminal Courts | 3 |
| CRJ 300 | Legal Writing and Communication | 3 |
| CRJ 324X | Criminology | 3 |
| CRJ 325 | Police, Technology, and Society | 3 |
| CRJ 330 | Corrections | 3 |
| CRJ 351 | Drugs, Alcohol, and Crime | 3 |
| CRJ 360 | Race, Gender, Ethnicity, and Criminal Justice | 3 |
| CRJ 361 | Juvenile Justice and Delinquency | 3 |
| CRJ 420 | Police Response to Protests, Riots, and Disasters | 3 |
| CRJ 445 | Criminal Justice Internship | 3-12 |
| CRJ 460 | Victimology and Restorative Justice | 3 |
| CRJ 490 | Criminal Justice Seminar | 3 |
| POL 250 | American Government | 3 |
| POL 255X | Constitutional Law | 3 |
| PSY 285X | Statistics | 4 |
| Total Hours | | 49-58 |

Elementary Education Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The major consists of 63 credit hours. Coursework provides needed credit hours to qualify for elementary certification from the State of Florida plus two endorsements: ESOL and Reading. IDS 105 is a prerequisite.

Note

Upon notification from the Florida Department of Education credit hours and course listings are subject to change.

This program is offered in-person and at a distance (hybrid).

ADDITIONAL LICENSURE REQUIREMENTS

In order to become a certified teacher in the state of Florida candidates must pass the appropriate subject area test(s), the General Knowledge Test, as well as any other requirements set forth by the state legislature. Consult the program advisor for specific information.

Goals

In addition to the goals that span the Trinity Florida undergraduate curriculum as a whole, the elementary education major has these unique goals:

- **Theoretical Foundation:** understanding of the varied education trends and methods in the educational world and ability to apply this understanding to practical teaching situations.
- **Issues Analysis:** awareness of key issues in the field of education and ability to delineate a critically reflective stand on those issues.
- **Applied Communication Intervention:** ability to analyze actions, diagnose problems, and design effective and ethical educational interventions.

This major provides students with the skills, attitudes, and credentials necessary to enter elementary school teaching. Students who successfully complete the major are prepared to meet the requirements for certification in Florida public schools in accordance with the State of Florida Teacher Certification rules.

Program Outcomes

Students graduating with a Bachelor of Arts degree in *Elementary Education* will be able to:

- demonstrate instructional design and lesson planning strategies,
- create an effective learning environment,
- demonstrate knowledge of instructional delivery and facilitation methods,
- understand assessment methods and outcomes,
- undertake continuous professional development,
- demonstrate knowledge of research-based practices, and
- demonstrate knowledge of literacy strategies.

Program Specifics

| Code | Title | Hours |
|--------|--|-------|
| ED 104 | Introduction to Education | 3 |
| ED 234 | Children's Literature for Elementary Educators | 3 |
| ED 257 | Technology for Elementary Educators | 3 |
| ED 305 | Reading Fundamentals | 3 |
| ED 330 | Introduction to Special Education | 3 |
| ED 332 | Reading: Literacy Development and Assessment | 3 |
| ED 339 | Fundamentals of Elementary Education | 3 |
| ED 344 | Social Studies Methods in the Elementary Classroom | 3 |
| ED 346 | Elementary Science Methods | 3 |
| ED 347 | Elementary Math Methods | 3 |
| ED 351 | Language Arts Methods | 3 |
| ED 404 | ESOL Methods | 3 |
| ED 416 | Teaching Reading in the Content Areas | 3 |
| ED 423 | Classroom Management for Elementary Educators | 3 |

| | | |
|--------------------|--|-----------|
| ED 431 | Assessment of Learners | 3 |
| ED 435 | ESOL Curriculum and Materials Development | 3 |
| ED 436 | Applied Linguistics: ESOL | 3 |
| ED 438 | Cultural Dimensions of ESOL ¹ | 3 |
| ED 439 | Testing and Evaluation of ESOL | 3 |
| ED 481 | Field Study# 1 (Reading) | 1 |
| ED 482 | Field Study #2 (Reading) | 1 |
| ED 483 | Student Teaching in the Elementary School ^{2,3} | 10 |
| Total Hours | | 69 |

¹
ED 438 fulfills both a requirement of the major and a General Education Social Science requirement.

²
Candidates must maintain a GPA of 2.50 in all courses, complete the fingerprinting process, and be approved by the Program Director before being permitted to begin Student Teaching. Student Teaching must be passed with a grade of B or better and comprises 13 weeks with 1 week counting as Field Study #3 in Reading.

³
During the semester of student teaching, the student must be available during regular school hours and not be employed full time. This is an intense time of work, and student teachers must give full attention to teaching. The student must have all courses completed, and no other coursework may be taken during the student teaching experience.

Note

Any student applying to the Elementary Education degree program should be aware that certain experiences in their background can preclude them from eligibility to work in the state of Florida as an Educator pursuant to Florida Statute 1012.32. Please check the following websites to have a clearer understand of the local and state background checks to ensure that your graduation will not be delayed: F (<http://www.leg.state.fl.us/statutes/>)lorida Statues (<http://www.leg.state.fl.us/statutes/>) or Florida Department of Education (<https://www.fldoe.org/>).

Candidates are required to take the General Knowledge Exam within the first four courses of the major. In addition, students must take and pass the Subject Area Exam and the Professional Education Exam in accordance with the sequence of the cohort schedule provided by their academic advisor.

Required General Education Courses

In addition to the program-specific courses, candidates must complete the following specific General Education Courses as part of their program.

| Code | Title | Hours |
|---|---|-----------|
| GE Courses Required for Elementary Education Program | | |
| COM 112 | Speech ³ | 3 |
| ED 260X or PSY 260X | Educational Psychology/Human Development ² | 3 |
| MA 117 | Mathematics in the Modern World ¹ | 3 |
| SOC 330 | Race and Ethnic Relations ² | 3 |
| Total Hours | | 12 |

¹
General Education Category: Math

²
General Education Category: Social Science

³
General Education Category: Humanities

Note

Although all courses can be completed in a distance/hybrid modality, this program cannot be completed entirely in a distance/hybrid modality as it includes field experiences, internships, and/or similar components that may require in-person participation on site.

ED 104 Introduction to Education - 3 Hours

A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally diverse society. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 110 Certified Childcare Professional Credential I - 5 Hours

Initial steps in creating an ePortfolio to include a portion of 180 clock hours of training, a portion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 111 Certified Childcare Professional Credential II - 5 Hours

?Continuation of the building of an ePortfolio to completion 180 clock hours of training and to completion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 230 Introduction to Special Education - 3 Hours

A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 234 Children's Literature for Elementary Educators - 3 Hours

A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Does not fulfill a humanities General Education requirement. Delivery mode: Florida non-traditional undergraduate.

ED 257 Technology for Elementary Educators - 3 Hours

The utilization of educational technology, with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. The learning and motivation of diverse populations is addressed through the lens of Universal Design for Learning. Prerequisite: three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. Delivery mode: Florida non-traditional undergraduate.

ED 305 Reading Fundamentals - 3 Hours

Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary and word attacking skills. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 307 Elementary Art Education - 2 Hours

Prepares meaningful and creative art activities for an elementary classroom. Principles, materials, and methods of art for elementary children are compared. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 399. Delivery mode: Florida non-traditional undergraduate.

ED 315 National Administrator Credential - 3 Hours

?Methods and materials for training for an early childhood program or center administrator. Topics include best practices for topics such as child care history, effective organizations, internal and external systems, legal, human resources, educational programming, marketing and public relations, financial management, operational planning, and advocacy. This course will satisfy Florida DCF's Overview of Childcare Management requirement for directors of childcare programs.? Delivery mode: Florida non-traditional undergraduates.

ED 330 Introduction to Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Delivery mode: Florida non-traditional undergraduate.

ED 332 Reading: Literacy Development and Assessment - 3 Hours

Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 339 Fundamentals of Elementary Education - 3 Hours

Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 344 Social Studies Methods in the Elementary Classroom - 3 Hours

A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 346 Elementary Science Methods - 3 Hours

A study of the methods of teaching science in the elementary school, with particular emphasis on the topics organization and administration of science in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 347 Elementary Math Methods - 3 Hours

A survey of the teaching of mathematics, including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 348 Elementary Music Education - 2 Hours

Methods and materials for teaching the fundamentals of music on the elementary level. Music literature is surveyed and evaluated. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 351 Language Arts Methods - 3 Hours

Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 355 Health and Physical Education Methods - 2 Hours

A study of methods and content of teaching health and physical education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 400 Student Teaching in the Elementary School - 9 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Nine hours. Delivery mode: Florida non-traditional undergraduate.

ED 401 Clinical Practice in the Elementary School - 12 Hours

This internship experience in classroom teaching under the direction of a qualified, cooperating teacher provides candidates with the opportunity to apply teaching principles in local schools through supervised observations and teaching. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook and all Illinois State Board of Education requirements for student teaching. Prerequisites: Admission to Clinical Practice (Gate 4). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 404 ESOL Methods - 3 Hours

This course is an overview of curriculum, instructional methods and materials, testing and evaluation, and cross-cultural communication processes and linguistic principles as related to instructing English Language Learners (ELLs) in the K-6 classroom. Delivery mode: Florida non-traditional undergraduate.

ED 407 Science for Educators - 3 Hours

This course is a study of specific science content skills required for K-6 teachers by the FLDOE competencies and skills and national/state/district content standards. Delivery mode: Florida non-traditional undergraduate.

ED 408 Social Studies for Educators - 3 Hours

This course is a study of specific social studies skills required for K-6 teachers by the FLDOE accomplished practices, competencies and skills, and national/state/district common core standards. Delivery mode: Florida non-traditional undergraduate.

ED 410 Florida Clinical Educator Training - 3 Hours

This course provides direct training for an educator to become a Florida state-approved peer coach and clinical supervisor of candidates in field experience and student teaching. This course develops clinical skills for the following: diagnosis of professional performance, diagnosis of student performance, feedback, and professional development plans. Delivery mode: Florida non-traditional undergraduate. Credit Hours: 3.

ED 411 Multisensory Literacy Approaches and the Exceptional Student - 1 Hour

This course teaches educators how specific multisensory approaches can dramatically improve struggling students' language skills and outcomes in elementary through high school. Topics covered include creating a positive classroom environment conducive to learning, helping students develop skills in key areas through multisensory approaches such as phonological awareness, letter knowledge, phonics, fluency, spelling, vocabulary, and comprehension. Delivery mode: Florida non-traditional undergraduate.

ED 412 Assessments in Special Education - 1 Hour

This course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. This course includes technical prerequisites for understanding standardized assessments and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessments for instructional and placement decisions. Delivery mode: Florida non-traditional undergraduate.

ED 414 Teaching Approaches for Students with Dyslexia - 1 Hour

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written language disorders. The course presents the basic linguistic structures of written English related to reading and spelling. Delivery mode: Florida non-traditional undergraduate.

ED 416 Teaching Reading in the Content Areas - 3 Hours

This course will provide students with strategies and tools for becoming a facilitating reflective practitioner, teaching reading across content areas and helping students discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis will be placed on a balanced approach to reading where reading and writing are in alignment in lessons. Also, important to this course is helping students to think critically along with the appropriate use of texts and media. Delivery mode: Florida non-traditional undergraduate.

ED 418 Teaching Reading and Writing to Students with Specific Learning Disabilities - 3 Hours

This course will cover instructional principles and specific methodologies that are valuable in educating students with specific learning disabilities in varied settings. Focus will be on developing literacy skills including phonemic awareness, word recognition, fluency, vocabulary, comprehension, and writing skills using developmentally appropriate materials. Delivery mode: Florida non-traditional undergraduate.

ED 419 Reading Strategies for Elementary Students with Learning Difficulties: Strategies for Response to Intervention - 1 Hour

A practical, research-based course focused on effective reading strategies for teaching students with reading difficulties. The course covers tiered instruction needs in the RTI tiers. Delivery mode: Florida non-traditional undergraduate.

ED 423 Classroom Management for Elementary Educators - 3 Hours

Identification of developmentally appropriate models and strategies for guiding, disciplining, and managing students' behavior; developing intrinsic motivation and conflict resolution skills; identifying environmental influences on behaviors of students from all cultures and familial situations. Delivery mode: Florida non-traditional undergraduate.

ED 424 Teaching Students with Autism in the Inclusive Classroom - 3 Hours

Strategies to address the varied social and academic needs of students with Autism Spectrum Disorders (ASD) in the inclusive classroom. In this course, students will explore functional behavior assessment from which to develop and implement a behavior intervention plan. Delivery mode: Florida non-traditional undergraduate.

ED 426 Behavior Solutions in the Inclusive Classroom - 1 Hour

This course covers the possible causes of specific special needs behaviors along with possible solutions to be implemented. This course will help teachers develop a toolbox of in-the-moment solutions and also learn what children may be communicating and why. Behavior problems discussed include out-of-seat behavior, fidgeting, hand-flapping, covering ears, hiding or running away, difficulty with class work, and more. Delivery mode: Florida non-traditional undergraduate.

ED 431 Assessment of Learners - 3 Hours

This course focuses on the educational levels and needs of all students, including exceptional, culturally and/or linguistically diverse, and at-risk students. Standardized achievement tests, diagnostic/prescriptive tests and curriculum-based assessments are included. Use of test results in program planning is emphasized. Delivery mode: Florida non-traditional undergraduate.

ED 435 ESOL Curriculum and Materials Development - 3 Hours

This course will give students the opportunity to explore strategies to take curriculum from a typical elementary classroom and adapt it for English Language Learners (ELL). Students will also write lesson plans specifically created to raise the language skills of ELLs. Students will have an opportunity to teach lessons they create in the course as well. Delivery mode: Florida non-traditional undergraduate.

ED 436 Applied Linguistics: ESOL - 3 Hours

This course gives a practical approach to teaching English to speakers of other languages. Includes general linguistics, language theory, principles of language acquisition and techniques for teaching sounds, word structure, and sentence structure to PK-6 ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 438 Cultural Dimensions of ESOL - 3 Hours

An examination of how issues of race and ethnicity affect the values and ethics of American society and its citizens. This course satisfies one of the core requirements of the ESOL endorsement. Students will teach a multi-content lesson in view of intercultural perspectives. A professional growth chart will be developed in light of what is learned in this course regarding the many types of diversity. Delivery mode: Florida non-traditional undergraduate.

ED 439 Testing and Evaluation of ESOL - 3 Hours

This course will review basic types of assessments and assessment vocabulary. The focus of the course will be on specific types of assessments which are applicable to English Language Learners (ELL). How assessment can drive instruction for the ELL student will be a point of discussion. Laws regulating students as they take high stakes tests and other assessments that are part of a typical elementary school program will be addressed. Delivery mode: Florida non-traditional undergraduate.

ED 442 Autism: The Temple Grandin Perspective - 1 Hour

Dr. Temple Grandin, a professor at Colorado State University, is a world-renowned autism spokesperson and consultant to the livestock industry on animal behavior. She is widely celebrated as one of the first individuals on the autism spectrum to publicly share insights from her personal experience of autism. Dr. Grandin has written extensively from both her research in and her personal experience with autism. This course examines autism from Grandin's perspective through her writing and documentaries giving both general education and special education teachers insight into what strategies and approaches have worked best for her. Delivery mode: Florida non-traditional undergraduate.

ED 481 Field Study# 1 (Reading) - 1 Hour

In this course, students will work in a school setting in public or private school to complete tasks in the field that are directly tied to FLDOE ESOL endorsement and Competencies and Skills. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow for engagement of and experience with ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 482 Field Study #2 (Reading) - 1 Hour

In this course, students will work in a public or private school setting to complete tasks in the field that are directly tied to FLDOE Reading endorsement and Competencies and Skills in reading. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow the engagement of and experience with struggling readers and/or reading teachers with significant experience in reading instruction. Delivery mode: Florida non-traditional undergraduate.

ED 483 Student Teaching in the Elementary School - 10 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. The first week will be a Reading Practicum. Weeks two through 12 are student teaching. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

General Business Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

WHY STUDY GENERAL BUSINESS AT TRINITY FLORIDA?

With a diverse selection of business related classes, the General Business program will help develop critical thinking, leadership and communication skills that will aid you in furthering your career. The General Business program provides the fundamental understandings in the areas of finance, business law, marketing, strategic planning, management, economics, and analysis. These courses are designed to prepare you to become the kind of entrepreneurial leader the world needs within a Christian worldview.

HOW LONG WILL IT TAKE ME TO EARN MY DEGREE?

In addition to the general core requirements across all majors (45 credit hours), general business majors complete 36 credit hours in their program, leaving your choice of 43 credit hours for elective courses. Most general business majors who enroll without college credits complete their degree in four years but you are free to go at your own pace.

WHAT WILL I STUDY?

In addition to the core-required courses across all majors, general business students will have the opportunity to choose a wide selection of elective courses as well as take interesting courses like:

- Legal Environment of Organizations
- Principles of Marketing
- Human Resources Management

CAREER OUTCOMES:

Students who complete a BA in General Business may go on to pursue exciting career opportunities in the fields of:

- Communication
- Corporate Consulting
- Finance Management
- Risk Management
- Human Resources
- Operations
- Sales or Marketing
- Management Consulting
- Department Supervision
- Entrepreneurship
- and/or make a seamless transition to our graduate program

To complete a major in General Business, a student needs to complete the following 36 hours:

| Code | Title | Hours |
|----------|------------------------------------|-------|
| BUS 103 | Introduction to Economics | 3 |
| BUS 111 | Principles of Management | 3 |
| BUS 113 | Principles of Marketing | 3 |
| BUS 115 | Human Resources Management | 3 |
| BUS 223 | Managerial Accounting and Analysis | 3 |
| BUS 301 | Legal Environment of Organizations | 3 |
| BUS 411 | Financial Management | 3 |
| BUS 423 | Management Information Systems | 3 |
| BUS 426 | Strategic Planning | 3 |
| BUS 481 | Organizational Ethics | 3 |
| COM 210X | Business Communication | 3 |

| | | |
|-------------|-------------------------|----|
| PSY 280X | Introductory Statistics | 3 |
| Total Hours | | 36 |

Organizational Leadership Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The Organizational Leadership major prepares students to lead more effectively through the development of communication, organizational and analytical skills. Through a thoughtful blend of theory and application, students are able to understand how to work effectively as leaders in organizations, including business, social services, educational, and religious organizations.

This program is offered in-person and at a distance (hybrid).

Program Outcomes

Students graduating with a Bachelor of Arts degree in *Organizational Leadership* will be able to:

- understand and articulate varied trends in the field of business and leadership,
- apply business and leadership concepts to practical situations,
- formulate a philosophy of managing people,
- delineate a critically reflective stand on key issues in the fields of business and leadership,
- understand and utilize quantitative skills to make leadership decisions, and
- formulate a strategic plan for organizations.

This program is offered in-person and at a distance (hybrid)

| Code | Title | Hours |
|--|---|-----------|
| Organizational Leadership Major | | |
| BUS 111 | Principles of Management | 3 |
| BUS 113 | Principles of Marketing | 3 |
| BUS 115 | Human Resources Management | 3 |
| BUS 301 | Legal Environment of Organizations | 3 |
| BUS 302 | Project Management | 3 |
| BUS 328 | Quantitative Skills for Managers | 3 |
| BUS 340 | Visionary Leadership | 3 |
| BUS 341 | Leading Teams | 3 |
| BUS 346 | Organizational Behavior | 3 |
| BUS 351 | Organizational Development | 3 |
| BUS 423 | Management Information Systems | 3 |
| BUS 426 | Strategic Planning | 3 |
| BUS 471 | Leadership and Organizational Culture | 3 |
| BUS 481 | Organizational Ethics | 3 |
| COM 210X | Business Communication | 3 |
| COM 335 | Intercultural Communication in a Global Context | 3 |
| Total Hours | | 48 |

Psychology Major

UNDERGRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

The Psychology major is designed to provide an understanding and perspective of professional psychology as well as the challenges and problems of living. The major is a foundational study for graduate school and for everyday life.

This program is offered in-person and at a distance (hybrid).

Program Outcomes

Students graduating with a Bachelor of Arts degree in Psychology will be able to:

- understand and articulate varied trends and methods in the field of psychology,
- apply psychological concepts to practical situations,
- demonstrate awareness of key issues in the field of psychology, and
- delineate a critically reflective stand on key issues in the field of psychology.

| Code | Title | Hours |
|------------------------|---|-----------|
| Psychology Core | | |
| PSY 140 | Introduction to Psychology | 3 |
| PSY 220 | Interpersonal Skills Training | 3 |
| PSY 255 | Psychology of Addiction | 3 |
| PSY 285X | Statistics | 4 |
| PSY 300 | Personality Theories | 3 |
| PSY 310 | Abnormal Psychology | 3 |
| PSY 320 | Theories of Learning | 3 |
| PSY 330 | Developmental Psychology | 3 |
| PSY 346X | Research Methods and Design | 3 |
| PSY 356 | Conflict Management | 3 |
| PSY 371 | Dynamics of Group Behavior | 4 |
| PSY 381 | Counseling Theories | 3 |
| PSY 382 | Crisis Counseling | 3 |
| PSY 383 | Marital Counseling | 3 |
| PSY 384 | Parent Education | 3 |
| PSY 440 | Integration of Psychology and the Christian Faith | 3 |
| Total Hours | | 50 |

Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling

The Trinity College Undergraduate Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Mental Health Counseling option at Trinity Florida that allows students to take graduate coursework toward the MA in Mental Health Counseling while completing their BA in Psychology. With this accelerated option, students can apply to the MA/MHC program at TGS while still completing an undergraduate degree. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the Dean or the Dean's designee. Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/MHC, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor's degree from 120 to 111. This can be accomplished in one or more of the following ways:

- ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies; or 3 hours of undergraduate elective credit.
- ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Social Science; or 3 hours of undergraduate elective credit.
- One graduate MHC course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional MHC courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/MHC program.

Trinity Graduate School Programs

Overview of TGS Master's Programs

GRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

Master of Arts in Mental Health Counseling

The Master of Arts in Mental Health Counseling (MA/MHC), a 54- or 60-semester-hour degree (depending on concentration selected), is offered through Trinity Graduate School (TGS) at Trinity Florida. This degree has two concentrations: Mental Health Counseling, which is designed to lead to licensure as a mental health professional; and Guidance and Counseling, which is designed to allow students to enter the field of school guidance and counseling.

Master of Arts in Leadership

The Master of Arts in Leadership (MA/L) is a 32 semester hour degree, offered through Trinity Graduate School (TGS) at Trinity Florida, designed to prepare students to lead adaptively to meet the challenges of business, community, international and nonprofit organizations. The MA/L offers emphases in nonprofit, organizational, and international leadership to equip students for roles in a variety of contexts.

Programs

- **GRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.**

- Master of Arts in Leadership (MA/L) (p. 267)
- Master of Arts in (p. 270) Mental Health Counseling (MA/MHC) (p. 270)

Master of Arts in Leadership (MA/L)

GRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

Program Purpose

The MA in Leadership (MA/L) equips students to lead resiliently and adaptively to meet the challenges of business, community, international, and nonprofit organizations.

Program Outcomes

Students graduating with a Master of Arts degree in leadership will be able to:

- integrate a solid ethical frameworks into actions, discussions, decision making, influence, and organizational participation. (Ethical Character);
- apply culturally aware, biblically framed, and contextually communicated approaches to relational development. (Contextual Relationships);
- employ leadership skills and tools effectively to manage operations within the specialized contexts of their professional and/or academic emphasis. (Managerial Results); and
- demonstrate increased proficiency in these competency areas: the domain of leadership theory/practice, research, life-long learning and discerning current/emerging issues in leadership. (Academic Capability).

This program is offered in-person and at a distance (hybrid).

Program of Study (32 Credits)

| Code | Title | Hours |
|--|---|-----------|
| Leadership Studies Core Courses | | 13 |
| LR 5010 | Introduction to Leadership Dynamics and Perspectives | 1 |
| LR 5020 | Ethical Frameworks and Leadership Integrity ⁷ | 3 |
| LR 6020 | Vision, Strategy, and Culture Development ⁷ | 3 |
| LR 5080 | Creativity, Decision Making, and Innovation | 3 |
| LR 6050 | Organizational Change and Transformation | 3 |
| Electives (6) | | 6 |
| Electives may be from any "Trinity" program as deemed appropriate to the student's emphasis and interests. | | |
| Emphasis Courses | | 9 |
| Choose one of the following emphases: | | |
| Emphasis: Entrepreneurial Leadership | | 9 |
| LR 6750 | Understanding and Exploring Entrepreneurial, Intrapreneurial, and Joint Venture Organizations | |
| LR 6760 | Entrepreneurial Organizational Design and Development ⁷ | |
| LR 6770 | Leading Start-Ups and New Organizational Forms | |
| Emphasis: Organizational Leadership | | 9 |
| LR 5570 | Organizational and Team Communication | |
| LR 6520 | Developing, Coaching and Empowering Leaders | |
| LR 6550 | Driving Organizational Effectiveness and Results | |
| Emphasis: Nonprofit Leadership | | 9 |
| LR 6920 | Transformational Leadership and Nonprofit Social Enterprises ⁷ | |
| LR 6940 | Essentials of Nonprofit Financial Management | |
| LR 6960 | Driving Operational Excellence in Nonprofit Organizations | |
| Capstone or Class & Comprehensive Exam | | 4 |
| Choose one of the following: | | |
| 1. Capstone Process | | 4 |
| LR 7468 | Leadership Capstone Literature Review (May be taken for 1 or 2 hours) ^{1,2,3} | |
| LR 7478 | Leadership Capstone Project (May be taken for 2 or 3 hours) ^{1,2,4} | |
| 2. Or Additional Coursework and Comprehensive Examination Process | | 4 |
| LR Coursework from the Leadership catalog offerings. | | 4 |
| LR 7400 | Leadership Comprehensive Examination ^{5,6} | 0 |
| Total Hours | | 32 |

1

LR 7468 should be taken prior to LR 7478, with LR 7468 coursework completed before students take LR 7478.

2

LR 7468 & LR 7478 should total 4 credits, but can be spread differently over 2 semesters.

3

May be taken for 1 or 2 hours.

4

May be taken for 2 or 3 hours.

5

Students doing the Capstone Process (see above) do not need to take a comprehensive examination.

6

Students should take the Comprehensive Examination during the last semester before graduation.

7

Course includes an experiential learning project – a key distinctive of the program.

Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: business, organizational leadership, Christian ministries, and psychology.

Approved students may apply 15 credits to the MA/L *and* to their undergraduate bachelor's degree, which will effectively reduce the required BA credits to 105 (+15 MA/L = 120 required for graduation). This can be accomplished in one or more of the following ways:

- An LR course replaces undergraduate elective credit.
- An MA/L course may be assigned to meet an undergraduate major/minor and/or general education requirement (Please consult with the undergraduate department advisor for acceptance of this dual degree credit.) For example, LR 6020 may be accepted for the "Diversity, Traditions, and Cultures" general education category. A student minoring in leadership may be able to substitute LR 5020 for LR 378X.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a previous instructor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Master of Arts in Mental Health Counseling (MA/MHC)

GRADUATE PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. CURRENT STUDENTS MAY FINISH THEIR PROGRAM USING THEIR CATALOG OF ADMISSION.

Mission Statement

The MA in Mental Health Counseling (MA/MHC) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Outcomes

Students graduating with a Master of Arts degree in Mental Health Counseling will be able to:

- demonstrate the integration of a Biblical worldview with counseling theory and practice.
- articulate a faith-praxis involving the need for service to underserved client populations.
- demonstrate knowledge of and adherence to cultural competency standards when working with diverse clients.
- demonstrate sufficient knowledge in the field's core competency areas.
- assess, deliver, and document interventions consistent with current standards of care in the counseling profession.
- demonstrate personal and professional growth as evidenced by critical self-reflection.

Program Objectives

Students graduating from the MA/MHC program will be able to:

- integrate a biblical worldview in counseling theory and practice.
- apply their faith in areas of service to underserved client populations.
- adhere to cultural competency standards when working with the needs of diverse clients.
- display thorough content knowledge in core competency areas in the field of counseling psychology.
- assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession.
- critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients.

Additional Admissions Requirements

In addition to the General Admissions requirements, an interview with MA/MHC faculty may be required for admission.

Candidacy

In addition to the candidacy requirements outlined in "Academic Policies," MA/MHC students are **required to participate in one semester of group counseling while in residence**. This group experience is offered in the summer.

A separate fee is charged for this counseling.

Program Prerequisites

The following courses are program prerequisites for the MA/MHC:

- 9 semester hours of psychology, including
 - General Psychology (3 hours)
 - Statistics (3 hours)
 - any clinical psychology elective, including therapeutic, personality, abnormal psychology, or any developmental elective (3 hours)

This program is offered in-person and at a distance (hybrid).

| Code | Title | Hours |
|--|-------------------------------------|--------------|
| Common Core Courses | | 6 |
| ID 5001 | Foundations for Integrative Thought | 3 |
| ID 5002 | Foundations for Cultural Engagement | 3 |
| Required Counseling Courses | | 27 |
| MH 5210 | Counseling Skills Training | 3 |
| MH 5310 | Counseling Theories | 3 |
| MH 6110 | Career Counseling | 3 |
| MH 6130 | Group Counseling | 3 |
| MH 6520 | Human Growth and Development | 3 |
| MH 6710 | Psychology and Theology | 3 |
| MH 6720 | Ethics & Issues in Counseling | 3 |
| MH 7210 | Psychological Testing | 3 |
| MH 7900 | Psychological Research Methods | 3 |
| Concentration | | 21-27 |
| Select one of the two concentrations listed below. | | |
| Total Hours | | 54-60 |

Concentrations

Mental Health Counseling (60 credits)

| Code | Title | Hours |
|--|--|-----------|
| Common Core and Required Counseling Courses | | 33 |
| See course list above. | | |
| Required Concentration Courses | | 24 |
| MH 5120 | Substance Abuse Counseling | 3 |
| MH 5400 | Foundations of Mental Health Counseling | 3 |
| MH 6015 | Community Counseling | 3 |
| MH 6610 | Human Sexuality | 3 |
| MH 6650 | Multicultural Issues in Counseling | 3 |
| MH 7450 | Psychopathology | 3 |
| Participation in Group Counseling Experience | | 0 |
| MH 7961 | Internship in Counseling I | 3 |
| MH 7962 | Internship in Counseling II | 3 |
| Concentration Elective | | 3 |
| Select one course: | | |
| MH 5140 | Principles of Guidance and Counseling | 3 |
| MH 6530 | Child & Adolescent Counseling | 3 |
| MH 6625 | Theoretical Foundations of Marriage & Family Therapy | 3 |
| MH 7140 | Crisis Counseling | 3 |
| MH 7950 | Counseling Practicum | 3 |
| MH 7963 | Advanced Counseling Practicum | 3 |
| MH 8000 | Current Studies in Counseling and Psychology | 1-3 |
| Total Hours | | 60 |

1

The State of Florida requires 1,000 internship hours for licensure, a percentage of which may be specified as face-to-face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using MH 7950 or MH 7963 as one of the Mental Health Counseling concentration electives.

Guidance and Counseling (54 credits)

| Code | Title | Hours |
|--|-------|-----------|
| Common Core and Required Counseling Courses | | 33 |
| See course list above. | | |

| | | |
|--|--|-----------|
| Required Concentration Courses | | 18 |
| MH 5140 | Principles of Guidance and Counseling | 3 |
| MH 5145 | School Consultation Procedures | 3 |
| MH 6140 | Counseling Exceptional and At-Risk Children | 3 |
| MH 6530 | Child & Adolescent Counseling | 3 |
| Participation in Group Counseling Experience | | 0 |
| MH 6911 | Guidance & Counseling Practicum I | 3 |
| MH 6912 | Guidance & Counseling Practicum II | 3 |
| Concentration Electives | | 3 |
| Select one of the following: | | |
| MH 5120 | Substance Abuse Counseling | 3 |
| MH 6015 | Community Counseling | 3 |
| MH 6610 | Human Sexuality | 3 |
| MH 6625 | Theoretical Foundations of Marriage & Family Therapy | 3 |
| MH 6650 | Multicultural Issues in Counseling | 3 |
| Total Hours | | 54 |

Capstone Options for Students Not Pursuing Licensure

| Code | Title | Hours |
|---------|--|-------|
| MH 7480 | Counseling Psychology Capstone Integrative Paper | 3 |
| MH 7478 | Counseling Psychology Capstone Project | 3 |
| MH 7985 | Counseling Psychology Thesis | 3 |
| MH 7986 | Counseling Psychology Thesis Extension | 0 |
| MH 7910 | Advanced Research Methods | 3 |
| MH 7969 | International Counseling Experience | 3 |

Required Capstone Experience

Students in the MA in the Mental Health Counseling program must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure/certification may opt to complete the degree by choosing among three other capstone options: Capstone Project, Capstone Thesis or the International Counseling Experience with the program director's approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours in the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester in which they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension. They must then register for MH 7486. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take MH 7910.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master's thesis should consult the Mental Health Counseling Program Director for details.

Note

Although all courses can be completed in a distance/hybrid modality, this program cannot be completed entirely in a distance/hybrid modality as it includes field experiences, internships, and/or similar components that may require in-person participation on site.

Bachelor of Arts in Psychology/Master of Arts in Mental Health Counseling

The Trinity College Undergraduate Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Mental Health Counseling option at Trinity Florida that allows students to take graduate coursework toward the MA in Mental Health Counseling while completing their BA in Psychology. With this accelerated option, students can apply to the MA/MHC program at TGS while still completing an undergraduate degree. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the Dean or the Dean's designee. Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/MHC, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor's degree from 120 to 111. This can be accomplished in one or more of the following ways:

- ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies; or 3 hours of undergraduate elective credit.
- ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Social Science; or 3 hours of undergraduate elective credit.
- One graduate MHC course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional MHC courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/MHC program.

Trinity Evangelical Divinity School Programs

Overview of TEDS Master's Program

TEDS Programs in Florida have been discontinued pending accreditor approval. These programs (p. 101) remain available at the main campus and online.

Certificate in Biblical and Theological Studies Program

The Certificate in Biblical and Theological Studies is intended for people involved in lay and parachurch ministry and leadership who feel the need to strengthen their skills and knowledge base in a specific area of study or across the theological curriculum. Students who pursue, and have completed the Certificate in Biblical and Theological Studies may wish to continue their studies and apply to the MA (Theological Studies) program. Any course work completed under the Certificate in Biblical and Theological Studies is applicable to the MA/TS program as well.

Master of Arts (Theological Studies) Program

The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The MA/TS is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-pastoral vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site.

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. Please refer to the TEDS Affiliated Programs (p. 203) section with this catalog for details.

TEDS Online - Distance Education

TEDS Online-Distance Education (DE) courses provide students the opportunity to study on the graduate level anywhere in the world serviced with Internet access. Fully online distance education courses may be taken as a visiting student, and extension student, or part- or full-time Bannockburn campus student. All DE courses are offered for graduate credit and may be applied to a Trinity program or transferred to another institution.

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Bannockburn campus including registration, adds/drops, and withdrawal.

For additional information please refer to the TEDS Online-Distance Education (p. 204) section within this catalog or contact your program advisor/director. To register for TEDS Online-Distance Education courses

as a Trinity Florida student please contact your program advisor/director or the Trinity Florida Records office at flrecords@tiu.edu.

Programs

- Certificate in Biblical and Theological Studies (p. 275)
- Master of Arts (Theological Studies) (MA/TS) (p. 276)

Certificate in Biblical and Theological Studies

TEDS PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. This program (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificate-theological-studies/>) REMAINS AVAILABLE AT THE MAIN CAMPUS AND ONLINE.

Purposes of the Certificate

The Certificate in Biblical and Theological Studies is intended for people involved in lay and parachurch ministry and leadership who feel the need to strengthen their skills and knowledge base in a specific area of study or across the theological curriculum. Students who pursue, and have completed the Certificate in Biblical and Theological Studies may wish to continue their studies and apply to the MA (Theological Studies) program. Any course work completed under the Certificate in Theological Studies is applicable to the MA/TS program as well.

Admission Requirements and Prerequisites

Applicants to the Certificate in Biblical and Theological Studies must fulfill the following requirements:

- Applicants should possess a bachelor's degree (or the educational equivalent) from a recognized, accredited institution.
- Undergraduate grade point average of 2.0 or greater on a 4.0 scale. GRE or MAT scores may be required for those whose GPA falls below 2.0.

Admission to the Certificate in Biblical and Theological Studies does not automatically imply admission to any Trinity degree program.

Completion Requirements

The following requirements must be met to complete the Certificate in Biblical and Theological Studies:

1. Complete a minimum of 12 graduate semester hours through Trinity with a cumulative GPA for program coursework of at least 2.0, with no course work graded below a "C-" applicable to the Certificate.
2. All coursework applicable to the Certificate must be completed within a ten-year period.
3. Completion of all requirements required by the Catalog curriculum in effect at the time of initial enrollment
4. Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

The Certificate in Biblical and Theological Studies maybe completed through coursework taken at our Bannockburn campus, entirely online, and through our extension sites. This added flexibility is intended to assist people involved in various ministries with their theological training in the context of their busy lives.

There are no specifically required courses to complete the Certificate. However, Certificate students are required to fulfil the following minimal requirements:

| Code | Title | Hours |
|--------------------|---------------------|-----------|
| | Biblical Studies | 2 |
| | Theological Studies | 2 |
| | Electives | 8 |
| Total Hours | | 12 |

Master of Arts (Theological Studies) (MA/TS)

TEDS PROGRAMS IN FLORIDA HAVE BEEN DISCONTINUED PENDING ACCREDITOR APPROVAL. THIS PROGRAM (p. 128) REMAINS AVAILABLE AT THE MAIN CAMPUS AND ONLINE.

MA/TS Program Purpose

The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS program draws from the breadth of the curriculum requiring substantive study in biblical, theological, historical, and global areas, combined with a significant number of hours in the student's area of interest. The MA/TS program is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-church-related vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site.

The MA/TS may be completed at Trinity International University - Florida, and at the extension sites (p. 203).

This program is offered in-person and at a distance (hybrid).

MA/TS Program Outcomes

Students graduating with a Master of Arts degree in *Theological Studies* will be able to:

- understand the biblical and theological constructs that form the foundation for the Christian faith.
- think critically and constructively about the historic and global contexts of Christianity.
- examine closely an area of theological studies of personal interest.
- articulate their Christian faith in light of their present vocational engagement.
- grow in personal and spiritual maturity. and
- demonstrate competence in writing and research.

MA/TS Program Admission Requirements and Prerequisites

The admission requirements for the MA/TS are those described in the Admissions section of the Catalog and the following requirements specific to the MA/TS program:

Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. Applicants who lack an accredited baccalaureate degree may be asked to submit additional application materials, including a recent writing sample and evidence of their ministry experience. In some cases, admission with deficiencies is possible with the fulfillment of those deficiencies at Trinity.

The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.

Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, for those who do not have an accredited baccalaureate degree, and for others upon request from the Admissions Office.

MA/TS Residency Requirement and Program Duration

The residency requirement for the MA/TS degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Bannockburn and extension site courses and through Trinity Distance Education or independent study courses as arranged with the program advisor.

MA/TS Statute of Limitations

All MA/TS program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/TS Candidacy Requirements

Admission to the MA/TS program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program coursework after admission to the program
- All entrance deficiencies and conditions are removed.
- Formal action has been taken by the faculty to grant candidacy for the degree.
- Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

MA/TS Graduation Requirements

- Complete the General Graduation Requirements for all master's programs.
- Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
- All entrance deficiencies and conditions are removed.
- Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
- Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS allows participants to focus a significant part of their studies in an area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes while enabling students to use the 5-17 semester hours of electives plus the capstone in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area.

| Code | Title | Hours |
|--|--|-----------|
| Biblical Studies | | |
| Select 8 hours of Biblical Studies ¹ | | 8 |
| Recommended: | | |
| NT 5001 | Introduction to the New Testament 1 | |
| NT 5002 | Introduction to the New Testament 2 | |
| OT 5001 | Introduction to the Old Testament 1 | |
| OT 5002 | Introduction to the Old Testament 2 | |
| Theological Studies | | |
| Select 8 hours of Theological Studies ² | | 8 |
| Recommended: | | |
| ID 5000 | Biblical Theology and Interpretation | |
| ST 5211 | Theology 1: The God of the Gospel: From the Father | |
| ST 5212 | Theology 2: The God of the Gospel: Through the Son | |
| ST 5213 | Theology 3: The God of the Gospel: In the Holy Spirit | |
| Historical and Global Studies | | |
| Select 6 hours of Historical and Global Studies ³ | | 6 |
| Recommended: | | |
| CH 5061 | History of Christianity 1. The Patristic and Middle Ages | |
| CH 5062 | History of Christianity 2. The Age of Reform | |
| CH 5063 | History of Christianity 3. The Modern Age | |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | |
| ME 5001 | Evangelism and the Local Church | |
| ME 6760 | Theology of Mission & Evangelism | |
| Electives ⁴ | | 16 |
| Required | | |
| PT 5100 | Spiritual Formation for Ministry | 2 |
| Select one option from the following: | | 0 |
| Option 1: | | |
| PT 5090 | Field Education (two semesters) | |
| Option 2: | | |
| ID 5080 | Formation Group (two semesters) | |
| PT 5090 | Field Education (one semester) | |
| Capstone | | 2 |
| ID 7467 | MA Theological Studies Capstone Proposal | 0 |
| ID 7468 | MA (Theological Studies) Capstone | 2 |
| Total Hours | | 42 |

¹

Include both OT and NT studies; languages not applicable.

2

Select from ST, PR, CC, BE studies

3

Select from CH and ME studies

4

These courses may focus in a department or area of interest or be selected from across the curriculum.

Optional Tracks

Students completing the Master of Arts (Theological Studies) may choose to complete one of the following optional tracks as part of their coursework.

| Code | Title | Hours |
|--------------------------------------|--|--------------|
| Cross-Cultural Ministry Track | | |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| ME 5000 | Global Mission and the Local Church | 2 |
| ME 5001 | Evangelism and the Local Church | 2 |
| ME 6410 | History of the Expansion of Christianity | 2 |
| ME 6610 | Anthropology for Ministry | 2 |
| ME 6760 | Theology of Mission & Evangelism | 2 |
| ME 7300 | World Religions | 2 |
| ME 7450 | The Church in Latin America, Africa, and Asia since 1500 | 2 |
| ME 7710 | Gospel in Cultural Context | 2-3 |
| ME 8230 | Global Church Planting and Development | 2-3 |
| PT 6500 | Money and Ministry | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| Total Hours | | 24-26 |
| Code | Title | Hours |
| Executive Leadership Track | | |
| EM 5110 | Educational Ministry | 2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7550 | Local Church as System | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ES 8710 | Social Intelligence and Leadership | 1-2 |
| ES 8715 | Appreciative Inquiry | 1-2 |
| ME 8250 | Leadership Development and Culture | 2-3 |
| PT 6500 | Money and Ministry | 2 |
| PT 7290 | Pastoral Practices | 2 |
| Total Hours | | 14-21 |
| Code | Title | Hours |
| Preaching Ministry Track | | |
| EM 5125 | Teaching and Learning | 2 |
| HM 6200 | Theology and Methodology of Biblical Preaching | 2 |
| HM 6201 | Preaching Lab | 2 |
| HM 7215 | Preaching with Genre Sensitivity | 2 |
| HM 7220 | Preaching and Pastoral Issues | 2 |
| HM 7316 | Preaching and Systematic Theology | 2 |
| HM 7410 | Learning from Minoritized Preaching Traditions | 2 |
| PT 6280 | Christian Worship | 2 |
| PT 7225 | The Essence of Biblical Leadership | 2 |

| | | |
|---------|--------------------|---|
| PT 7290 | Pastoral Practices | 2 |
|---------|--------------------|---|

| | | |
|--------------------|--|-----------|
| Total Hours | | 20 |
|--------------------|--|-----------|

| Code | Title | Hours |
|----------------------------|--|--------------|
| Ministry Care Track | | |
| BE 5020 | Bioethics and Cultural Engagement | 2-3 |
| CM 5000 | Introduction to Counseling Ministries | 2 |
| CM 6000 | Issues in Counseling Ministries | 1-3 |
| EM 5510 | Christian Formation & Journey | 1-2 |
| EM 6265 | Building Ministry Teams | 1-2 |
| EM 6275 | Developing Healthy Spiritual Leaders | 1-2 |
| ES 7815 | Change, Power, and Conflict | 1-2 |
| ID 6500 | Understanding the Social and Cultural Contexts of Ministry | 2 |
| PT 7290 | Pastoral Practices | 2 |
| ST 5600 | The Christian Life and Contemporary Challenges | 2 |
| ST 7200 | Christian Ethics | 2 |
| Total Hours | | 17-24 |

Note

Although all courses can be completed in a distance/hybrid modality, this program cannot be completed entirely in a distance/hybrid modality as it includes field experiences, internships, and/or similar components that may require in-person participation on site.

TRINITY LAW SCHOOL

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- About Trinity Law School (p. 280)
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- Personnel (p. 290)

Welcome to Trinity Law School

Trinity Law School is a dynamic academic community committed to providing quality legal education within the framework of a Biblical Christian worldview. All law schools endeavor to teach students to think like lawyers. Trinity, however, is unique. Here you will not only learn to think like a lawyer, but you will also learn how all law should be founded upon and in harmony with God's law. Your classes will discuss not only defending clients but also defending the faith. You will learn about the law and public policy dominant in the United States in the past and today. Equally important, however, you will develop the skills to champion the implementation of Godly laws and public policies for the future. You will come to understand not merely the rights and interests demanded by men and women in our culture, but also the eternal and inalienable rights flowing from God's creation of mankind in His image.

Trinity Law School has many other advantages. Our faculty of experienced professors and practitioners are fully committed to a life of Christian service in their personal and professional lives. We have a low faculty-to-student ratio that allows for far more personalized instruction than you would receive at many other law schools. We offer a number of clinical opportunities that provide hands-on practical legal experience as a part of your legal education. Perhaps our most important distinctive is that we provide an extraordinarily collegial environment in which students, faculty, and staff work together, pray together, and serve together for the glory of God and His Kingdom.

Trinity Law School is a special place. If you are a current student, we are happy to have you here. For those of you considering joining us, thank you, and we hope to see you on campus soon. May God bless you.

Sincerely,

Eric Halvorson
Dean

About Trinity Law School

Trinity Law School Mission

Preparing students to flourish as attorneys dedicated to advocate for justice, serve the Church, and pursue the truth throughout the world for Christ.

Clinical Opportunities

Trinity Law School recognizes the importance of providing students with opportunities to put their education and faith into action. The Trinity Legal Clinics offer students a unique opportunity to apply their classroom education to helping actual clients before they have completed law

school. Each clinic is supervised by an attorney faculty member and is designed to immerse students in the world of law practice while providing much-needed service to the community. Practicing law under the guidance of an experienced attorney in a service setting not only equips students with practical skills but also instills a life-long commitment to serving others.

Participation in the clinical programs is reserved for students in the Juris Doctor program.

Clinical Offerings

Trinity Law School has long and valued relationships with the Pacific Justice Institute and the Orange County Rescue Mission. Additionally, Trinity runs a mediation clinic where students have the opportunity to gain skills in alternative dispute resolution and become certified court mediators prior to completing law school. Finally, Trinity offers an immigration law clinic. Trinity Law School is proud to offer these legal clinics and is excited about the opportunities they provide for students.

Trinity Religious Liberty Clinic (In Partnership With The Pacific Justice Institute)

The Pacific Justice Institute (PJI) is a nonprofit legal defense organization that specializes in defending religious freedom. Trinity Law School hosts one of PJI's Southern California offices on its campus. As part of the Trinity Religious Liberty Clinic, Trinity students have the rare opportunity to participate in cutting-edge constitutional law litigation by serving as interns for PJI. The students are able to support ongoing cases that address some of the most significant issues in religious liberty today.

Orange County Rescue Mission

Trinity Law School operates a legal clinic at the Orange County Rescue Mission, where students provide legal services for the residents under the supervision of a licensed attorney. Trinity also operates the Mobile Legal Clinic in partnership with the Orange County Rescue Mission. The Mobile Legal Clinic serves the transient community of Orange County. Through these clinical programs, students address many of the biggest legal issues faced by the homeless. The programs include classroom instruction on the provision of legal services as well as hands-on training on client interviews, assessing legal needs, and providing answers to difficult legal issues.

Mediation Clinic

The Trinity Law School Mediation Clinic operates in conjunction with the Orange County Superior Court and Waymakers Orange County, a nonprofit organization that assists in resolving family and community conflicts. Students receive hands-on experience providing mediation services in courts and private settings. The clinic equips students interested in entering the field of alternative dispute resolution or those desiring to incorporate peacemaking principles and skills into their legal practice. This clinical opportunity is available for local students as well as students who attend remotely.

Immigration Law Clinic

The Trinity Immigration Clinic provides an opportunity for students to address immigration issues for underserved populations. Under the supervision of a Trinity Law School professor and supervising attorney, this clinic works with non-profit, non-government organizations (NGO) to provide legal services in areas such as asylum, Temporary Protected Status, Adjustment of Status, removal, and other immigration-related issues. The clinic includes instruction on representation, case analysis,

interviewing, case preparation, and generally on serving client needs. This is a remote clinical opportunity for students around the country.

International Opportunities

Center for Human Rights

The Center for Human Rights is a research, education, and advocacy center for the promotion and protection of international human rights. The Center provides classroom instruction, career development, and opportunities to participate in research, scholarship, lectures, conferences, and seminars. Along with several human rights courses at Trinity Law School in Santa Ana, the Center sponsors international courses in Europe and Southeast Asia. The Center has access to Trinity Law School's robust collection of human rights books, periodicals, and international documents. The Center's mission is to defend the Christian basis for human rights and make justice the prevailing condition in our world.

Summer Human Rights Institute – Europe

Trinity's annual Summer Human Rights Program is an advanced course in international and comparative human rights law as well as an introduction to international criminal law and humanitarian law.

The program begins with one week in The Hague, Netherlands, a major U.N. host city and the home of the International Court of Justice, the International Criminal Court, and the International Criminal Tribunal for the former Yugoslavia. While there, students visit the courts, hear from judges, lawyers, and guest lecturers, and learn foundational principles of international human rights law, humanitarian law, and criminal law. Students then travel to Strasbourg, France, seat of the European Court of Human Rights, the Council of Europe, and the European Parliament. While there, students participate in the annual summer session at L'Institut International des Droits de l'Homme (International Institute of Human Rights), which was founded in 1969 to teach lawyers, judges, law professors, students, and government officials the importance of international human rights. Students learn about the international and regional mechanisms established to address human rights abuses, such as religious persecution, racial discrimination, slavery, and torture. As a participant, students spend four weeks examining contemporary issues in international human rights law, humanitarian law, and criminal law, with over 200 students from 100 countries. Trinity students also engage in discussion of those issues from a Christian perspective with Trinity professors and guest speakers.

Students may earn 4 to 6 units of credit upon completion. Students may attend the program a second time at the Director's discretion; however, priority is given to first-time attendees.

Winter Human Rights Program – Southeast Asia

Trinity's annual Winter Human Rights Program is an experiential course focused on the international law of human trafficking as well as an introduction to the history and legal response to the Cambodian genocide.

Students participate in a two-week study-abroad program in Southeast Asia. The program begins in Siem Reap, Cambodia, and ends in Phnom Penh, Cambodia's capital city. Students meet with NGOs, including Agape International Mission (AIM), to experience the work being done to actively fight sex trafficking in Southeast Asia. Students also visit the Extraordinary Chambers in the Courts of Cambodia (ECCC), where members of the Khmer Rouge were convicted of genocide, war crimes, crimes against humanity, and grave breaches of the Geneva Conventions

during the Cambodian genocide. Students will meet with international prosecutors and defense attorneys who will discuss the cases tried at this international tribunal. Students also visit the Tuol Sleng genocide museum and the Killing Fields at Choeung Ek.

Other Opportunities

Trinity Law School students have the opportunity to participate in other clinical programs, internships, clerkships, and fellowships. During their legal education, our students have worked for judges, lawyers, government agencies, legislators, Christian legal organizations, corporations, and nonprofits. Trinity Law School encourages this type of experience and works with students to help them find opportunities that best serve their interests.

Student Organizations

Juris Doctor Degree Program

Trinity Law Review

Founded in 1980 as the Simon Greenleaf Law Review, the Trinity Law Review has been a source of scholarship regarding law and the Christian faith as well as a broad range of other legal issues. Select students may participate in the production of the Trinity Law Review. Students invited to join the editorial board participate in all aspects of publishing the Law Review. In addition, students are encouraged to write student notes on topical issues for inclusion in the Law Review. Students are, therefore, afforded an excellent opportunity to develop scholarship skills. Participation in Law Review earns 1 credit hour per semester, up to four credits. Participation in Law Review is reserved for students in the Juris Doctor degree program.

Moot Court

Trinity Law School students may compete for a position on the Trinity Law School Moot Court team during the oral arguments conducted as part of LA 560b; those who perform well are invited to join the Moot Court team and compete in intramural competitions throughout the United States.

Moot Court competitions develop students' research and brief-writing skills as well as their oral advocacy. Students find it an outstanding opportunity to measure their skills against those of other law students. Students may participate in Moot Court upon completion of or concurrent enrollment in 24 units. Participation in Moot Court earns 1 or 2 credit hour(s) per semester, up to four credits. Participation in Moot Court is reserved for students in the Juris Doctor degree program.

Student Life

Juris Doctor Degree Program

Student life at Trinity Law School is active and vibrant. Student Life provides opportunities for students to integrate their faith with their legal education. Student Life seeks to support learning that is taking place in the classrooms by providing opportunities for students to apply what they learn to their practice. By living out what they are learning, students have the opportunity to see how our faith, built on the full revelation of Scripture, permeates and influences every aspect of our lives. Truly, no facets of our lives remain outside the reign of Jesus Christ.

Office of Student Life

To carry out the mission of Trinity Law School, the Office of Student Life coordinates forums, panel discussions, networking and social events, student success, bar exam support, career development, and campus ministry and also provides support to student groups. At the heart of the Office of Student Life is a deep desire to serve the students and facilitate their intellectual, spiritual, emotional, and social development.

Student Groups

There are many student organizations in which students can participate. The policies and procedures governing student organizations are in Appendix 2 (p. 345). While student organizations change each year, the list below represents the variety of organizations that have been active on campus. For more information, please reach out to the Office of Student Life.

Federalist Society
Black Law Students Association
Delta Theta Phi

Church Community

Trinity Law School students are blessed to live in a thriving spiritual community. As a Christian law school, Trinity Law School opens classes with a prayer or short devotional, holds voluntary Bible studies, and makes biblical truth a part of the academic curriculum. Students must enroll in a number of required courses that allow students to learn and discuss how biblical principles guide and affect the development of the law. Trinity Law School also offers special lectures by visiting Christian scholars, professionals, and pastors.

Trinity Law School seeks to preserve a caring and nurturing atmosphere where students and faculty members pray together and encourage one another in faith and good works.

Standards of Conduct and Honor Code

Preamble

Trinity Law School is a Christ-centered, gospel-driven institution of learning. The administration, faculty, and staff are committed to providing excellent education rooted in a biblical perspective of human nature, law, and government. We promote academic rigor, truth, integrity, and virtue to form students for vocations in law, dedicated to advocating for justice, serving their neighbors, and pursuing the truth for the common good. Toward those ends, Trinity Law School faculty, staff, and students will conduct themselves in a Christ-like and professional manner, striving to reflect God's love in their interactions with others.

These Standards of Conduct and Honor Code apply to students in both the Juris Doctor and Master of Legal Studies programs.

Violations of the Standards of Conduct and Honor Code are subject to discipline, including dismissal from Trinity Law School, as described in Disciplinary Procedures.

Standards of Conduct

As a community of future leaders and a part of Trinity International University, Trinity Law School seeks to maintain high standards of integrity in all areas of life, including academic work, ministry, and community relationships. Given these objectives, students are expected to maintain appropriate personal standards and use wise judgment in matters pertaining to personal conduct.

Students are also expected to uphold the laws of the local community, the state, and the nation except on those occasions where obedience to civil authority would require behavior directly in conflict with scriptural principles.

Trinity Law School students are required to comply with the State Bar of California Rules of Professional Conduct in addition to the Standards of Conduct contained in this Catalog. Where there is a rule conflict or lack of clarity between these two sources, the Catalog prevails.

Cheating and Plagiarism

In an academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation. Further details regarding cheating and plagiarism standards are set forth below under Honor Code.

Defamation and Invasion of Privacy

The elements of defamation or an invasion of privacy violation include the following elements:

- Publication by any means, including, but not limited to, oral and written forms, of representations of fact concerning a professor, student, staff member, university or law school employee, any other member of the law school community, or a person with ties to the law school community, such as a spouse of a student, staff or faculty member, or other protected person;
- The information communicated is false or an invasion of the subject's reasonable expectation of privacy;
- The disseminator of the allegations has no reasonable basis to believe that the allegations are true or that the matter is not within the subject's reasonable expectation of privacy;

- The information is likely, in the mind of a reasonable person, to cause damage to the reputation of the subject person; and,
- The subject of the information is offended or otherwise distressed by the dissemination of the information.

Failure to Perform the Responsibilities of a Student

Failure to perform the responsibilities of a student refers to any material failure to comply with the duties, policies, procedures, responsibilities, rules, and regulations of Trinity Law School, including, but not limited to, those stated in the Catalog.

A student's most basic responsibility is to be prepared for the class session so that the student can actively engage in discussion. Preparedness for class extends beyond merely reading the material or watching the video lectures assigned for the class session. Students must have a sufficient depth of understanding to support statements made in class and to engage in meaningful dialog with the professor.

Gambling, Drugs, and Alcohol

Gambling, although not specifically forbidden by Scripture, is a questionable practice and therefore is not allowed on campus.

Trinity Law School is a drug-free campus. Possession, purchase, distribution, or consumption of any harmful substance, such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs, is not permitted. Students suspected of the foregoing will be asked to undergo drug testing available at a local medical center or on campus. Any student refusing to submit to these tests will be held in violation of Trinity Law School Standards of Conduct. Any student involved in the purchase, possession, distribution, or consumption of illegal drugs is subject to immediate dismissal from Trinity Law School. Trinity Law School may report instances of illicit drug use to the proper authorities.

Trinity Law School is an alcohol-free and tobacco-free campus. Trinity Law School's alcohol and tobacco policies also apply to students while they are participating in Live Sessions and/or any other live online Trinity Law School activity. Trinity Law School students, regardless of age, are not permitted, to purchase, possess, distribute, or consume alcoholic beverages or tobacco products of any kind on campus. Nonalcoholic beer and other drinks containing a percentage of alcohol are also prohibited on campus. Individuals may be subject to having their breath smelled and/or tested by a Breathalyzer exam given by a staff member.

Any student involved in the purchase of alcohol for a minor is subject to immediate dismissal. Trinity Law School may report instances of alcohol possession or use by a minor to the proper authorities.

Harassment

Trinity Law School values a community environment free from all forms of discrimination and harassment. Trinity Law School will not tolerate any discrimination and harassment of any type toward any individual (including domestic relationships).

Harassment includes, but is not limited to, the following:

- verbal, physical, written (including electronic transmission) abuse, threats, or stalking
- a persistent pattern of behavior directed at another individual that distresses, frightens, or is in some manner inappropriate or threatening
- hate speech
- abuse because of one's race, sex, nationality, religion, or disability

- sexual harassment (including unwanted advances), assault, or intentional infliction of emotional distress
- any actions, verbal attacks, or personal demeanor directed at another person, which is inconsistent with the ethical practice of law
- any reprisal or intimidation or attempt to commit any reprisal or intimidation against any person for making an accusation of or concerns related to a suspected Honor Code violation

In the event of threats or the potential of stalking, Trinity Law School may contact law enforcement agencies. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students through the Registrar's Office.

Lying

Lying includes making any materially false statement or representation to a Trinity Law School or Trinity International University official, staff person, or faculty member concerning any matter relevant to:

- the law school, including but not limited to, providing false information for full- or part-time employment at the law school;
- the education of any person, including but not limited to, providing false information on an application for law school;
- the right to practice law or the future licensing to practice law of any person, including but not limited to, an application to take the bar exam;
- the reputation of a Trinity Law School or Trinity International University official, staff person, or faculty member, including but not limited to, falsely charging another person with a violation of the Honor Code;
- class attendance;
- Honor Code violations or accusations, including but not limited to, petitions to the Registrar's Office or Law Faculty Senate or proceedings relevant to the investigation or adjudication of accusations of Honor Code violations; or,
- reporting material as read that a student has not read or watched that a student has not watched.

Unfair Competition and Violation of Library Rules

Unfair competition refers to any practice designed to undermine the education or work of students or the faculty to gain personal advantage. This may include, but is not limited to, the destruction or hiding of library materials, the property of students or faculty, or disruption of electrical, computer, or other technical or support services. A material violation of the rules and procedures of the Trinity Law School Library constitutes a violation of this section.

Unprofessional Conduct

As law students training to become attorneys, they are expected to act with the same decorum, high ethical standards, and honesty as they will once admitted to the bar.

Unprofessional conduct includes, but is not limited to, the following:

- inappropriate noise at any location on the Trinity Law School campus, in any Live Session, or in any other live, online Trinity-sponsored event
- acts or expressions of attitudes of insubordination toward Trinity Law School staff or faculty members
- insolence or disrespectful language or behavior toward Trinity Law School staff or faculty members

- insolence or disrespectful language or behavior toward another student, whether during class/Live Session, anywhere on campus or in the online community, or in the presence of other students, staff, or faculty members
- repeated or chronic failure to prepare for class
- deliberately or recklessly preventing others from attending class
- vandalism against school property or the property of Trinity Law School staff, faculty members, or students
- distributing or posting to any website in the public domain of Trinity Law School course or On Course materials, including but not limited to, reading materials, exams and assessments, model answers, professor-provided outlines, commercial outlines provided by Trinity Law School, video lectures, Live Session recordings, or any screenshots of a Live Session
- providing to anyone outside of the Trinity Law School community, of Trinity Law School course or On Course materials, including but not limited to, reading materials, exams and assessments, model answers, professor-provided outlines, commercial outlines provided by Trinity Law School, video lectures, Live Session recordings, or any screenshots of a Live Session
- actions which have or threaten to have a significant negative impact on the education of students and the work of Trinity Law School
- any act which is a *malum in se* crime in the jurisdiction in which the law school is located
- conviction of any *malum in se* crime in any jurisdiction
- acts or omissions evidencing significant moral turpitude
- fraud, deceit, dishonesty, or failure to disclose information when there is a legal duty to disclose
- refusal to cooperate with an investigation pursuant to the Disciplinary Procedures below

In order to facilitate orderly community life, students are expected to abide by other procedural rules and regulations as announced.

Violations of the Standards of Conduct also include aiding or abetting any violation or attempting to commit an act or omission in violation of the Standards of Conduct.

Honor Code

Law school is designed to teach law students how to think, organize, communicate, and behave as competent, responsible, professional, and ethical attorneys. As such, it is necessary for all students to do their own work so that they develop these skills. The process can be lengthy, difficult, and even painful. Nonetheless, the experience is necessary for developing the critical skills of attorneys.

For this reason, plagiarism and cheating in any form, and any other attempt to gain an unfair advantage, will not be tolerated. These practices not only evidence a lack of responsibility, as well as professional and ethical integrity, they also serve to stunt the development of student skills and wrongfully penalize students who refrain from those practices.

Students must recognize and acknowledge that plagiarism, cheating, and taking unfair advantage are violations of the Honor Code. Students who are suspected to be using models, examples, another person's work, or other unauthorized sources without properly citing or prior professorial permission to complete their assignments or exams may be referred to the Disciplinary Committee. Upon review, if the Disciplinary Committee

finds that a student has engaged in any of these activities, sanctions up to and including expulsion from Trinity Law School may be imposed.

Students must therefore do their own work and be careful not to engage in any activity that may give rise to allegations against them. Students are charged with the responsibility of reading, understanding, and adhering to the Honor Code.

Along with being ethical in their academic pursuits, students are charged to behave professionally at all times, including with fellow students, staff, faculty, or administration members. They must treat all those with whom they interact with respect and courtesy. Finally, they must refrain from any sort of activity that could disrupt their classes, cause the unnecessary expenditure of school resources, or bring disrepute of any kind upon themselves or the law school.

Each member of Trinity Law School is responsible for maintaining his own integrity and the integrity of the law school community in all academic matters. It will be considered a violation of the Trinity Law School Honor Code to commit any of the offenses listed below.

Cheating

Cheating is a form of deception and includes but is not limited to:

- copying even a single word or answer from another student's test paper
- unauthorized use of previous examinations, books, or materials on an assignment, quiz, or examination
- having another person complete or take an assignment, quiz, or examination for a student
- submission of someone else's work to fulfill a course requirement
- unauthorized use of a part or the whole of a work completed for one course in another course
- reporting material as read or watched that a student has not read or watched
- downloading a paper or exam off the internet, buying a paper or exam from another source, or utilizing non-approved forms of Artificial Intelligence ("AI"), including but not limited to, Gemini and ChatGPT, and then either submitting this document as the student's own work product or simply rewriting the text while incorporating some or all of the original document
- hiring a researcher to do research in preparation for a research paper
- having another person review a take-home examination or examination answer
- violating the Legal Research and Writing Program Collaboration Guidelines as described in those syllabi
- violating the Take-Home Exam/Project Collaboration Guidelines as described in the syllabi for those courses with take-home exams or take-home projects
- any Violations of Examination Policies as set forth in this Catalog

Plagiarism

Plagiarism of another person's "work" can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. Plagiarism can occur intentionally or negligently.

Plagiarism includes but is not limited to:

- using someone else's work (including words, line of thought, or organizational structure), or using work produced by non-approved forms of AI, and making it appear to be one's own
- when sources are not cited properly or when permission is not obtained from original authors to use their work
- not properly crediting a source, as this an act of academic dishonesty, fraud, and intellectual property theft

Standards of Conduct

All actions listed under the Standards of Conduct above are incorporated herein.

Violations of Examination Policies

Violations of examination rules include violations of instructions concerning the administration of examinations or tests, or rules of conduct during examinations or tests given before an examination begins.

Penalties for Violations of the standards of conduct and Honor Code

A violation of the Standards of Conduct and Honor Code may result in any of the following penalties:

- reprimand, either written or oral
- change of grades of courses, examinations, or other work
- receiving no credit on an examination
- denial of course credit
- suspension from the law school
- dismissal from the law school
- notation of offense and/or penalty on the student's transcript
- any other reasonable sanction deemed appropriate by the responsible authority

Disciplinary Procedures

In compliance with Title IV Admissions and Educational Standards, Division 2 Accredited Law School Rules at 4.160(a)(9) titled, "Student Discipline," the Law Faculty Senate has adopted the following procedures for all matters involving student discipline at Trinity Law School. These rules will govern alleged violations of the Standards of Conduct or Honor Code (collectively referred to as "Honor Code" for the remaining portion of this section), or any other alleged offense for which discipline of any sort may be warranted or imposed.

Faculty members have discretion to issue sanctions for alleged violations of the Honor Code that arise within their classes, including but not limited to, academic sanctions and asking students to leave a class or Live Session. Faculty members also have discretion to report alleged violations to the Registrar's Office for further investigation.

Report of Alleged Honor Code Violations or Other Alleged Offenses to the Registrar's Office

- Report(s) of alleged Honor Code violations or other alleged offenses may be made by: a Trinity Law School student, a member of the Trinity Law School faculty, staff, or administration, other person(s) having an affiliation with Trinity Law School, or the general public. Report(s) of alleged Honor Code violations or other alleged offenses must be made to the Registrar's Office.
- The Registrar's Office must record the identity of the person making the report. However, the reporting person's identity will be kept

confidential and may only be known to the Registrar's Office, the Disciplinary Committee, and the Dean during the reporting and investigation phase of these proceedings.

- The complaining person(s) must set forth in a written report ("Report") the exact nature of the alleged Honor Code violation or other alleged offense. The Report must include the name of the person(s) allegedly violating the Honor Code or committing another offense (the "Involved Student") together with the date(s), time(s), and location(s) of the alleged violation(s) as well as any person(s) who were involved, witnessed, or have information relating to the alleged violation(s). The Report must also set forth any other information necessary to have a thorough understanding of the allegations.
- Within a reasonable time after the Report is made, the Registrar's Officer will inform the Involved Student that the Report has been received, that the Report will be investigated, and that the Involved Student will be kept informed of the progress of that investigation. During the reporting and investigation phases of these procedures, all information relative to the Report will be communicated to the Involved Student with the exception of the identity of the complaining party(ies). The Registrar's Officer will notify the Involved Student by any means including, but not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The Registrar's Office will keep records of all such notices given, including the date and time notice was provided, the person(s) with whom the Registrar's Office communicated, and the means of communication used.
- Where not otherwise stated, the term "reasonable" will be solely interpreted and applied by the Registrar's Office whether stated and used in this section or elsewhere in these rules.

Investigation by the Registrar

- The Registrar will have discretion as to:
 - How to investigate, including but not limited to:
 - With whom to communicate;
 - Whether to communicate with persons having knowledge of the allegations simultaneously or individually;
 - The method of communication; and,
 - Whether to obtain documents, if applicable.
 - How to proceed.
 - The Registrar may determine that the matter is minor, in which case:
 - The Registrar may issue a verbal warning; provided, however, that the Registrar must refer the matter to the Disciplinary Committee if any written warning or reprimand will be placed in the Involved Student's file;
 - The Registrar may, but shall not be obligated to, assist in efforts to achieve reconciliation among the parties;
 - The Registrar may decide to take no action; or,
 - The Registrar may determine that a significant violation or offense has occurred, in which case the Registrar will refer the matter to the Chair of the Disciplinary Committee.
- During the investigation, the Involved Student and any student with whom the Registrar chooses to communicate regarding the alleged violations must cooperate fully with the Registrar and the investigation.
- The investigation will be a neutral, fact-finding mission.

- There is no time limit imposed upon the investigation but the Registrar will act with all due speed.
- At the close of the Registrar's investigation, the Registrar must report the Registrar's decision (to take no action; to handle internally within the Registrar's Office, if minor, and if not involving sanction of any kind; or, to refer to Disciplinary Committee) to the Chair of the Disciplinary Committee. The Registrar's Office will advise the Involved Student of the date the investigation report is supplied to the Chair of the Disciplinary Committee. The Registrar's Office must provide notice to the Involved Student by any convenient means which may include, but is not limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The Chair will then, within a reasonable period of time, advise all members of the Disciplinary Committee of the findings, recommendations, and action taken, if any, by the Registrar.

Review by Disciplinary Committee

- The Chair of the Disciplinary Committee will set a reasonable time within which any member of the Disciplinary Committee may choose to review the matter. If no member of the Disciplinary Committee chooses to review the matter, the decision(s), and action(s) of the Registrar will be considered final. If, however, the Registrar recommends any form of sanction against the Involved Student, then the Chair of the Disciplinary Committee will schedule the date, time, and location for the Review. Therefore, upon receiving a report from the Registrar, the Disciplinary Committee may choose to take the following actions:
 - Close the matter and take no action;
 - Investigate further; or,
 - Conduct a review of the matter.
- Upon choosing to review a matter, the Disciplinary Committee may, after deliberation, refer the matter back to the Registrar for further investigation. Following any further investigation and its review, the Disciplinary Committee will, based upon the standard of proof of clear and convincing evidence, reach a tentative decision. During the time that a decision is tentative, no sanction will be imposed upon the Involved Student. The Disciplinary Committee does, however, reserve to itself the right and authority to consider all circumstances and to issue temporary findings and orders as may be necessary to safeguard students, staff, faculty, administration, others, property, or other interests, to preserve order and decorum, or to provide for the general welfare of the institution.
- The Disciplinary Committee's decision to either take no action or impose a sanction:
 - If a sanction is tentatively ordered, the Registrar's Office will provide notice to the Involved Student of the tentative sanction within a reasonable period of time following the Disciplinary Committee reaching its tentative decision. The Registrar's Office will provide notice to the Involved Student by any convenient means, including, but not limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. This notice will include the following:
 - The name(s) of the complaining party(ies).
 - The exact allegation(s) against the Involved Student.
 - The fact that the matter has been investigated.
 - All materials developed in the course of the investigation.
 - The fact that a tentative decision has been reached.

- The sanction to be imposed, if any, under the tentative decision together with any temporary findings or orders, if any, in keeping with 3(b), above.
- That the Involved Student will have 20 days to request a hearing before the Disciplinary Committee or, if no such request is made, the tentative decision will become the final decision.
- That the request for hearing must be made by the Involved Student in writing to the Registrar's Office.
- That if the Involved Student does not request a hearing within 20 days of the date of the decision of the Disciplinary Committee, the decision of the Disciplinary Committee will become final and any right of appeal will be deemed waived.
- If no action is taken, the matter will be closed.
 - The Registrar's Office will communicate to the Involved Student that the Disciplinary Committee has chosen to take no action and that the matter is closed relative to the Involved Student.
 - If the matter is closed without any action being taken, the Involved Student will have no right of appeal or to request any further findings or clarifications from the members of the Disciplinary Committee or the Registrar's Office.

Hearing by the Disciplinary Committee

- Following review by the Disciplinary Committee and its decision, and after the Involved Student requests a hearing, the Disciplinary Committee will conduct a hearing on a date, at a time, and at a location to be determined by the Disciplinary Committee. The hearing may take place via remote conference such as Zoom.
- The date, time, and location for the hearing will be at the Disciplinary Committee's discretion but will be set with the goal of permitting adequate time for the Involved Student to investigate and prepare.
- At the hearing:
 - The Involved Student may produce documents, including declarations under oath and advance arguments, but may not provide live testimony.
 - The Involved Student will have 30 minutes maximum to present the student's case.
 - The Involved Student may, at the student's own cost, seek legal counsel in advance of the hearing; but counsel may not be present.
 - The hearing may not be recorded by any means. The Disciplinary Committee may elect to provide a person to take notes or minutes.
 - The Disciplinary Committee is not bound to follow ordinary rules of evidence or procedure.
 - The Disciplinary Committee may re-open further investigation after the hearing.
 - All matters will be submitted and no final decision will be announced prior to deliberation.
 - The Disciplinary Committee will deliberate privately.
 - The standard of proof will be clear and convincing evidence.
 - Deliberations will conclude in a decision reached by a simple majority vote.
- The Disciplinary Committee will, through the Registrar's Office, notify the Involved Student of its decision within a reasonable period of time following the hearing. The Registrar's Office will notify the Involved Student by any convenient means, including, but not limited to,

telephone, fax transmission, voice mail, email, US Mail, or otherwise. The final decision may be to adopt the tentative decision as the final decision, to modify the tentative decision, or to recommend no further action be taken, thus vacating the tentative decision. The notice will set forth a date to serve as the date for the meeting of the Disciplinary Committee for the purposes of (5), below.

Appeal by the Involved Student, if any, will be to a Dean of the Law School

- The Involved Student must communicate to the Registrar's Office his request for an appeal to the Dean hearing the appeal. The Involved Student's request for an appeal must take place not later than 20 days following the Registrar's Office communication of the Disciplinary Committee's final decision to the Involved Student. Failure to timely communicate the request for the appeal will be deemed a waiver of the appeal.
- The Dean will have the right to conduct the appeal in any manner that the Dean believes to preserve the best interests of justice.
- The Dean will conduct the appeal within a reasonable period of time.
- The Involved Student must appear at the appeal proceeding. The Involved Student may, at the student's own cost, seek legal counsel in advance of the appeal hearing; but counsel may not be present.
- The appeal hearing may not be recorded by any means. The Dean may elect to provide a person to take notes or minutes.
- The Involved Student will have 30 minutes maximum to present his case on appeal.
- The Involved Student may produce documents, including declarations under oath and advance arguments but may not provide live testimony.
- All matters will be submitted and no decision will be announced prior to deliberation. The Dean's deliberation will be private.
- The Dean will, within 20 days of the appeal hearing, inform the Involved Student of the Dean's ruling through the Registrar's Office. The ruling may be in the form of an affirmation, a reversal and remand, a reversal, a modification, a vacating of findings and ruling, or in any form of ruling deemed to be appropriate in the Dean's discretion.
- The Dean's ruling on the appeal will be final.

Student Services

Academic Support

For Juris Doctor (JD) students, the Academic Support Department provides advice regarding Trinity Law School expectations as well as strategic resources to equip students for success in law school and on the California Bar Exam. Before the first semester begins, JD students attend a highly coordinated New Student Orientation program that extends into the first semester with workshops covering fundamental skills such as case briefing, outlining, and exam preparation. On Course is Trinity Law School's formal Academic Support Program, which prepares students for every subject area and testing method of the California Bar Exam. Academic advising is available to JD students upon request, and through On Course, students receive invitations to meet one-on-one with a faculty member or other attorney staff at five strategic times throughout the student's program. Academic Support and On Course are introduced during New Student Orientation, and all On Course workshops, diagnostics, and advisements are mapped on the student's personalized Academic Plan. This ensures that 100% of Trinity Law School JD students get the best value from their education with opportunities to master the skills needed for success and to become equipped to take the California Bar Exam.

Master of Legal Studies (MLS) students, are required to participate in a one-on-one Online Orientation via Zoom prior to attending their first course. This Online Orientation prepares MLS students for success by highlighting the course and program expectations, discussing the technology requirements, explaining the best practices for submitting assignments, and navigating the online environment. Individual advising is also available upon request. Additionally, MLS students can benefit from one-on-one writing support as well as assistance with editing and citations through the Thrive Center by emailing thrive@tiu.edu.

Library and Information Center

Trinity Law School Library is compliant with all hard copy, electronic content, and access requirements set forth in the California Accredited Law School Rules and Guidelines. In order to serve the teaching and research goals of Trinity Law School, the Library includes a physical library containing secondary resources that are not otherwise available online. Students may access these resources during business hours but they do not circulate.

In conjunction with the Trinity International University Roling Library, Trinity Law School Library subscribes to various academic and legal databases as well as research tools. Students in the JD and MLS programs are provided access instructions so they can complete their respective assignments.

The Library's databases includes but is not limited to: the Attorney General Opinions, California Law Review Commission Reports, Columbia International Affairs Online, Guide to Law Online, Library of Congress, HeinOnline, LexisNexis, Library of Law and Liberty, OnLAW: CEB-Continuing Education of the Bar, West Academic Study Aids, and Thomson Reuters Westlaw.

Instructional Facilities

Each physical classroom at Trinity Law School is provisioned with a variety of technology tools to help support teaching and learning, including document cameras, data projectors, media players, and classroom controls.

Online instruction is conducted using the Canvas platform for assignment submissions and Zoom meetings for Live Sessions.

Student Housing

Trinity Law School does not have dormitory facilities under its control. A list of local apartments within two miles is available upon request. No further placement assistance is provided by Trinity Law School. The median monthly rental cost for a single-bedroom rental within two miles of the school is \$2,517.

University Services

Campus Safety

Safety Policy Statement

Accident prevention is of primary importance in all phases of operation and administration. Trinity Law School's administration endeavors to provide safe and healthy conditions and to establish and insist upon safe practices at all times by employees and students. The prevention of accidents is an objective affecting all levels of the organization and its activities. Each employee and student has the duty to accept and follow established safety regulations and procedures. The emergency procedures are in Appendix 3 (p. 346).

Injury Reporting

Employees and students are expected to assist the administration in accident prevention activities. Unsafe conditions must be reported. Students and employees who need help should be assisted. Everyone is responsible for housekeeping that reduces the potential for injury. Any injury that occurs on school premises, even a slight cut or strain, must be reported to the administration as soon as possible. In no circumstances, except in an emergency, should an employee or student leave the premises without reporting an injury that occurred.

Incident Reporting

The Santa Ana Police Department has the primary jurisdiction and responsibility to investigate crimes and provide police services at the Trinity Law School campus. All crimes occurring on campus be reported immediately to the Santa Ana Police Department. Trinity Law School endorses a reporting policy that strongly encourages victims to report all incidents regardless of their nature. Crimes occurring on the Trinity Law School campus can be reported in person or by dialing 911 from any telephone on campus. Telephones located on campus are tied into the 911 emergency system.

Non-emergency calls for assistance can be reported by dialing Campus Services at (714) 796-7130 or extension 7130 if using an on-campus phone. Upon reporting a crime occurrence, traffic accident, injury accident, or other incident, the proper response will be quickly determined and the appropriate action initiated. Calls for fire and medical emergencies should be directed to the police department dispatcher by dialing 911 from any on-campus phone. There are fire alarm boxes throughout the building that should be activated in case of fire. Members of the Trinity Law School community are encouraged to immediately report any suspicious activity to Campus Services. Crimes can be averted by the prompt reporting of suspicious activity. The reporting of physical hazards is encouraged so that they may be corrected to avoid personal injury.

During hours when the campus is open, students should contact Campus Services to report the presence of any individual on campus who is not there for business purposes.

Personnel

- Adjunct Faculty (p. 292)
- Affiliate Faculty (p. 291)
- Full-time and Regular Faculty (p. 290)
- Trinity Law School Administration (p. 290)

Trinity Law School Administration Academic Administration

Eric Halvorson, J.D.
Dean

Dana C. Clark, J.D.
Associate Dean of Students & Faculty Administration

Daniele D. Le, J.D.
Associate Dean of Academic Affairs

Joy Statler, J.D.
Assistant Dean of Academic Support & Clinical Programs

Full-time and Regular Faculty

Adeline A. Allen

Associate Professor Adeline A. Allen received her B.S. in Physical Anthropology from UCLA, *cum laude*, and her J.D. from Regent University School of Law in the honors track. She served as the Executive Editor of the Regent University Law Review. Professor Allen teaches Contracts and Property. Her scholarship focuses on the natural law foundations of contract law and the family, the view of the human person in bioethics, and the nature of contracting. She is an Associate Fellow at The Center for Bioethics & Human Dignity, and was a 2017–18 Visiting Fellow at the James Madison Program in American Ideals and Institutions at Princeton University. Some of her scholarship and writings have been published on the *Harvard Journal of Law & Public Policy*, *Public Discourse*, *World*, and *CIRCE Institute*.

Dana Clark

Associate Dean of Students & Faculty Administration Dana Clark received his B.A. in History/Political Science from Point Loma College and his J.D. from Western State College of Law. Professor Clark taught on an adjunct basis at Western State College of Law as well as at Trinity Law School before joining the full-time faculty in 2013. He was named Associate Dean in 2016. He is an experienced general civil litigation and appellate attorney. Professor Clark teaches Civil Litigation Skills, Negotiations for Law and Business, Remedies, and Torts. He also serves as Faculty Advisor to Trinity's Federalist Society chapter and its Scholar Program.

Andrew DeLoach

Associate Professor Andrew R. DeLoach received his B.A. in Literature from the University of California, San Diego. He earned his J.D. from California Western School of Law in San Diego, where he competed with the Trial Team and served as Vice President of the Federalist Society. Professor DeLoach attended the International Academy of Apologetics, Evangelism & Human Rights in Strasbourg, France, and became a Fellow of the Academy. He was the 2023 Visiting Scholar at the Georgetown Center for the Constitution in Washington, D.C. He has published articles in *International Journal for Religious Freedom*, *Journal of Christian Legal Thought*, and *Public Discourse*, among others, and co-authored a book chapter titled "Myth and Resurrection," in *The Resurrection Fact: Responding to Modern Critics* (2016). His teaching and research interests

include constitutional law, human rights and international law, and philosophy of law. Professor DeLoach is Director and Professor of the summer International Human Rights program in The Hague, Netherlands, and Strasbourg, France.

Craig Hawkins

Visiting Scholar Craig Hawkins received his B.A. from the University of California, Irvine, and an M.A. from Claremont Graduate School, Trinity Graduate School, and Simon Greenleaf University. Professor Hawkins teaches or has taught Bioethics and the Law, Ethics and the Profession, Human Rights, Jurisprudence, and Legal Institutions and Values. In 2014, he became the Visiting Scholar for the Center of Human Rights. He is involved in a number of ministries outside his TLS teaching responsibilities, including hosting a radio program titled "Living by the Word" (airing in southern California on Sundays from 10pm-12am on 99.5 FM) and an online program titled "The College of Theology." He is the founder and president of Apologetics Information Ministry (A.I.M.) and has hosted and co-hosted many other radio programs centered on themes of apologetics, biblical teaching, and faith & culture. He has also published on religious occult movements. Professor Hawkins has taught at Biola University, Concordia University, Simon Greenleaf University, with the Talbot Institute of Biblical Studies (TIBS), and other institutions, on apologetics, cults, epistemology, ethics, jurisprudence, legal institutions and values, logic, the occult, relativism, religious pluralism, theology, world-views, and related issues.

Kevin Holsclaw

Clinical Associate Professor Kevin Holsclaw served as Acting Assistant Attorney General for Legislation in the United States Department of Justice and a Special Assistant Attorney General for the California Department of Justice with the responsibility for the development of criminal justice policy for the California Attorney General. He also participated as a member of the Megan's Law Task Force, the U.S.-Mexico Border Task Force, and the National Association of Attorneys General Task Force concerning the Victim's Rights Amendment to the U.S. Constitution. He is a recipient of an Outstanding Achievement Award from Victims, Families, and Survivors of the Oklahoma City Bombing – the Randolph Award – the highest award given by the United States Department of Justice, and the Marvin Award – given each year to the outstanding attorney by the National Association of Attorneys General. Professor Holsclaw also served as Legislative Counsel to Congressman Dan Lungren from 2005-2013. Professor Holsclaw served as Interim Dean of Trinity Law School in 2001 and Dean of Trinity Law School in 2005. Professor Holsclaw graduated with a B.A. from Whittier College, a J.D. from Pepperdine University Caruso School of Law, and an M.A. from Trinity International University. Professor Holsclaw teaches Criminal Law, Criminal Procedure, FYLSX Skills, and Immigration Law.

Daniele Le

Associate Dean of Academic Affairs Daniele Le oversees the academic components of the law school curriculum. Previously, she served as the Assistant Dean; in that capacity, she was responsible for the online Juris Doctor courses, the Master of Legal Studies program, and the Legal Research & Writing courses. She teaches Legal Research and Writing 1, Legal Research and Writing 2, Contracts Drafting, and Mastering the Performance Test. Professor Le has been a Lecturer in Law for the residential program at the USC Gould School of Law, where she taught Legal Writing to LL.M. students and supervised LL.M. and M.C.L. students in Directed Research. She has also taught Topics in American Law as part of USC's online LL.M. and MSL programs. Previously, she served as the Director of Academic Support at Trinity Law School. Professor Le received her B.A. in Political Science from the University of California, Los Angeles. She then attended the Chapman University Dale E. Fowler

School of Law, where she received her J.D., *cum laude*, and graduated in the top 10% of her class. She was the Editor-in-Chief of the Chapman Law Review and an extern for the late Honorable Arthur L. Alarcón of the United States Court of Appeals for the Ninth Circuit. A member of the California State Bar since December 2006, she practiced primarily in the area of municipal finance, where she represented California school districts, water districts, and special districts.

R. Neil Rodgers

Clinical Associate Professor R. Neil Rodgers received his B.A. in Political Science from the University of California, Los Angeles, and his J.D. from Western State College of Law. He practiced law in the areas of bankruptcy, Chapter 11 reorganizations, workouts, and debtor-creditor law. Professor Rodgers has represented clients in all facets of bankruptcy practice, including service as a Chapter 7 and Chapter 11 trustee and counsel to trustees. He formed and advised business entities and handled business litigation in state and federal courts in addition to advising corporations on merger and acquisition matters and representing corporations in securities matters. Professor Rodgers also handled family law matters and served as special bankruptcy counsel to the Orange County Tax Collector. From 2001 to 2015, Professor Rodgers taught at Trinity Law School as an adjunct professor; in 2015, he joined the full-time faculty. He has taught Business Associations, Community Property, Constitutional Law, Contracts, Criminal Procedure, FYLSX Skills, Law Practice Management, Professional Responsibility and Ethics, and Torts. Professor Rodgers also coaches Trinity Law School's Interscholastic Moot Court team and provides consulting to Trinity alumni who are building bankruptcy practices.

Joy Statler

Assistant Dean of Academic Support & Clinical Programs Joy Statler received her J.D. from Trinity Law School. Professor Statler directs Trinity's academic support programs. She is also the Director of the Trinity Law Clinics and serves as an instructor and advisor to faculty and students involved in Trinity Law School's clinical programs.

Rachel Toberty

Assistant Professor Rachel Toberty received her B.A. in History from Biola University. She earned her J.D. from Regent University School of Law where she served as the Editor in Chief of the Regent Journal of Law and Public Policy. In law school, Professor Toberty worked as a legal extern for the Honorable Randolph A. Beales, Virginia Court of Appeals. She began as an adjunct professor at Trinity Law School in 2014 and became an assistant professor in 2024. She has taught Criminal Law, Family Law, Community Property, and Professional Responsibility. Professor Toberty has published in the Regent Law Review on family law. Her teaching and research interests include family law, psychology and the law, children and the law, and human trafficking issues. Professor Toberty's law practice is in family law. She currently serves on the Board of a non-profit organization working with human trafficking survivors in the Philippines.

Affiliate Faculty

Affiliate faculty members have a continuing relationship with Trinity Law School while holding academic appointments in other departments within Trinity International University or at other institutions. Affiliate faculty hold appointments other than the regular faculty ranks eligible for tenure.

Anton Sorkin

Anton Sorkin is the Director of Law Student Ministries at the Christian Legal Society and an Affiliate Professor at Trinity Law School. His work and writing focus on the confluence of law, religion, and public policy, with an emphasis on helping law students integrate their faith with the study of law. His work has been published in a number of publications, including the Journal of Law and Religion, Cardozo Journal of Law & Gender, University of Memphis Law Review, Oxford Journal of Law and Religion, and Liberty University Law Review. He has also presented his research in various international and domestic forums, including at St. Hugh's College in Oxford, England, Pepperdine University in Malibu, California, and the University of Ottawa in Ottawa, Canada.

Michael Schutt

Professor Schutt is an honors graduate of the University of Texas Law School. He is the Executive Director and Faculty of Theology of Worldview Academy. Professor Schutt is the former Director of the Institute of Christian Legal Studies (ICLS), a cooperative ministry of the Christian Legal Society and Trinity Law School, where he directed CLS Law School Ministries. Professor Schutt taught on the faculty of Regent Law School for 20 years and was the Editor-in-Chief of the Journal of Christian Legal Thought, a publication of ICLS. Professor Schutt is the author of *Redeeming Law: Christian Calling and the Legal Profession* (2007), a vocational exhortation for law students and lawyers, and he has authored several law review articles, essays, and supplements on biblical principles for use in the law school classroom. Professor Schutt teaches in the area of the relationship between lawyers, faith, and culture.

Thaddeus Williams

Dr. Williams received his B.A. in Biblical Studies from Biola University; his M.A. from the University of California, Los Angeles, his M.A. in Philosophy of Religion and Ethics from Talbot School of Theology; and his Ph.D. in Theology from Vrije Universiteit, Amsterdam. His academic works include *Love, Freedom, and Evil* (Rodopi, 2011), used in seminars around the world and currently being translated into German, and his popular publication, *The Exchange* (AIM Books, 2012). In 2020, he published *Confronting Injustice without Compromising Truth: 12 Questions Christians Should Ask about Social Justice*. His research interests include the Trinity, divine and human agency, dialogue with atheists, and theology of culture. Dr. Williams teaches Legal Institutions and Values and Jurisprudence.

Adjunct Faculty

Adjunct faculty members have an ongoing involvement with the Law School, usually teaching at least one course each year. Certain adjunct faculty members teach more courses each year. The degree to which these faculty members are able to participate in the academic and community life at the law school varies. The following faculty members are recent or present adjuncts.

Mark Allen III

B.A., Grinnell College
J.D., Loyola Law School, Los Angeles
Administrative Law

Matthew Batezel

B.A., California State University, Fullerton
J.D., Loyola Law School, Los Angeles
Civil Procedure; Contracts; Legal Writing; Remedies; Trial Practice

Lakuita Bittle

B.A., High Point University
J.D., University of the District of Columbia, David A. Clarke School of Law
Criminal Law; Criminal Procedure

Jacob Blizzard

B.A., University of Houston
J.D., Texas Tech University School of Law
Criminal Law

Papillon Boyd

B.S., University of Southern California
J.D., Trinity Law School
First-Year Law Students' Examination Skills

Preston Branaugh

B.A., University of Denver
J.D., Sturm College of Law, University of Denver
Conflict Management in Business and Nonprofit Organizations; Legal & Ethical Issues in Fundraising for Nonprofits

Jeffrey Brockmeier

B.A., University of California, Los Angeles
M.P.A., California State University, Fullerton
J.D., Western State College of Law
L.L.M., USC Gould School of Law
Contract Drafting and Analysis; Contracts; Criminal Procedure; Cyber Criminology; Juvenile Law and Delinquency; Mediation; Negotiation Theory and Practice

D. Allen Calhoun

B.A., Washington University
M.A., Covenant Theological Seminary
M.A., Indiana University
J.D., University of Notre Dame Law School
LL.M., Washington University School of Law
M.Th., University of Aberdeen Divinity School
Ph.D., University of Aberdeen Divinity School
Fundamentals of Federal Taxation

Matthew Camphius

B.S., Liberty University
J.D., Trinity Law School
Law and Theory of Corrections

Shaun Capps

B.A., University of Mississippi
J.D., Birmingham School of Law
Torts

Rebecca Captain

B.A., Vanguard University
J.D., Western State College of Law
Evidence

Solomon Cheifer

B.A., California Baptist University
J.D., University of La Verne College of Law
Civil Procedure; Criminal Law; First-Year Law Students' Examination Skills; Torts

John Churchill

B.A., Brown University
J.D., University of Pennsylvania Carey Law School
Criminal Law; Race, Ethnicity, Gender, and Criminal Justice

Alexa Clark

B.A., Scripps College
M.A., Claremont McKenna College
J.D., USC Gould School of Law
Business Organizations; Legal Research and Writing; Torts

Brittany Claus

B.A., Loyola University of Chicago
J.D., Western State College of Law
Criminal Law; Juvenile Law and Delinquency

Steven Cohen

B.A., Florida International University
J.D., University of Miami School of Law
Property; Real Estate Transactions

Eddie Colanter

B.A., University of California, San Diego
M.A., Simon Greenleaf University
M.A., Trinity Graduate School
Current Issues in Bioethics; Introduction to Bioethics; Philosophy and Theology of Justice

James Lance Conklin

B.A., University of California, Davis
M.Div., Gateway Seminary (FNA Golden Gate Baptist Theological Seminary)
J.D., California Western School of Law
Immigration Law; Trinity Immigration Law Clinic

Zachary Cormier

B.B.A., University of New Mexico
J.D., Pepperdine University Caruso School of Law
Business Organizations; Constitutional Law; Labor Law and ADR; Performance Assessment; Staffing and Compensation Administration

James Cox

B.A., Pensacola Christian College
J.D., Regent University School of Law
Contracts

Elissa Crowder

B.A., Capital University

J.D., Pepperdine University Caruso School of Law
Legal Research and Writing

Mary Kay Crowder

B.A., The Master's University
J.D., Pepperdine University Caruso School of Law
Legal Research and Writing

Katherine Danna

A.A., Life Pacific University
J.D., Trinity Law School
Community Property; Trinity Law Clinic

Judge Michael Dauber

B.A., California State University, Sacramento
M.Div., Talbot Theological Seminary
Th.M., Talbot Theological Seminary
J.D., Loyola Law School, Los Angeles
Criminal Law; Criminal Procedure; Evidence

Rebecca Dillon

B.A., Baylor University
J.D., Pepperdine University Caruso School of Law
Legal Research and Writing

William Evans

B.A., Pennsylvania State University
J.D., Pepperdine University Caruso School of Law
Contracts

Megan Fera

B.A., University of Massachusetts
J.D., Pepperdine University Caruso School of Law
Business Organizations; Exempt Organizations; Landmark Cases in
Bioethics; Religious Liberty and the Law; The Rights of Vulnerable
Persons

Loyst Fletcher

B.A., Hampton University
J.D., William & Mary Law School
California Evidence and Civil Procedure; Civil Procedure; Evidence;
Employment Discrimination; Employment Law

Stephanie Forbes

B.A., Chapman University
M.S., University of Pennsylvania
Performance Assessment; Staffing and Compensation Administration

Georg Freitag

B.A., Moody Bible Institute
M.S., California Baptist University
J.D., Trinity Law School
Contracts; Criminal Law; Criminal Procedure; Legal
Fundamentals; Religious Liberty and the Law; Torts; Victimology and
Restorative Justice

Lora Friedman

B.S., Chapman University
J.D., Trinity Law School
Civil Litigation Skills; Civil Procedure; Legal Writing

Noha Gabra

B.A., California State University, Fullerton
J.D., Trinity Law School

Contracts; First-Year Law Students' Examination Skills

Anthony Gonzalez

B.S., Florida International University
J.D., St. Thomas University School of Law
Contracts; Exempt Organizations; Nonprofit Law

Dawn Greene

B.A., Calumet College
M.B.A., Indiana Wesleyan University
M.A., Purdue Calumet University
Ph.D., Purdue University
SHRM-CP/SCP Exam Prep: Core HR Strategies & Functions; SHRM-CP/
SCP Exam Prep: Organizational Effectiveness & Risk Management

Lauren Guber

B.S., Chapman University
J.D., California Western School of Law
Forensic Mental Health

Lina Hughes

B.A., University of California, Berkeley
J.D., McGeorge School of Law
Client Interviewing & Counseling; Immigration Law

Clyde Jay Jackson

B.A., University of Texas
J.D., University of Texas School of Law
Torts

John Joseph

B.A., Stetson University
J.D., University of Kentucky College of Law
Nonprofit Law; Religious Organizations

Christopher Kall

B.A., San Diego State University
M.A., University of Southern California
J.D., University of San Diego School of Law
International Criminal Law; International Human Rights

Sharon Kaselonis

A.A., Calvary Chapel Bible College
B.A., College of the Southwest
J.D., Regent University School of Law
Business Associations; Contracts; Legal Writing

Bryan Kazarian

A.A., Orange Coast College
B.A., California State University, Fresno
J.D., Western State College of Law
Trinity Mobile Legal Clinic

Stephen Paul Kennedy

B.A., University of Southern California
M.Div., Talbot Theological Seminary
Ph.D., University of Southern California
Genocide and the Law; International Human Rights; Jurisprudence; Legal
Institutions and Values; Rights of Minorities and Indigenous Peoples; The
Theory and Law of Armed Conflict

Ryul Kim

B.A., University of California, Los Angeles
J.D., Western State College of Law

Advanced Mediation Clinic; ADR in the Workplace; Alternative Dispute Resolution; Cross Cultural Dispute Resolution; Trinity Mediation Clinic

John D. Kinyon, Jr.

B.S., Cornell University
M.Div., Reformed Theological Seminary
J.D., Vanderbilt Law School
Current Issues in Bioethics

Judith Kott

B.A., Monterey Institute of International Studies
M.A., Illinois State University
J.D., The John Marshall Law School, Chicago
Contracts

Ronald V. Larson

B.A., California State University, Fullerton
J.D., UC Davis School of Law
Business Associations; Professional Responsibility and Ethics

Thomas Limon

B.S., Portland State University
J.D., Gonzaga University School of Law
Business Organizations; Civil Disobedience and the Christian Lawyer; Civil Procedure; Contracts; International Criminal Law; Legal Fundamentals; Legal Research and Writing; Torts; 42 U.S.C. Section 1983: Civil Rights Violations

Kelli Marsh

B.A., Azusa Pacific University
J.D., Trinity Law School
Exempt Organizations; Nonprofit Law; Religious Organizations; Strategic Planning; Torts

Ralph Martinez

B.A., Azusa Pacific University
J.D., California Western School of Law
Torts

Andrew McCarron

B.A., California State University, Long Beach
J.D., Western State College of Law
Contracts; Property; Uniform Commercial Code

Donald McConnell

B.A., Westmont College
J.D., USC Gould School of Law
Constitutional Law; Contracts; Employment Discrimination; Introduction to International Human Rights; Jurisprudence; Landmark Cases in Bioethics; Legal Institutions and Values; Professional Responsibility and Ethics; Property; The Rights of Vulnerable Persons

David McGinley

B.S., Pennsylvania State University
J.D., Regent University School of Law
Property

Mark Middlebrook

B.S., California State Polytechnic University, Pomona
M.B.A., University of La Verne
Strategic Planning

Steven O'Herin

B.A., University of California, Los Angeles
J.D., Pepperdine University Caruso School of Law

Contracts

William Overtom

B.A., California State University, Fullerton
J.D., Western State College of Law
Criminal Law; Criminal Procedure; Evidence

Michael Parker

B.A., University of California, Los Angeles
J.D., University of the Pacific, McGeorge School of Law
Insurance Law; Property; Professional Responsibility and Ethics

Wendy Patrick

B.A., University of California, Los Angeles
M.Div., Bethel Seminary
J.D., California Western School of Law
Ph.D., University of Wales
Criminal Justice; Criminal Law; Criminal Law and Psychology; Cross Cultural Dispute Resolution; Cyber Criminology; Domestic Violence; Race Ethnicity, Gender, and Criminal Justice; Torts; Victimology and Restorative Justice

Michael Pfeffer

A.A., Orange Coast College
J.D., Simon Greenleaf School of Law
Evidence; Legal Research and Writing; Religious Liberty Clinic

Tiffany Poncy

J.D., Trinity Law School
California Dependency Law; California Dependency Practice; Community Property; Evidence; Juvenile Law and Delinquency

Patricia Potter

B.A., Point Loma College
J.D., Western State College of Law
Workers' Compensation

Julie Resner

B.A., Pacific Christian College
J.D., Trinity Law School
Community Property; Legal Research and Writing; Staffing and Compensation Administration

Kelly Chang Rickert

B.A., University of California, Los Angeles
J.D., University of San Diego School of Law
Family Law; Legal Research and Writing; Professional Responsibility and Ethics

Trevor Roberts

B.A., California Baptist University
J.D., Trinity Law School
Contracts; Torts

John Rogitz

B.A., Loyola Marymount University
J.D., California Western School of Law
Intellectual Property

Gregory Rollins

B.A., University of California, Riverside
J.D., Western State College of Law
Criminal Law; Evidence

China Rosas

B.S., University of Southern California
J.D., Southwestern Law School
Employment Law

Bradley Schoenleben

B.A., Chapman University
J.D., Chapman University Dale E. Fowler School of Law
Criminal Adjudicative Process; Domestic Violence; Human Rights; Human Trafficking; International Criminal Law; Trial Practice; Victimology and Restorative Justice

Zepur Simonian

B.A., University of California, Los Angeles
J.D., Southwestern Law School
Legal Research and Writing

Alexandra Snyder

A.A., College of the Canyons
J.D., Trinity Law School
Right to Life and the Law

Myron S. Steeves, Dean Emeritus

B.A., Biola University
J.D., Georgetown University Law Center
Constitutional Law; Law of Nonprofit Organizations

Laurie Stewart

B.A., California State University, Fullerton
M.A., Biola University
J.D., Chapman University Dale E. Fowler School of Law
ADR; Legal Research and Writing; Torts

Keith Strahan

B.A., University of Texas, Austin
M.A., University of Manchester, England
J.D., University of Houston Law Center
Contracts; Employment Discrimination; Torts

Rocky Tindage

B.S., California State University, Los Angeles
M.L.S., Trinity Law School
J.D., Trinity Law School
Human Resources Compliance; Legal Fundamentals; Wills, Trusts, and Estates

David Toberty

B.A., University of Southern California
J.D., Regent University School of Law
Community Property

Christine Torres

B.S., California State University, Long Beach
J.D., Trinity Law School
Contracts; Legal Fundamentals

Denise Trevino

B.A., Oral Roberts University
J.D., University of Utah, S.J. Quinney College of Law
Wills, Trusts, and Estates

Wes Van Fossan

B.S., California State University, Fullerton
J.D., California Southern Law School
Legal Fundamentals; Torts

Jeffery Ventrella

B.M.E., University of Northern Colorado
J.D., University of California, Hastings College of Law
Ph.D., Whitefield Theological Seminary
Constitutional Law; Legal Institutions and Values; Torts

Samuel Webb

B.S., Texas A&M University
M.A., Reformed Theological Seminary
J.D., Texas Tech University School of Law
Contracts; Fundamentals of Federal Taxation; Legal Institutions and Values; Negotiation for Law and Business; Property

Spencer Willson

B.A., Texas Tech University
M.A., Samford University, Beeson Divinity School
J.D., Cumberland School of Law, Samford University
First-Year Law Students' Examination Skills

Kenneth Zuetel

B.A., San Diego State University
J.D., University of San Diego School of Law
Torts

Academic Life

- Academic Rules and Practices (p. 312)
- Attendance/Preparedness (p. 318)
- Programs (p. 296)
- TLS Courses (p. 321)

Programs

Juris Doctor Overview

In addition to admissions requirements, students must complete 90 units of study with an average of C (a grade point average of 2.0). In order to receive credit for a course, students must complete not less than 80% of verifiable academic engagement required in each course in which the student is enrolled.

Both the full- and part-time degree plans must be completed in five years or less. The full-time program must include at least three consecutive academic terms within five years; the part-time program must include at least four consecutive academic terms within five years.

Any student with a disability requiring special arrangements will be accommodated upon petition, with supporting documentation and pending approval from the Registrar's Office. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy.

Program Learning Outcomes

Students graduating with a Juris Doctor degree will be able to:

- demonstrate a basic knowledge of the law in key areas tested on the California Bar Exam by obtaining a grade of C or higher on a class examination.
- demonstrate that law may be practiced as a tool of ministry through *pro bono* or low-cost legal services.
- identify and formulate the legal issues and theories that apply to the facts of a described situation or problem in the content area as demonstrated by successful performance on an examination.
- compare case law to a given set of facts, using it to determine the appropriate action as demonstrated by written case briefs and participation in classroom discussion.
- integrate biblical principles to content area topics by classroom discussion and/or assignments.

Juris Doctor Flex Academic Support Classes

Students who have not taken the Law School Admissions Test (LSAT) or who do not meet the requirements for the regular Juris Doctor program may be considered for admission into the Juris Doctor Flex Academic Support Classes (Flex Track) (p. 304). Students must complete one of the five paths in order to continue into the regular JD courses.

United States Department of Labor's Standard Occupational Classification (SOC)

The Juris Doctor program prepares graduates for occupations such as:

- Lawyers (SOC 23-1011.00)
- Judicial Law Clerks (SOC 23-1012.00)

- Administrative Law Judges, Adjudicators, and Hearing Officers (SOC 23-1021.00)
- Arbitrators, Mediators, and Conciliators (SOC 23-1022.00)
- Judges, Magistrate Judges, and Magistrates (SOC 23-1023.00)
- Law Teachers, Postsecondary (SOC 25-1112.00)

Master of Legal Studies Overview

The Master of Legal Studies is a 30-unit online degree program. Students complete a core curriculum of 15 units and then must choose from one of 15-unit tracks for a total of 30 units. The available 15-unit tracks are: Alternative Dispute Resolution, Bioethics, Church and Ministry Management, Contracts and Negotiation, Criminal Justice, General Legal Studies, Human Resources Management, Human Rights, and Nonprofit Organizations. Courses are offered on a modular schedule beginning every eighth week. Full-time students can complete the program in one year.

Program Learning Outcomes

Students graduating with a Master of Legal Studies degree will be able to:

- demonstrate a basic knowledge of the law in areas applicable to a wide range of business and ministry management positions.
- apply the law as a tool for effective and ethical decision making.
- identify legal issues and formulate legal theories that impact their professional career.
- effectively interact with attorneys regarding the application of legal solutions to business and ministry challenges.
- recognize and resolve ethical issues by applying knowledge of secular law and biblical principles to content area topics.

Legal Fundamentals

A student required to take MLS 558 may not enroll in any other course until the student successfully completes MLS 558. An exception will only be granted upon a showing of a strong likelihood of success in this course and approval by a Dean.

UNITED STATES DEPARTMENT OF LABOR'S STANDARD OCCUPATIONAL CLASSIFICATION (SOC)

The Master of Legal Studies program prepares graduates for occupations such as:

- Paralegals and Legal Assistants (SOC 23-2011.00)
- Legal Support Workers, All Other (SOC 23-2099.00)

Law Degrees

- Juris Doctor (JD) (p. 297)
- Master of Legal Studies (MLS) (p. 306)

Juris Doctor

The Juris Doctor Program Mission

The Juris Doctor (JD) program at Trinity Law School is a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession.

Juris Doctor Student Learning Outcomes

Upon successful completion of the JD program, the graduate shall, at a minimum, include competency in the following:

- Demonstrate a basic knowledge of the law in key areas tested on the California Bar Exam by obtaining a grade of C or higher on a class examination.
- Demonstrate that law may be practiced as a tool of ministry through pro-bono or low-cost legal services.
- Identify and formulate the legal issues and theories that apply to the facts of a described situation or problem in the content area as demonstrated by successful performance on an examination.
- Compare case law to a given set of facts, using it to determine the appropriate action as demonstrated by written case briefs and participation in classroom discussion.
- Integrate biblical principles to content area topics by classroom discussion and/or assignments.

Academic Year

The academic calendar consists of 15-week semesters – each fall and spring – with the option of taking additional courses during the summer session. Courses are typically offered in-person during the day or in the evening as well as online in the evening to facilitate full- and part-time programs of study. Please see the academic calendar (p. 51) in the Catalog or on the school's website (<https://www.tiu.edu/events/calendar/>) for semester and session start and end dates, registration deadlines, and holidays.

Degree Requirements

To graduate with a JD degree, students must successfully complete the prescribed program of 90 units of study within 5 years. A cumulative grade point average (GPA) of 2.0 or above is required for the JD degree.

Students wishing to complete the JD program in 3 years should maintain a unit load of 15 units per semester. Students wishing to complete the program on a part-time basis should maintain a unit load of 12 units per semester. Students may be able to reduce their semester unit load by enrolling in summer session courses. Students are required to take a minimum of 9 units each semester.

Students wishing to enroll in more than 16 units or less than 9 units in a semester must submit a petition to the Registrar's Office for approval.

Accreditation

Trinity Law School is accredited by the Committee of Bar Examiners of the State Bar of California. Trinity Law School is a school of Trinity International University, which is accredited by the Higher Learning Commission.

Trinity Law School's degree-granting authority is in connection with its students qualifying to take the California Bar Examination and obtain admission to the practice of law in California based on accreditation by the Committee of Bar Examiners of the State Bar of California.

Admission to Practice Law in California

Accredited by the Committee of Bar Examiners of the State Bar of California, the JD program fulfills the requirements pertaining to admission to the practice of law in California. Graduates are qualified to take the California Bar Examination.

Admission to Practice Law Outside of California

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be licensed to practice law in jurisdictions other than California. A student who intends to seek licensure to practice law outside of California at any time during the student's career should contact the admitting authority for information regarding its education and licensure requirements prior to enrolling at this law school.

Out-of-State Students

Students coming from out-of-state to attend in-person courses at Trinity Law School should make sure that they have secured suitable housing and transportation to ensure that these issues do not become an impediment to academic success. Trinity Law School does not provide on-campus housing. However, there are several apartment complexes with one-, two-, or three-bedroom units located near campus offering a range of rental rates, leasing, and amenities options.

Out-of-state, in-person applicants should contact the Admissions Office for information on housing and essential services.

Students with Disabilities

Students with disabilities requiring special arrangements will be accommodated upon petition, with supporting documentation of the disability, and upon approval of the Registrar's Office. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy. An informational packet detailing the services available for students with disabilities can be obtained from the Registrar's Office.

Academic Honors

Dean's List

The Dean's List is compiled after the fall, spring, and summer semesters and includes all students who have a cumulative GPA of 3.0. For purposes of determining eligibility for the Dean's List, no grade earned at another law school will be included in the student's GPA.

Simon Greenleaf Awards for Scholastic Achievement

Simon Greenleaf Awards for Scholastic Achievement are given to the student(s) receiving the highest grade in each section of a course where at least two students are enrolled. A student who is repeating a course is not eligible for this award in the repeated course. The Simon Greenleaf Awards for Scholastic Achievement are awarded annually.

Law-Student-of-the-Year Award

The Law-Student-of-the-Year Award goes to the JD student who, by vote of the faculty, exemplifies the mark of a complete lawyer: warm of heart, scholarly in thought, rich in vision, vigorous in act, steadfast in ethics, exemplary in bringing honor to Trinity Law School, and inspiring to all with whom the student comes in contact. The Law-Student-of-the-Year Award is presented at Commencement.

Dean's Award

The Dean's Award is presented to the JD student who has maintained excellence in scholarship while at the same time advancing the interest and reputation of Trinity Law School. The Dean's Award is presented at Commencement.

Midterm and Final Examinations

With the exception of LA 559, LA 560b, LA 560d, & LA 560e, midterm examinations must be administered in required courses; they may be administered in elective courses at the professor's discretion. In all required courses tested on the California Bar Exam, final examinations must be administered. In required courses not tested on the California Bar Exam, a final paper may be assigned in lieu of a final examination. A final examination is required for LA 559 and LA 560b but not LA 560d or LA 560e. In elective courses, final examinations are not required but take-home final examinations are often administered.

Course Completion Sequence

Students are required to take courses in an order that will maximize their learning potential. Students must have completed or be concurrently enrolled in all courses in each category before they can take courses in the subsequent category. Specialized academic plans will be created for those students in the Juris Doctor Flex Academic Support Classes (p. 304) who have completed one of the five paths required. These academic plans will follow the recommended course order as much as possible while optimizing a student's enrollment status and intended graduation date.

Category 1 Courses

- Legal Research and Writing 1 & 2 (LA 559, LA 560b)

All students are required to take LA 559 during their first semester and LA 560b during their second semester. Students must complete or be concurrently enrolled in LA 560b before completing the rest of the law school curriculum. Students who withdraw or are dropped from LA 559 or LA 560b will not be permitted to enroll in or continue other courses.

Category 2 Courses

- Contracts (LA 521, LA 521x, LA 522a, LA 522x)
- Torts (LA 541, LA 541x, LA 542, LA 542x)
- Criminal Law (LA 531a, LA 531x)
- Criminal Procedure (LA 783i)

Category 3 Courses

- Legal Institutions and Values (LA 505a)
- Business Associations (LA 702a)
- Civil Procedure (LA 673b, LA 674b)
- Property (LA 661, LA 662)

Category 4 Courses

- Professional Responsibility and Ethics (LA 613)
- Constitutional Law (LA 600i, LA 601i)
- Evidence (LA 671i, LA 672i)
- Community Property (LA 764)
- Jurisprudence (LA 790b)
- Wills, Trusts, and Estates (LA 803)
- Remedies (LA 822a)
- Legal Writing (Litigation Skills or Transactional Skills) (LA 560d or LA 560e)
- Advanced Exam Approaches and Skills (LA 998e)

To avoid course conflicts, students should register for courses in the following order:

| Code | Title | Hours |
|-----------------------|---|-------|
| LA 559 & LA 560b | Legal Research and Writing 1: Objective Writing and Legal Research and Writing 2: Persuasive Writing | 6 |
| LA 521 & LA 522a | Contracts 1 and Contracts 2 | 6 |
| LA 541 & LA 542 | Torts 1 and Torts 2 | 6 |
| LA 531a | Criminal Law | 3 |
| LA 783i | Criminal Procedure | 3 |
| LA 505a | Legal Institutions and Values | 3 |
| LA 702a | Business Associations | 3 |
| LA 673b & LA 674b | Civil Procedure 1 and Civil Procedure 2 | 6 |
| LA 661 & LA 662 | Property 1 and Property 2 | 6 |
| LA 613 | Professional Responsibility and Ethics | 3 |
| LA 600i & LA 601i | Constitutional Law 1 and Constitutional Law 2 | 6 |
| LA 671i & LA 672i | Evidence 1 and Evidence 2 | 6 |
| LA 764 | Community Property | 2 |
| LA 790b | Jurisprudence | 3 |
| LA 803 | Wills, Trusts, and Estates | 3 |
| LA 822a | Remedies | 3 |
| LA 560d or LA 560e | Legal Writing: Litigation Skills Legal Writing: Transactional Skills | 3 |
| LA 998e | Advanced Exam Approaches and Skills | 3 |

Taking courses in any order other than what is listed above may result in a course conflict which may delay graduation.

Students may take electives upon completion of or concurrent enrollment in 30 units. Not all elective courses are offered each year. Elective courses are rotated and offered depending on student interest and professor availability.

Non-Classroom Credit

A maximum of 9 units of non-classroom credit may be earned toward the 90-unit graduation requirement. Non-classroom credits may be earned for internships or independent study as well as participation in LA 989, LA 991a, and any of the LA 959 clinical programs. Of these nine units, a maximum of six units may be from LA 953. There is a six-unit maximum for LA 970. There is a four-unit maximum for LA 989 and LA 991/LA 991a. Students cannot take more than three units of LA 953 in any semester, excluding the summer session. Students cannot obtain LA 953 credit for a paid position or for doing work supervised by a close relative.

Practical Skills Requirement

Students must complete 6 units of practical skills course credit toward the 90-unit graduation requirement. Courses that meet the practical skills requirement include LA 559, LA 560b, LA 560d/LA 560e, LA 959 clinics, and some electives. See specific course descriptions for an indication of whether the course meets the practical skills requirement.

| Code | Title | Hours |
|-------------------------|--|-------|
| Required Courses | | |
| LA 505a | Legal Institutions and Values | 3 |
| LA 521 | Contracts 1 | 3 |
| LA 522a | Contracts 2 | 3 |
| LA 531a | Criminal Law | 3 |
| LA 541 | Torts 1 | 3 |
| LA 542 | Torts 2 | 3 |
| LA 559 | Legal Research and Writing 1: Objective Writing | 3 |
| LA 560b | Legal Research and Writing 2: Persuasive Writing | 3 |

| | | |
|------------|--|---|
| LA 560d | Legal Writing: Litigation Skills | 3 |
| or LA 560e | Legal Writing: Transactional Skills | |
| LA 600i | Constitutional Law 1 | 3 |
| LA 601i | Constitutional Law 2 | 3 |
| LA 613 | Professional Responsibility and Ethics | 3 |
| LA 661 | Property 1 | 3 |
| LA 662 | Property 2 | 3 |
| LA 671i | Evidence 1 | 3 |
| LA 672i | Evidence 2 | 3 |
| LA 673b | Civil Procedure 1 | 3 |
| LA 674b | Civil Procedure 2 | 3 |
| LA 702a | Business Associations | 3 |
| LA 764 | Community Property | 2 |
| LA 783i | Criminal Procedure | 3 |
| LA 790b | Jurisprudence | 3 |
| LA 803 | Wills, Trusts, and Estates | 3 |
| LA 822a | Remedies | 3 |
| LA 998e | Advanced Exam Approaches and Skills | 3 |

| | | |
|--------------------|--|-----------|
| Total Hours | | 74 |
|--------------------|--|-----------|

| Code | Title | Hours |
|------------------------------------|--|-------|
| Elective Courses (16 Hours) | | |
| LA 523 | Contracts Drafting | 1 |
| LA 523a | Contracts Drafting | 2 |
| LA 543 | Open Development in Cambodia: Human Trafficking and Economic Development | 2-4 |
| LA 543b | Human Trafficking and Economic Development (Asia) | 2-4 |
| or LA 543c | Human Trafficking and Economic Development (Asia) | |
| or LA 543d | Human Trafficking and Economic Development (Asia) | |
| LA 561 | Mastering the MBE 1 | 1 |
| LA 562 | Mastering the MBE 2 | 1 |
| LA 567 | Mastering the Performance Test | 1 |
| LA 674d | E-Discovery | 1 |
| LA 675a | Alternative Dispute Resolution | 3 |
| LA 675i | Alternative Dispute Resolution | 2 |
| LA 753 | Trial Practice | 3 |
| LA 870 | Civil Litigation Skills | 3 |
| LA 870a | California Civil Procedure and Evidence | 2 |
| LA 870b | Civil Litigation Skills | 3 |
| LA 872 | Advanced Legal Writing: Skills and Strategies | 2 |
| LA 891b | Juvenile Dependency | 3 |
| LA 901 | Introduction to International Human Rights | 3 |
| LA 910 | The Right to Life and the Law | 3 |
| LA 914 | Rights of Minorities and Indigenous Peoples | 3 |
| LA 916a | Human Trafficking | 1 |
| LA 916c | Human Trafficking: Prosecution of Domestic Cases | 1 |
| LA 919 | International Forum on Human Rights (Europe) | 2 |
| LA 920a | International Institute of Human Rights (Europe) | 4 |
| LA 922 | Public International Law | 3 |
| LA 923b | International Criminal Law | 1 |
| LA 953 | Legal Internship | 1-6 |
| LA 957 | Law Practice Management | 2-3 |
| or LA 957a | Law Practice Management | |
| LA 958 | Law as a Vocation | 1 |
| LA 959g | Trinity Mediation Clinic | 2 |
| LA 959i | Trinity Law Clinic | 1-2 |
| or LA 959j | Trinity Law Clinic | |
| LA 959k | Trinity Mobile Legal Clinic | 1 |
| LA 959n | Trinity Religious Liberty Clinic | 1-2 |
| or LA 959o | Trinity Religious Liberty Clinic | |
| LA 959t | Trinity Mediation Clinic | 3 |
| LA 959u | Trinity Religious Liberty Clinic | 3 |
| LA 959v | Trinity Immigration Clinic | 3 |
| LA 960 | Administrative Law | 3 |
| LA 962a | Intellectual Property | 3 |
| LA 962d | Intellectual Property | 1 |
| LA 970 | Independent Study/Guided Research | 1-6 |
| LA 982a | Law and Literature: Revenge, Justice, and Mercy | 1 |
| LA 984c | Religion and the Law | 3 |
| LA 984d | Law, Religion, and Public Policy | 3 |
| LA 987 | SHRM-CP/SCP Exam Prep | 3 |
| LA 988a | Criminal Law and Psychology | 1 |
| LA 988b | Domestic Violence Law | 1 |

| | | |
|--------------------|--|-----------|
| LA 989 | Moot Court | 1-2 |
| LA 991 | Law Review | 1-3 |
| LA 991a | Law Review | 1 |
| LA 992a | California Dependency Law | 1 |
| LA 992b | California Dependency Practice | 1 |
| LA 993F | Fundamentals of Federal Taxation | 3 |
| LA 994b | Employment Law | 3 |
| LA 995al | Accounting for Lawyers | 1 |
| LA 995f | Immigration Law | 3 |
| LA 995np | Law of Nonprofit Organizations | 3 |
| LA 998b | Domestic Violence | 1 |
| LA 999cr | 42 USC Section 1983: Civil Rights Violations | 1 |
| LA 999g | Civil Disobedience and the Christian Lawyer | 1 |
| LA 999i | Client Interviewing and Counseling | 2 |
| LA 999w | Workers' Compensation | 3 |
| LA 999y | Civil & Criminal Sexual Misconduct | 1 |
| LA 999z | Reading People & Judging Credibility | 1 |
| Total hours | | 16 |

Juris Doctor Flex Academic Support Classes

Students who have not taken the Law School Admissions Test (LSAT) or who do not meet the requirements for the regular Juris Doctor (JD) program may be considered for admission into the Juris Doctor Flex Academic Support Classes (Flex Track). Students must complete one of the five paths below.

Flex Track students must enroll in and receive a passing grade in LA 521x, LA 531x, and LA 541x in the first semester, and LA 522x, LA 542x, and LA 599x in the second consecutive semester (Flex First-Year Courses). Five of the six Flex First-Year Courses are similar to the regular JD courses with the added benefit of a sixth course focused on improving students' legal analysis skills. The Flex Track courses also include academic support components designed to help students pass the First-Year Law Students' Examination (FYLSX). The Flex First-Year Courses are offered in the evenings (in-person and online). Students who drop, receive a failing grade in, or receive an Unauthorized Withdrawal in any Flex First-Year Course will be dismissed from Trinity Law School (TLS).

Eligible Flex Track students who do not otherwise fulfill Path 1 or Path 2 below have an option to attend a third semester of the Flex Track. If they choose to do so, students will enroll in and complete LA 505x, LA 613x, and LA 783x on the TLS-designated days and times for these courses (Flex Third-Semester Courses).

The Five Paths

Path 1

The FYLSX will be waived for students who both:

- Submit an LSAT score of 145 or higher before the last day of the first semester, and
- Earn a grade of "C" or higher in each of the first semester Flex First-Year Courses.

Path 2

The FYLSX will be waived for students who:

- Earn a cumulative GPA of 2.67 or higher at the end of the Flex First-Year Courses. (Based on the grading curve, approximately 15-20% of Flex Track students maintain a cumulative GPA of 2.67 or higher.)

Path 3

If Path 1 or Path 2 has not been achieved, the FYLSX is required.

- Take and pass the FYLSX after receiving passing grades in the Flex First-Year Courses.

Path 4

The FYLSX will be waived for students who both:

- Enroll in the Flex Third-Semester Courses, and
- Earn a cumulative GPA of 2.67 or higher at the completion of the Flex Third-Semester Courses.

Path 5

If Paths 1-4 have not been achieved, the FYLSX is required.

- Take and pass the FYLSX after receiving passing grades in the Flex Third-Semester Courses.

| Code | Title | Hours |
|--------------------|--|-----------|
| Required Courses | | |
| LA 505x | Legal Institutions and Values | 3 |
| LA 521x | Contracts 1 | 3 |
| LA 522x | Contracts 2 | 3 |
| LA 531x | Criminal Law | 3 |
| LA 541x | Torts 1 | 3 |
| LA 542x | Torts 2 | 3 |
| LA 599x | FYLSX Skills | 3 |
| LA 613x | Professional Responsibility and Ethics | 3 |
| LA 783x | Criminal Procedure | 3 |
| Total Hours | | 27 |

Final Course Grades

Grading is based upon the relative quality of each student's response compared with other students in the same section of a course. Grades on individual components in a course are not be curved. Final grades are not an average of grades on individual components.

For the following courses, grades are distributed according to Table A (p. 342):

| Code | Title | Hours |
|---------|--|-------|
| LA 505a | Legal Institutions and Values | 3 |
| LA 505x | Legal Institutions and Values | 3 |
| LA 521 | Contracts 1 | 3 |
| LA 521x | Contracts 1 | 3 |
| LA 522a | Contracts 2 | 3 |
| LA 522x | Contracts 2 | 3 |
| LA 531a | Criminal Law | 3 |
| LA 531x | Criminal Law | 3 |
| LA 541 | Torts 1 | 3 |
| LA 541x | Torts 1 | 3 |
| LA 542 | Torts 2 | 3 |
| LA 542x | Torts 2 | 3 |
| LA 559 | Legal Research and Writing 1: Objective Writing | 3 |
| LA 560b | Legal Research and Writing 2: Persuasive Writing | 3 |
| LA 783i | Criminal Procedure | 3 |
| LA 783x | Criminal Procedure | 3 |
| LA 599x | FYLSX Skills | 3 |

For all other required courses, grades are distributed according to Table B (p. 342).

Grading tables can be found in Appendix 1 (p. 342).

Grading Curves

In applying the curve, professors will use the distribution of grades with reference to class size as shown in the tables located in Appendix 1 (p. 342). Professors may petition a Dean to slightly deviate from the curve in classes where a strict application of the curve would not properly measure student performance.

Law Student Registration with the Committee of Bar Examiners of The State Bar of California

Students seeking admission to practice law in California must register with the Committee of Bar Examiners of the State Bar of California within 90 days from the commencement of their law studies. Registration must be completed through the State Bar of California website (<https://www.calbar.ca.gov/>).

Petitions to the Committee of Bar Examiners of The State Bar of California

Petitions filed with the Committee of Bar Examiners of the State Bar of California must be verified. Accordingly, students are requested either to appear before a notary public to have a petition sworn to, or in the alternative, to attach a declaration under penalty of perjury in the following form:

"I declare under penalty of perjury that the foregoing petition is true and correct to the best of my knowledge and belief. Executed on this ___ day of, 20___, at ___(city)___, ___(state)___.

Signature

Master of Legal Studies

The MLS Program Mission

The Master of Legal Studies (MLS) program at Trinity Law School is designed to give a broad understanding of law and legal systems for those professionals who seek to advance their careers in areas involving legal compliance, regulations, contracts, negotiation, business, property, or human rights. For those students already in the workforce, the MLS program provides a general introduction to legal principles so these students can aid their employers with legal issues. The MLS program provides students with the ability to assess the effectiveness of counsel retained by employers. In addition to a general survey of law and legal systems, the MLS program allows students to concentrate their degree program in Alternative Dispute Resolution, Bioethics, Church and Ministry Management, Contracts and Negotiation, Criminal Justice, General Legal Studies, Human Resources Management, Human Rights, or Nonprofit Organizations.

The MLS program is a 30-unit online degree program. Students complete a core curriculum of 15 units and then must choose from one of several 15-unit tracks available, for a total of 30 units.

Except as provided in rule 4.30 of the *Admissions Rules* (Legal education in a foreign state or country), completion of a professional law degree program at this law school other than for the Juris Doctor (JD) degree does not qualify a student to take the California Bar Examination or satisfy a requirement for admission to the practice law in California. It may not qualify a student to take the bar examination or to satisfy requirement for admission to the practice of law in any other jurisdiction. A student intending to seek admission to practice law should contact the admitting authority in the jurisdictions where the student intends to qualify to sit for the bar examination or to be admitted to practice for information regarding their legal education requirements.

MLS Student Learning Outcomes

Upon successful completion of the MLS program, the graduate will be able to:

- demonstrate a basic knowledge of the law in areas applicable to a wide range of business and ministry management positions.
- apply the law as a tool for effective and ethical decision making.
- identify and formulate the legal issues and theories that impact their professional career.
- effectively interact with attorneys regarding the application of legal solutions to business and ministry challenges.
- recognize and resolve ethical issues by applying knowledge of secular law and biblical principles to contact area topics.

Accreditation

Trinity Law School is a school of Trinity International University, which is accredited by the Higher Learning Commission.

Final Course Grades

Grading in the MLS program is on a criterion basis. Criteria are determined by the professor for each assignment. At the completion of a course, student scores for assignments will be totaled and translated into a final letter grade. Based on the total point percentage, students will be assigned a final letter grade as follows:

Grading Scale:

| | | |
|-------------|-------------|-------------|
| A = 92-100% | B- = 80-80% | D+ = 68-69% |
| A- = 90-91% | C+ = 78-79% | D = 62-67% |
| B+ = 88-89% | C = 72-77% | D- = 60-61% |
| B = 82-87% | C- = 70-72% | F = 0-59% |

Degree Requirements

To graduate with an MLS degree, students must successfully complete 30 units of study. A cumulative grade point average of 3.0 or above is required for the degree.

Graduation with Honors

The following criteria are established for the determination of graduation honors for students in the MLS program:

| | |
|-----------------|------|
| Summa cum laude | 3.90 |
| Magna cum laude | 3.80 |
| Cum laude | 3.50 |

Dual Emphasis

Trinity Law School allows students to earn an MLS degree with up to two emphases. Students must complete the required 30 units of the first track and complete an additional 15 units of the other track to earn a second emphasis. Earning a second emphasis does not constitute a second MLS degree. If the courses for the two emphases overlap, students will be given credit for three units of overlap but must still complete a minimum of 12 track-specific unique units. Upon earning a second emphasis, a student will be sent an updated diploma reflecting both the primary and secondary emphases.

Academic Year

The academic calendar consists of modular classes meeting for eight-week periods. Students are considered full-time if they take one course per eight-week term; at this pace, students would complete the program in less than two years. However, students can complete the program in one year by taking a second course in most terms. Please see the academic calendar (p. 51) for module start and end dates, registration deadlines, and holidays.

Transferring Units from Trinity Law School Juris Doctor Program

Students who have completed JD courses at Trinity Law School or graduated with their JD from Trinity Law School can transfer up to 18 units from the completed JD courses toward the 30 required units for the MLS degree. These students must complete a minimum of 12 MLS units.

Students with Disabilities

Students with disabilities will be accommodated upon petition accompanied by supporting documentation of the disability and upon approval of the Registrar's Office. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy. An informational packet detailing the services available for students with disabilities can be obtained from the Registrar's Office.

Students with a Bachelor's Degree from a Foreign School

Trinity Law School welcomes foreign-educated applicants. However, there are particular admission requirements for evaluating foreign credentials. Foreign-educated applicants must request a course-by-course evaluation from a credential evaluation service approved by the State Bar of California. The list (https://www.calbar.ca.gov/Portals/0/documents/admissions/Education/Credential_Eval_Serv.pdf) of approved agencies is available from the State Bar of California and the Trinity Law School Admissions Department.

The Master of Legal Studies program is an online program, which means students who are not citizens of the United States or permanent residents are not eligible to apply for an F-1 visa for this course of study.

All instruction at Trinity Law School is in English. Trinity Law School does not provide English language services.

Applicants for whom English is not their first language may be required to provide evidence of a passing Test of English as a Foreign Language (TOEFL) score if they have not earned a 'C' or better in a regular (non-English as a Second Language (ESL)) college-level English composition course at an accredited United States college or university.

A passing TOEFL score is either 580 (paper-based examination), 92 (internet-based examination), or 237 (computer-based examination). Scores from any test format should be sent to TLS directly from Educational Testing Service.

International students who must obtain a Passing TOEFL Score may alternatively demonstrate English competency by the completion of one of the following methods:

- Scholastic Assessment Test (SAT) with a verbal recentered score of 450 or higher.
- English Language Services (ELS) Language Centers' Level 112 of ELS's English for Academic Purposes (EAP) program with a grade of at least 'B'.
- International English Language Testing System (IELTS) examination score total of 6.5 or higher.

If a student does not meet Trinity Law School's required level of English proficiency at the time of application, a "conditional letter of admission" may be granted.

Midterm and Final Examinations

There are no midterm examinations or final examinations in the MLS program.

Master of Legal Studies (MLS) Degree

| Code | Title | Hours |
|------------------------|------------------------------------|-----------|
| Core Curriculum | | 15 |
| MLS 505 | Philosophy and Theology of Justice | 3 |
| MLS 521 | Contracts | 3 |

| | | |
|----------------------------------|------------------------|-----------|
| MLS 541 | Torts | 3 |
| MLS 558 | Legal Fundamentals | 3 |
| MLS 702 | Business Organizations | 3 |
| Track (Select From Below) | | 15 |
| Total Hours | | 30 |

Tracks to choose from (15 hours):

Alternative Dispute Resolution Track

| Code | Title | Hours |
|---|---|-----------|
| Concentration | | |
| MLS 670 | Alternative Dispute Resolution | 3 |
| MLS 675 | Mediation | 3 |
| MLS 680 | Negotiation Theory and Practice | 3 |
| Electives (2 courses) | | 6 |
| Choose 2 elective courses from those listed below | | |
| MLS 415 | Labor Law and ADR | |
| MLS 685 | ADR in the Workplace | |
| MLS 686 | Cross Cultural Dispute Resolution | |
| MLS 691 | Conflict Management in Business and Nonprofit Organizations | |
| Total Hours | | 15 |

Bioethics Track

| Code | Title | Hours |
|---|--|-----------|
| Concentration | | |
| MLS 600 | Constitutional Law | 3 |
| MLS 700 | Introduction to Bioethics ¹ | 3 |
| or BE 5100 | Intensive Bioethics Institute | |
| or MLS 700b | Intensive Bioethics Institute | |
| Electives (Choose 3 courses from those listed below) | | 9 |
| MLS 710 | Current Issues in Bioethics | |
| MLS 710a | Bioethics National Conference ¹ | |
| or BE 5900 | Bioethics National Conference | |
| MLS 720 | Landmark Cases in Bioethics | |
| MLS 750 | Bioethics Seminar | |
| MLS 760 | Bioethics and Public Policy | |
| MLS 760a & MLS 760b | The Public Policy Context and Bioethics and Public Policy (or BE 5499 & BE 5500) ¹ | |
| MLS 910 | The Right to Life and the Law | |
| Total Hours | | 15 |

¹

BE-prefaced courses require in-person attendance at the CBHD conference taking place in Bannockburn, IL annually in June.

Church and Ministry Management Track

| Code | Title | Hours |
|---|----------------------------|----------|
| Concentration | | |
| MLS 600 | Constitutional Law | 3 |
| MLS 850 | Exempt Organizations | 3 |
| MLS 861 | Nonprofit Law | 3 |
| Electives (2 courses) | | 6 |
| Choose 2 elective courses from those listed below | | |
| MLS 400 | Human Resources Compliance | |

| | | |
|--------------------|---|-----------|
| MLS 410 | Staffing and Compensation Administration | |
| MLS 450 | SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions | |
| MLS 451 | SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management | |
| MLS 543 | Human Trafficking and Economic Development–Cambodia ¹ | |
| MLS 660 | Property | |
| MLS 800 | Wills, Trusts, and Estates | |
| MLS 855 | Religious Organizations | |
| MLS 860 | Strategic Planning | |
| MLS 951 | Religious Liberty and the Law | |
| Total Hours | | 15 |

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Study Abroad.

Contracts and Negotiation Track

| Code | Title | Hours |
|---|---|-----------|
| Concentration | | |
| MLS 670 | Alternative Dispute Resolution | 3 |
| MLS 675 | Mediation | 3 |
| MLS 680 | Negotiation Theory and Practice | 3 |
| Electives (2 courses) | | 6 |
| Choose 2 elective courses from those listed below | | |
| MLS 415 | Labor Law and ADR | |
| MLS 523 | Contract Drafting and Analysis | |
| MLS 685 | ADR in the Workplace | |
| MLS 686 | Cross Cultural Dispute Resolution | |
| MLS 691 | Conflict Management in Business and Nonprofit Organizations | |
| MLS 962 | Real Estate Transactions | |
| Total Hours | | 15 |

Criminal Justice Track

| Code | Title | Hours |
|---|--|-----------|
| Concentration | | |
| MLS 531 | Criminal Law | 3 |
| MLS 783 | Criminal Procedure | 3 |
| Electives (3 courses) | | 9 |
| Choose 3 elective courses from those listed below | | |
| MLS 540 | Human Trafficking | |
| MLS 543 | Human Trafficking and Economic Development–Cambodia ¹ | |
| MLS 565 | Juvenile Law and Delinquency | |
| MLS 568 | Race, Ethnicity, Class, and Criminal Justice | |
| MLS 570 | Forensic Mental Health | |
| MLS 572 | Victimology and Restorative Justice | |
| MLS 573 | Cyber Criminology | |
| MLS 575 | Law and Theory of Corrections | |
| Total Hours | | 15 |

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Study Abroad.

General Legal Studies Track

| Code | Title | Hours |
|--|--|-----------|
| Concentration | | |
| MLS 600 | Constitutional Law | 3 |
| MLS 660 | Property | 3 |
| Electives (3 courses) | | 9 |
| Choose 3 elective courses from those listed below or from the other available tracks | | |
| MLS 450 & MLS 451 | SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions and SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management | |
| MLS 531 | Criminal Law | |
| MLS 783 | Criminal Procedure | |
| MLS 800 | Wills, Trusts, and Estates | |
| Total Hours | | 15 |

Human Resources Management Track

| Code | Title | Hours |
|---|--|-----------|
| Concentration | | |
| MLS 400 | Human Resources Compliance | 3 |
| MLS 450 & MLS 451 | SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions and SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management | 6 |
| Electives (2 courses) | | 6 |
| Choose 2 elective courses from those listed below | | |
| MLS 410 | Staffing and Compensation Administration | |
| MLS 414 | Employment Discrimination | |
| MLS 415 | Labor Law and ADR | |
| MLS 421 | Performance Assessment | |
| MLS 531 | Criminal Law | |
| MLS 685 | ADR in the Workplace | |
| MLS 860 | Strategic Planning | |
| Total Hours | | 15 |

Human Rights Track

| Code | Title | Hours |
|---|---|-----------|
| Concentration | | |
| MLS 600 | Constitutional Law | 3 |
| MLS 901 | International Criminal Law | 3 |
| MLS 923 | Introduction to International Human Rights Law | 3 |
| Electives (2 courses) | | 6 |
| Choose 2 elective courses from those listed below | | |
| MLS 540 | Human Trafficking | |
| MLS 543 | Human Trafficking and Economic Development–Cambodia ¹ | |
| MLS 700 | Introduction to Bioethics | |
| MLS 905 | The Theory and Law of Armed Conflict | |
| MLS 910 | The Right to Life and the Law | |
| MLS 913 | The Rights of Vulnerable Persons: Women, Children and the Impoverished | |
| MLS 914 | The Rights of Minorities | |
| MLS 920 & MLS 921 | International Institute of Human Rights and International Forum on Human Rights ¹ | |
| MLS 951 | Religious Liberty and the Law | |
| MLS 995 | Genocide and the Law | |
| Total Hours | | 15 |

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Study Abroad.

Nonprofit Organizations Track

| Code | Title | Hours |
|---|--|-----------|
| Concentration | | |
| MLS 850 | Exempt Organizations | 3 |
| MLS 861 | Nonprofit Law | 3 |
| Electives (3 courses) | | 9 |
| Choose 3 elective courses from those listed below | | |
| MLS 410 | Staffing and Compensation Administration | |
| MLS 450 & MLS 451 | SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions and SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management | |
| MLS 543 | Human Trafficking and Economic Development–Cambodia ¹ | |
| MLS 660 | Property | |
| MLS 800 | Wills, Trusts, and Estates | |
| MLS 830 | Legal and Ethical Issues in Fundraising for Nonprofits | |
| MLS 855 | Religious Organizations | |
| MLS 860 | Strategic Planning | |
| MLS 870 | International Non-Governmental Organizations | |
| Total Hours | | 15 |

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Study Abroad.

Academic Rules and Practices

Examination Taking Regulations for In-Person Courses

- Students may not bring their own scratch paper into examination rooms. The proctor will furnish bluebooks and scratch paper.
- Use of an electronic device, other than one authorized computer, during examinations, is prohibited.
- Earplugs are allowed but must not have wires or cables. The earplugs cannot be headphones, earbuds, or other Bluetooth or WiFi-capable devices. They must be non-electronic earplugs designed solely to reduce sound.
- Students may not use a second monitor, second computer, or other electronic devices, including smartwatches, during an examination.
- Students who are taking examinations may not use the library at any time during the examination period unless so instructed by the administration.
- Students may not leave the room for extended periods of time (only for bathroom breaks).
- Students may not eat or leave the room to return with snacks during an examination.
- Students who fail to turn in answers to all of the questions on an examination because they fail to realize that the examination contains more questions, or for any other reason, will be graded on the basis of the normal weight of the questions answered. No make-up opportunities will be allowed for the omitted questions. Unanswered questions will receive no credit.
- Students arriving late to begin an examination will not be given extra time to complete the examination.
- Students who take their bluebooks home, or who otherwise fail or forget to turn them in at the time of the examination, will not be permitted to turn them in later for a grade.
- Students are not permitted to write personal notes or comments on examination papers that may be construed as an attempt to influence the grading of the examination.
- No collaboration by and/or between any student(s) in any form whatever is permitted during the examination time period.
- Students engaging in any other activity that indicates reliance on sources outside the examination room during testing times are in violation of the cheating prohibition in the Standards of Conduct and Honor Code (p. 283).
- Students who encounter computer problems during the examination will not be provided with technical assistance. They may attempt to correct the problem or must immediately raise their hand to receive a bluebook from the proctor to continue with the examination by handwriting. No extra time will be allotted. The examination must be handwritten to receive a score and the examination cannot be retaken. The examination will count against the student's grade notwithstanding computer problems.
- Students will be required to show a government-issued ID card with photograph, such as a state-issued driver's license, state-issued identification card, or passport, or the student's Trinity Law School identification card for the purpose of verifying the student's identity prior to taking their midterms and finals.

- The above examination rules must be followed. Deviation from the above is only permitted with written permission from the Registrar's Office.

Examination Taking Regulations for Online Courses

- Students may only use the digital notepad available in Exemplify. Any other note-taking device or paper of any kind is prohibited. Students may not use bluebooks for online examinations. Rather, the exams must be taken through Exemplify.
- Use of an electronic device, other than one authorized computer, during examinations is prohibited.
- Students may not use a second monitor, second computer, or other electronic devices, including smartwatches, during an examination.
- Students must have an operating, forward-facing camera and microphone. It is the student's responsibility to ensure that the student's computer has these functions and that they are functioning well before the examination. The camera must be turned on, and the student's shoulders and upper body must be fully visible at all times during the exam.
- Students must establish a quiet examination location where the student will be undisturbed for the duration of the examination. Unless otherwise authorized by the administration, students in online courses are not allowed to come to the campus to take their examinations.
- Earplugs are not permitted as students are required to establish a quiet examination location.
- Only the test taker is allowed in the room where the examination is taken.
- Students may not leave the room for extended periods of time (only for bathroom breaks).
- Students may not eat or leave the room to return with snacks during an examination.
- Students may have no communication of any kind with any other person, either directly, electronically, or otherwise during the examination time period.
- No collaboration by and/or between any student(s) in any form whatsoever is permitted during the examination time period.
- Students who fail to submit answers to all of the questions on an examination because they fail to realize that the examination contains more questions, or for any other reason, will be graded on the basis of the normal weight of the questions answered. No make-up opportunities will be allowed for the omitted questions. Unanswered questions will receive no credit.
- Students must download, begin, and upload the examination within the time period set forth by the Registrar's Office. Failure to do so will result in the student receiving a zero on the examination. Students will not be permitted extra time. Further, failing to take the examination within the prescribed time period will not qualify the student for a make-up examination. Make-up examinations are only permitted as set forth in the rules below.
- Students are not permitted to write personal notes or comments in Exemplify that may be construed as an attempt to influence the grading of the examination.
- Students engaging in any other activity that indicates reliance on prohibited sources during testing times are in violation of

the cheating prohibition in the Standards of Conduct and Honor Code (p. 283).

- Students who encounter computer problems during the examination will not be provided with technical assistance. Since bluebooks will not be provided, the examination must be completed online in its entirety. If there is a total computer failure, depending on how far along in the examination the crash occurs, it may be necessary for students to take a different examination in part or in entirety within the next week.
- Prior to their examination date, students are required to follow the Exemplify instructions to set up their two-step authentication, which includes face matching analysis to verify the students' identification.
- The above examination rules must be followed. Deviation from the above is only permitted with written permission from the Registrar's Office.

BIOMETRIC DATA POLICY

Trinity Law School (TLS) has adopted this Biometric Data Policy, which applies to all Juris Doctor (JD) students. By enrolling at TLS, JD students consent to this Biometric Data Policy. For purposes of this Biometric Data Policy, "biometric data" means a scan of the student's face geometry, along with information based on that scan, that is used to authenticate the student's identity.

TLS has selected ExamSoft Worldwide LLC (ExamSoft) to provide identity verification and proctoring services for remote exam proctoring. In order to be eligible to take an examination using ExamSoft, TLS students must consent to the collection and use of certain biometric data to confirm a student's identity and video and audio recordings. A student's biometric data will be used to authenticate the student's identity for online exams. When registering for an online course, TLS requires that students accept the use of their biometric data for identification purposes on the exams in these courses.

Exemplify is an assessment program developed and licensed by ExamSoft that enables exam takers to securely take examinations downloaded to their laptop computers by blocking access to files, programs, and the Internet during an exam.

In order to safeguard exam integrity for remote assessment, Exemplify will use ExamID and ExamMonitor in all JD courses offered online. These tools provide

- Identity verification via facial recognition.
- Video/Audio recording with artificial intelligence (AI) and human review.

ExamMonitor recordings will only be made available to persons who have been authorized to review them for exam security purposes.

Along with Exemplify's built-in security measures, these tools will help ensure a fair and equal assessment for every student.

Exam Start

Here is what students should expect once they enter their exam password:

- Biometric Consent – For each online exam, students must consent to ExamSoft capturing their biometric information (i.e., taking their picture). This is a requirement for students to access the exam.

- Webcam/Microphone Access – For each online exam, ExamSoft will ask students to grant access to their webcam and microphone. This is a requirement for students to access the exam.
- Facial Recognition – Smile for the camera! Photos will be taken to verify each student's identity every time they take a test – no photo ID is required.
- These links cover camera and microphone access if students need to take additional steps: Windows (<https://support.examsoft.com/hc/en-us/articles/11167812968717-Windows-Set-Up-the-Device-Permissions-for-ExamID-and-ExamMonitor/>), Mac (<https://support.examsoft.com/hc/en-us/articles/11167826377101-Mac-Set-Up-the-Device-Permissions-for-ExamID-and-ExamMonitor/>)

During the Exam

Video recording will begin automatically, including both webcam and screen capture throughout the entire assessment.

Grading on Final Examination and Final Course Grades

Juris Doctor Degree Program

Student papers constituting the entire course grade and final course grades in the JD program are graded using a strict curve rather than on a criteria basis. The curve applies to classes of five or more students. When classes are smaller than five students, subject to the approval of a Dean, professors may assign grades that are generally consistent with grades given in other classes. See Appendices (https://catalog.tiu.edu/law/appendix-1/#Appendix_2).

Master of Legal Studies Degree Program

Examinations and student papers in the Master of Legal Studies (MLS) program are graded on a criteria basis. The professor determines the criteria.

Standing

Juris Doctor Degree Program

The minimum cumulative grade point average necessary to maintain good standing is 2.0 for the JD program.

Master of Legal Studies Degree Program

The minimum cumulative grade point average necessary to maintain good standing is 3.0 for the MLS program.

Juris Doctor Ranking

To assist students in assessing their own academic performance, students enrolled in the JD program who have completed 18 or more units will be provided a rank in the TLS Portal under "Registrar Services." Students who have completed 18 or more units will be ranked within two tiers. Those students completing 18-54 units are considered the middle tier. Those students earning 55-89 units are considered the upper tier. The ranking information on the TLS Portal will indicate the number of students in their tier and their ranking within that tier.

On October 1st of each year, all students who will have graduated within the preceding 12 months will receive an electronic document indicating their rank among all the students who graduated during that year. Ranking is not indicated on the students' transcripts.

Contesting Grades

The Registrar's Office will release course grades via the TLS Portal. Once a final course grade is posted in the TLS Portal, the final course grade shall not thereafter be changed except after consultation with the professor of record and with the approval of the Law Faculty Senate. Changes subsequent to posting of final grades by the Registrar's Office will only be made to correct mathematical errors or for an evident error.

A student who claims that a grade was the product of unfairness or a departure from established grading policy may elect to have the Law Faculty Senate review such claim. All requests for a grade change must be made using a student petition form and must be filed with the Registrar's Office within 20 days of the date that the Registrar's Office posts the grades. The Law Faculty Senate will review such requests and may seek input from the faculty member who graded the class. The Law Faculty Senate will make the final decision on grade change requests.

Specific Course Requirements

Specific requirements and weighting for graded components that make up the course grade are set forth in the course syllabus and/or Canvas.

Transfer Credit

The transferability of credits earned at Trinity Law School is at the complete discretion of the institution to which the student may seek to transfer. Acceptance of the JD or MLS degrees earned in the JD or MLS program is also at the complete discretion of the institution to which the student may seek to transfer. If the JD or MLS degrees that the student earns at this institution are not accepted at the institution to which the student seeks to transfer, the student may be required to repeat some or all of the coursework at that institution. Students should ensure that their attendance at Trinity Law School will meet their educational goals; this may include contacting an institution to which they may seek to transfer after attending Trinity Law School to determine whether the student's JD or MLS degree units will transfer.

Juris Doctor Degree Program

The maximum age of units that will be considered for transfer credit is 36 months, and the maximum number of units that can be transferred is 45 semester units. A unit of credit is equivalent to 15 academic hours. Transfer credit is only granted for courses taken at an ABA-approved or California Accredited Law School. Transfer credit is evaluated on a case-by-case basis. Courses are individually considered for transfer and only courses with grades at the prior school's good standing level may be accepted for transfer credit subject to similarity to Trinity Law School course contents.

Credit may only be transferred for whole courses, in an amount not to exceed the credit granted by the awarding law school and shall only be awarded for classes for which the student earned a grade in good standing at that awarding law school, except that for a student who has passed the First-Year Law Students' Examination, the law school may acknowledge the credit previously granted for Torts, Criminal Law, and Contracts, even if the grade was less than would be required for good standing. No credit will be granted for work completed at a registered, unaccredited law school unless that student has passed the First-Year Law Students' Examination, and no credit shall be awarded beyond the first year of study for that student and prior to passing the examination unless they passed the exam within three administrations of becoming eligible to take it.

Master of Legal Studies Degree Program

The maximum number of units that can be transferred from an outside institution is 20% of the degree. Students transferring from the JD program at Trinity Law School may transfer up to 18 units to the MLS program at Trinity Law School. Transfer credit is only granted for credit earned at institutions approved by the California Bureau for Private and Post-Secondary Education, public or private institutions of higher learning accredited by an accrediting association recognized by the U. S. Department of Education, or any institution of higher learning, including foreign institutions, if the institution offering the program documents that the institution of higher learning at which the units were earned offers degree programs equivalent to degree programs approved by the California Bureau for Private and Post-Secondary Education or accredited by an accrediting association recognized by the U.S. Department of Education. A minimum of 12 units must be taken in the Trinity Law School MLS program. A unit of credit is equivalent 15 academic hours. Transfer credit is evaluated on a case-by-case basis. Courses are individually considered for transfer and only courses with grades of C- or higher at the prior school may be accepted for transfer credit subject to similarity to Trinity Law School course contents.

Experiential Credit

For both the JD and MLS programs, experiential credit may only be granted if:

- the prior learning is equivalent to a college or university level of learning.
- the learning experience demonstrates a balance between theory and practice.
- the credit awarded for the prior learning experience directly relates to the student's degree program and is applied in satisfaction of some of the degree requirements.

The learning experience for which credit is sought shall be documented by the student in writing.

Of the first 30 semester credits awarded a student in a graduate program, no more than 6 semester credits may be awarded for prior experiential learning. Of the second 30 semester credits (i.e., credits 31 to 60) awarded a student in a graduate program, no more than 3 semester credits may be awarded for prior experiential learning. No credit for experiential learning may be awarded after a student has obtained 60 semester credits in a graduate program.

The amount of credit awarded for prior experiential learning shall not be related to the amount charged the student for the assessment process.

Faculty Evaluation

- The learning experience shall be evaluated by faculty qualified in that specific subject area who shall ascertain to what college or university level learning the student's prior experience is equivalent and how many credits toward a degree may be granted for that experience. The faculty evaluating the prior learning shall prepare a written report indicating all of the following: The documents in the student's record on which the faculty member relied in determining the nature of the student's prior experience.
- The bases for determining that the prior experience
 - is equivalent to college or university level learning.
 - demonstrates a balance between theory and practice.
- The bases for determining

- to what college or university level the experience is equivalent.
- the proper number of credits to be awarded toward the degree for that experience.

The Registrar is responsible for the review of faculty determinations regarding the award of credit for prior experiential learning. The Registrar shall document Trinity Law School's periodic review of faculty evaluations to assure that the faculty written evaluations and awards of credit comply with this section.

Grading for Elective Courses in the Juris Doctor Program

Elective courses will be graded according to Table B in Appendix 1 (https://catalog.tiu.edu/law/appendix-1/#Appendix_2). LA 953, LA 959 Clinics, LA 989, LA 991, and LA 991a are graded on a credit/no credit basis.

Transcript Notations

Non-letter grades on student transcripts will be reflected as follows:

CR - Credit: Represents the successful completion of a course offered on a credit/no credit basis. These units apply toward graduation requirements but are not calculated in the grade point average.

NC - No Credit: Represents the failure to complete successfully a course offered on a credit/no credit basis. These units are calculated as units attempted but do not apply toward graduation requirements and are not used in the calculation of grade point average.

Transcript notations where no grade is given will be reflected as follows:

AU - Audit: Indicates registration for a class on an audit basis, which normally indicates regular attendance in class and participation in discussion. Students who audit courses are not enrolled for credit. No grade is assigned, and grade points and units are not awarded for courses audited.

N - In Progress: Represents coursework in progress.

AW - Authorized Withdrawal: Indicates withdrawal from a course while doing acceptable work. These units do not apply toward graduation requirements and are not calculated in the student's grade point average.

UW - Unauthorized Withdrawal: Indicates student failure to withdraw from a course in a timely manner, or administrative withdrawal from a course. These units do not apply toward graduation requirements and are not calculated in the student's grade point average.

Repeating Courses Juris Doctor Degree Program

A student on probation or in good standing receiving a grade below C may retake courses to seek a higher grade. A student will not be permitted to repeat a course in which the student received a grade of C or higher. Both grades will be reflected on the student's transcript but only the highest grade will be used for purposes of computing the student's cumulative grade point average. Students cannot earn credit more than once for substantially similar coursework.

In all cases of repeating courses, students will be charged the normal rate of tuition.

Students in the JD Flex Academic Support Classes do not have the option to retake those courses.

Master of Legal Studies Degree Program

A student may elect to repeat any course in which a grade of B- or lower is earned provided that the repeated course is taken through a regularly scheduled course, or as an independent study/guided research course with the approval of the Registrar's Office. The higher grade earned in the course will be used in the calculation of the grade point average. A repeated course for which credit has been earned may produce an improved grade and improved cumulative grade point average but will not provide additional credits. A required course in which a C or higher is earned may be repeated only once. Students cannot earn credit more than once for substantially similar coursework. All courses, grades, and grade point average calculations will remain printed on the transcript.

In all cases of repeating courses, students will be charged the normal rate of tuition.

Academic Advancement, Probation, and Dismissal

Juris Doctor Degree Program

If a student's cumulative grade point average after any semester is less than 2.0, the student will be placed on academic probation for the following semester. This applies to fall, spring, and summer semesters. Any student failing to earn a cumulative grade point average of at least 2.0 at the end of the semester during which they are on probation will be academically dismissed. Academic dismissal and academic probation are noted on student transcripts.

Students will not be allowed to graduate with a cumulative grade point average below 2.0.

Students are prohibited from completing law school prior to 32 months as required by the State Bar rules.

Failing a required course necessitates that the course be repeated. No credit will be earned for a failed course. Failing a course has implications on registration and may delay the anticipated graduation date.

Failing any JD Flex Academic Support course will result in dismissal from Trinity Law School.

Master of Legal Studies Degree Program

The minimum cumulative grade point average to earn a degree is 3.0. If a student's cumulative grade point average, after completion of any term, is less than 3.0, the student will be placed on academic probation. The probationary status will remain in effect until the student raises the cumulative grade point average to 3.0. Any student who earns a C- or below in any three courses will be academically dismissed. Academic dismissal and academic probation are noted on student transcripts.

Students will not be allowed to graduate with a cumulative grade point average below 3.0.

Failing a required course necessitates that the course be repeated. No credit will be earned for a failed course. Failing a course has implications on registration and may delay the anticipated graduation date.

Special Rules for Spring Matriculants

Juris Doctor Degree Program

Students who start their legal studies in the spring semester are subject to distinct rules regarding academic advancement, probation, and dismissal. All year-long classes started in the spring semester must be completed during the next summer session.

Students matriculating in the spring semester are subject to the 32-month residency requirement set by the Committee of Bar Examiners of the State Bar of California. Due to this requirement, any student who matriculates in the spring semester and wishes to graduate in three years must take courses during the summer session.

Administrative Balancing of Course Sections

Trinity Law School prides itself on smaller class sizes which allow our professors to provide more individualized instruction. At the start of each semester, for courses with multiple sections in the same format, the Registrar's Office may redistribute students between sections in an effort to better balance the class sizes. Priority to remain in a section will be given based on the registration order of students in the course.

Special Students

Juris Doctor Degree Program

Students admitted as Special Students are those who have not completed the minimum two years of college work but have demonstrated equivalent intellectual achievement by achieving acceptable scores on Committee-specified examinations (CLEP) prior to beginning the study of law.

Once a Special Student has completed the first year of study at Trinity Law School, a Special Student is eligible to take the First-Year Law Students' Examination (FYLSX). A Special Student must take and pass the FYLSX within the three administrations of first becoming eligible to take the FYLSX. If a Special Student does not pass the FYLSX within the three administrations of first becoming eligible to take the FYLSX, the Special Student will be dismissed.

Additionally, Special Students must pass the FYLSX before they can enroll in a semester in which they would exceed 40 units earned at Trinity Law School. Special students must pass the FYLSX before any course credit can be awarded.

Requirements for Graduation

Juris Doctor Degree Program

The JD degree is conferred upon students who have met the admissions requirements for the degree and who have satisfactorily completed the prescribed program of law study. To graduate with a JD degree, students must successfully complete the prescribed program of 90 units of study within 5 years. The 90 units must include the required courses. A cumulative grade point average of 2.0 or above is required for the JD degree.

Candidates for the JD degree must complete their studies no earlier than 32 months and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transferred credit. A student who requires more than 60 months to complete the JD degree must file a petition with

the Registrar's Office for authorization. Final responsibility for meeting degree requirements for graduation rests with each student.

Candidates for the JD degree must complete six units of practical skills courses. Courses that meet the practical skills requirement include LA 559 Legal Research and Writing 1: Objective Writing, LA 560b Legal Research and Writing 2: Persuasive Writing, LA 560d Legal Writing: Litigation Skills/LA 560e Legal Writing: Transactional Skills, clinics, and practical skills electives. The course description indicates if the course meets the practical skills requirement.

Master of Legal Studies Degree Program

The MLS degree is conferred upon students who have met the admissions requirements for the degree and who have satisfactorily completed the prescribed program of study. To graduate with an MLS degree, students must successfully complete the prescribed program of 30 units of study and may not exceed 6 years from date of matriculation in the program. The 30 units must include the required courses. A cumulative grade point average of 3.0 or above is required for the degree. Final responsibility for meeting degree requirements for graduation rests with each student.

Inspection and Photocopying of Examinations

Students are permitted to obtain and keep records of their essay examinations. If a student does not receive access to the student's own essays within two weeks of the posting of grades, the student may request copies from the Registrar's Office. Multiple-choice questions and answers for midterms and final examinations will not be released to students. If a student requests to review the results of the multiple-choice section of an exam, the student can review a report listing the correct "letter" answers with the student's corresponding "letter" answer choice. The actual question and answer will not be provided.

For the Subject Matter Assessments, students will have one opportunity to view the questions and answers after completing the assessment. Students are not permitted to take photos or screenshots as they review their Subject Matter Assessment in Canvas. Any retention or distribution of the Subject Matter Assessment is considered a violation of the Standards of Conduct and Honor Code in the Catalog.

Make-up Examinations

Juris Doctor Degree Program

The make-up of midterm and final examinations will only be allowed in very limited circumstances and with pre-approval of the Dean's Office.

Deferral of examinations and make-up examination requests will not be granted due to a lack of student preparation. Failure to take an examination at the regularly scheduled time and date without approval by the Dean's Office will result in a failing score for the examination.

Students should contact the Registrar's Office for any questions related to the deferral or make-up of examinations. In order to protect the student's anonymity, the student should not contact the professor. Students who contact their professor forfeit their anonymity.

If a student is absent for an examination due to an emergency, the student should contact the Registrar's Office as soon as the student is able to do so. After consultation with the Registrar's Office, which will conduct a preliminary assessment, the Registrar's Office will direct

eligible students to petition the Dean's Office for relief from the failing score for the examination.

Emergency situations will be limited to (i) hospitalization of the student or a member of the student's immediate family that requires the student's presence at the hospital, (ii) vehicular accidents occurring while traveling to the law school for an in-person examination, or the student's intended destination for an online examination, and (iii) extraordinary circumstances that, in the discretion of the Dean's Office, justify a make-up examination. Any student who is determined to be eligible to take a make-up examination must pay \$500 to cover the cost of preparing a separate examination.

This charge is not intended to be punitive and applies without regard to the reason for the late examination. All late examinations must be taken as soon as possible but in no event later than two weeks after the scheduled examination date or a later date that is determined by the Dean's Office.

Anonymity

Juris Doctor Degree Program

To preserve anonymity in examination grading, students are assigned an examination number. The examination number is to be used on every midterm and final examination or final paper in lieu of the student's name. Students can locate their examination number by logging in to the TLS Portal (<https://tlsportal.tiu.edu/>) under Important Links - ExamID. Students must maintain the confidentiality of their assigned numbers. New confidential examination numbers are issued once per academic year.

Courses requiring the professor to interact extensively with students' written work, such as Legal Research and Writing and certain writing-intensive elective courses, do not require complete anonymity in grading. These courses require the professor to interact with students in person or via Zoom to give feedback on written assignments. Students should refer to the course syllabus to determine whether the course is graded anonymously.

Students should not include their name on assignments or scantrons unless specifically instructed to do so. Students that include their name or other personal identifying information on their assignment submissions forfeit their anonymity.

Exam Taking Options

Juris Doctor Degree Program

For in-person courses, students may either handwrite an examination in a bluebook provided at the time of examination or type answers on a laptop computer.

For online courses, students must type answers on a computer (desktops or laptops are acceptable provided there is a functioning webcam and microphone).

Students taking an examination on a computer must ensure that they have downloaded and installed the latest version of the Exemplify, unless instructed otherwise by the Registrar's Office. Additionally, students taking examinations on a computer are responsible for ensuring that their computers are currently compatible with the Exemplify requirements.

State Bar Requirements for Admission to Practice Law

The State Bar of California regulates legal education in California. Each student has the responsibility to comply fully with the Rules Regulating Admission to Practice Law in California. Students are strongly advised to obtain a copy of the rules from the Office of Admissions of the State Bar of California.

Professional Responsibility Examination

Juris Doctor Degree Program

All applicants for admission to practice law in California are required to pass the Multistate Professional Responsibility Examination (MPRE) administered by the National Conference of Bar Examiners. Trinity Law School recommends that students complete the LA 613 or LA 613x, as applicable, prior to taking the MPRE. Students should consult the State Bar of California website (<https://www.calbar.ca.gov/Admissions/Examinations/Multistate-Professional-Responsibility-Examination/>) for details regarding the MPRE.

Admission to Practice Law Outside of California

Trinity Law School is accredited by the Committee of Bar Examiners of the State Bar of California. JD students are qualified immediately upon graduation to take the bar examination in California.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be licensed to practice law in jurisdictions other than California. A student who intends to seek licensure to practice law outside of California at any time during their career should contact the admitting authority for information regarding its education and licensure requirements prior to enrolling at this law school.

Admissions standards for each state are set forth in the American Bar Association's Comprehensive Guide to Admission to the Practice of Law. This resource may be obtained at ncbex.org (<http://ncbex.org/>).

Records

For students who do not enroll, Trinity Law School retains all documents received in the admissions process for at least two years.

For students who do enroll, Trinity Law School retains documents for at least five years beyond the date the student last attended. Records of student's academic performance while at the law school are permanently retained.

Release of Transcripts

Unofficial transcripts are available through the TLS Portal.

Official transcripts may be ordered online at www.tls.edu (<http://www.tls.edu/>) by clicking on the Student or Alumni link at the top of the page and choosing "Request Transcript." Once on the Transcript Ordering Center website, students will need to select Trinity International University - Law School.

Emergencies Affecting Coursework

In order to request an extension for completion of course requirements, students should send a completed Student Petition Form to the Registrar's Office. Such requests are considered only in cases of serious

illness or other unforeseeable emergencies and are authorized on a case-by-case basis.

Law School Student Petition Form

The Student Petition Form has been devised as a convenient medium of communication between the student and the administration. This form is available through the Registrar's Office. It should be filled out completely and forwarded to the Registrar's Office.

Attendance/Preparedness

Juris Doctor Degree Program

Attendance

Students must complete not less than 80% of verifiable academic engagement required in each course in which the student is enrolled. Students dropped from courses due to insufficient hours of verifiable academic engagement will receive an "Unauthorized Withdrawal" on their transcript and are required to repeat the entire course to receive credit. Students must monitor their verifiable academic engagement in each course and are solely responsible for this requirement.

Verifiable academic engagement may include, but is not limited to, any of the following:

- physical classroom time
- participating in a synchronous class session
- viewing and listening to recorded classes or lectures
- participating in a live or recorded webinar offered by the law school
- participating in any synchronous or asynchronous academic assignment in any course monitored by a faculty member
- taking an examination, quiz, or timed writing assignment
- completing an interactive tutorial or computer-assisted instruction
- conducting legal research assigned as part of the curriculum in any course
- participating in any portion of an approved clinical or experiential course or activity offered through distance learning technology totaling no more than 12.5 percent of the hours required for graduation

Verifiable academic engagement does not include activities that would generally be considered "homework," such as reading texts and briefing cases.

In-Person Courses

Students taking in-person courses may be required to complete assignments outside of the physical classroom in order to satisfy the verifiable academic engagement requirement. If applicable, the course syllabus will indicate these requirements.

Failure to meet the verifiable academic engagement standard can take place through:

- **Absence:** Absence from class is never excused; a student is either "present" or "absent." A student who is not present for a significant period of time during a class shall be deemed "absent" for that period of time. The instructor may round the time absent to the nearest one-half of an hour.
- **Class Sign-In Sheets:** Verifiable academic engagement in an in-person class can be recorded in several ways, including through an instructor's coded entries on a seating chart or roll sheet or by each student personally signing a sign-in sheet for that day's class. Where a sign-in sheet is used, failure to sign the sheet may result in the student being marked absent; school records will not be changed to accommodate a student who attended a class but neglected to sign in. By signing attendance sheets, students certify that they are present, did not affix the "signature" of other students enrolled in that class, and

complied with the attendance rules. Any false attendance certifications may subject the student who signed as well as the student for whom the certification was signed to disciplinary action.

- Tardiness/Early Departure: If a student is tardy for or leaves early from a class, then the student's verifiable academic engagement may be proportionally reduced. If a student is unprepared or disruptive, the instructor may ask a student to leave class; in this situation, once the student has departed, the student's verifiable academic engagement may be proportionally reduced.
- Failure to Submit Assignments At All, or Submission of Assignments Below a Good Faith Standard or in Violation of the Standards of Conduct and Honor Code (p. 283):
 - On rare occasions, with the permission of the instructor and/or the Dean's Office, students may arrange to earn verifiable academic engagement even if the course's late work penalties provide that no assignment grade or credit will be given for an assignment.
 - When the instructor reviews an assignment, the instructor will determine the extent to which the student has engaged in, or completed, the assignment. If the instructor determines that a student's work product does not reflect the estimated time to complete the assignment, the instructor will notify the student of this discrepancy and adjust the amount of verifiable academic engagement the student will receive for the assignment.
 - The instructor will audit students' assignments to determine participation, substance, and any violations of the Standards of Conduct and Honor Code (p. 283) contained in the Catalog. If the instructor discovers such violations (e.g., plagiarism, sharing explanations with other students who have not completed the assignment, or other attempts at working around the system), the student may be subject to disciplinary action.
- Late Enrollment in the Course: If a student switches sections or enrolls in a course at any time during the add/drop period, the student does not receive verifiable academic engagement for the work completed in the previous section.

Online Courses

Failure to meet the verifiable academic engagement standard can take place through:

- Absence: Absence from a Live Session is never excused; a student is either "present" or "absent." A student who is not present for a significant period of time during a Live Session shall be deemed "absent" for that period of time. The professor may round the time absent to the nearest one-half of an hour.
 - In order to be considered present for a Live Session, students shall remain visible and audible during the entire class session. A student who does not remain visible and audible for any period of time during the Live Session will be counted as "absent" for the duration of the time the student is not visible/accessible by video and/or microphone. Students shall join the Live Session with a live video feed (by camera) and live audio (microphone) from their devices. Students should join the Live Session from a location free of visible or audible distractions, including, but not limited to, while driving, other people, pets, food, and ambient noise. The instructor will mute any students' audio

and/or video which distracts from the virtual classroom experience.

- Tardiness/Early Departure: If a student is tardy for or leaves early from a Live Session, then the student's verifiable academic engagement may be proportionally reduced. If a student is unprepared or disruptive, the professor may ask a student to leave the Live Session; in this situation, once the student has departed, the student's verifiable academic engagement may be proportionally reduced.
- Failure to Submit Assignments At All, or Submission of Assignments Below a Good Faith Standard or in Violation of the Standards of Conduct and Honor Code (p. 283):
 - On rare occasions, with the permission of the professor and/or the Dean's Office, students may arrange to earn verifiable academic engagement even if the course's late work penalties provide that no assignment grade or credit will be given for an assignment.
 - When the professor reviews an assignment, the professor will determine the extent to which the student has engaged in, or completed, the assignment. If the professor determines that a student's work product does not reflect the estimated time to complete the assignment, the professor will notify the student of this discrepancy and adjust the amount of verifiable academic engagement the student will receive for the assignment.
 - The professor will audit students' assignments to determine participation, substance, and any violations of the Standards of Conduct and Honor Code (p. 283) contained in the Catalog. If the professor discovers such violations (e.g., plagiarism, sharing explanations with other students who have not completed the assignment, or other attempts at working around the system), the student may be subject to disciplinary action.
- Late Enrollment in the Course: If a student switches sections or enrolls in a course at any time during the add/drop period, the student does not receive verifiable academic engagement for the work completed in the previous section.

Students enrolled in online courses will be administratively withdrawn if they have not logged into Canvas, completed at least two assignments, and attended at least one Live Session within the first two-week period of the semester.

Bar Examination Eligibility

Students must be in residence for a total of 1,200 hours in order to earn their Juris Doctor degree. If excessive absences cause a student to fall short of this requirement, the student will not be eligible to sit for the California Bar Examination.

Preparedness

Each student must be prepared at each class meeting and/or Live Session, as applicable to the assignments in each course, to:

- brief assigned cases,
- discuss video lectures,
- discuss any preparatory work, and
- participate meaningfully in class discussions.

The professor has the authority to impose sanctions against any student who exhibits a pattern of unpreparedness in accordance with the policies set forth in the course syllabus. A professor and/or Dean may also refer a

student to the Disciplinary Committee for repeatedly not being prepared for class/Live Sessions and/or completing assignments. Students are encouraged to review the section titled, "Failure to Perform the Responsibilities of a Student," in the Standards of Conduct (p. 283).

Master of Legal Studies Degree Program

Attendance

Attendance in this program is defined as participating in qualified academic events, as defined below. On rare occasions, a student may arrange to make up qualified academic events with the instructor's permission.

Students will be administratively withdrawn after two weeks if they have not completed at least one assignment, Live Session, or discussion board within that two-week period. If a student is dropped from a required course due to inadequate attendance, the student will be required to repeat the course to meet graduation requirements. Students are required to actively participate as each course may require.

Qualified Academic Events

A qualified academic event is defined as:

- submission of an academic assignment;
- examination, interactive tutorial, or computer-assisted instruction;
- study group assigned by the school;
- participation in online discussion about academic affairs; or,
- initiation of contact with the instructor to ask a question about an academic subject.

Preparedness

Each student must be prepared to participate meaningfully in class discussions.

The instructor has the authority to impose sanctions against any student who exhibits a pattern of unpreparedness in accordance with the policies set forth in the course syllabus. Repeated unpreparedness is a violation of the Standards of Conduct (p. 283).

TLS Courses

Juris Doctor Program

LA 505a Legal Institutions and Values - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Greek and Roman law to the sources and impact of the English common law. Delivery Mode: Traditional Juris Doctor.

LA 505x Legal Institutions and Values - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Greek and Roman law to the sources and impact of the English common law. Delivery Mode: JD Flex Track.

LA 521 Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Delivery Mode: Traditional Juris Doctor.

LA 521x Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Delivery Mode: JD Flex Track.

LA 522a Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery Mode: Traditional Juris Doctor.

LA 522x Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery mode: JD Flex Track.

LA 523 Contracts Drafting - 1 Hour

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery Mode: Traditional Juris Doctor.

LA 523a Contracts Drafting - 2 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery Mode: Traditional Juris Doctor.

LA 531a Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. The course also provides an opportunity for critical examination of statutes at an early stage in the law student's career. Delivery Mode: Traditional Juris Doctor.

LA 531x Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. The course also provides an opportunity for critical examination of statutes at an early stage in the law student's career. Delivery mode: JD Flex Track.

LA 541 Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Delivery Mode: Traditional Juris Doctor.

LA 541x Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Delivery Mode: JD Flex Track.

LA 542 Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: Traditional Juris Doctor.

LA 542x Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: JD Flex Track.

LA 543 Open Development in Cambodia: Human Trafficking and Economic Development - 2-4 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543b Human Trafficking and Economic Development (Asia) - 2 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543c Human Trafficking and Economic Development (Asia) - 3 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543d Human Trafficking and Economic Development (Asia) - 4 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 559 Legal Research and Writing 1: Objective Writing - 3 Hours

This course introduces students to fundamental legal reasoning, research (both online and book/hard copy), and writing skills in the context of objective legal documents. Students learn to identify, use, and analyze primary and secondary legal authorities to solve legal problems, and how to structure and draft legal memoranda. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560b Legal Research and Writing 2: Persuasive Writing - 3 Hours

This course helps students develop their analytical, writing, and research skills in the advocacy context. Students produce litigation documents including a pre-trial motion and an appellate brief. Students are also required to participate in an oral argument competition to practice oral advocacy skills. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560d Legal Writing: Litigation Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in civil litigation, such as the drafting of demand letters, complaints, answers and other responsive pleadings, discovery, discovery responses, law and motion and pre-trial documents. It focuses upon areas of legal writing commonly associated with and required in civil litigation. It is designed to simulate attorney case handling in a civil litigation setting. Students will be provided with a class hypothetical based upon a real civil case and will be taught how to handle the case as a practicing attorney. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560e Legal Writing: Transactional Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in transactional civil practice. It focuses upon areas of legal writing commonly associated with and required in transactional civil practice, such as, opinion letters, letters to opposing counsel, commonly utilized contractual provisions, mutual settlements and releases, clauses related to indemnification and hold harmless agreements, anti-competition provisions, and confidentiality agreements. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 561 Mastering the MBE 1 - 1 Hour

This course focuses on Contracts, Criminal Law, Criminal Procedure, and Torts for the Multistate Bar Examination portion of the California Bar Exam. Students review the substantive law, practice extensively, develop time management strategies, and identify areas for improvement. Delivery Mode: Traditional Juris Doctor.

LA 562 Mastering the MBE 2 - 1 Hour

This course focuses on Civil Procedure, Constitutional Law, Evidence, and Property for the Multistate Bar Examination portion of the California Bar Exam. Students review the substantive law, practice extensively, develop time management strategies, and identify areas for improvement. Delivery Mode: Traditional Juris Doctor.

LA 567 Mastering the Performance Test - 1 Hour

This course focuses on the California Bar Exam Performance Test. In this course, we will develop time management strategies and approaches for how to organize and outline the test. Additionally, this course will provide the opportunity to complete several Performance Tests and receive personalized feedback. Delivery Mode: Traditional Juris Doctor.

LA 599x FYLSX Skills - 3 Hours

This course consists of a substantive law review of each subject tested on the California First-Year Law Students? Examination (FYLSX). In addition to the review of the substantive law, students receive extensive practice at both essay exam writing and multiple choice questions. This practice provides integration of the law and exam skills and is the means by which students earn their grades in this course. Approaches, checklists, and writing techniques are the focus throughout the course to enhance issue spotting, analysis, and application skills, which are necessary skills to pass the FYLSX. Delivery mode: JD Flex Track.

LA 600i Constitutional Law 1 - 3 Hours

This course covers the structure and powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the states, as well as an introduction to due process and equal protection. Delivery Mode: Traditional Juris Doctor.

LA 601i Constitutional Law 2 - 3 Hours

This course covers selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery Mode: Traditional Juris Doctor.

LA 613 Professional Responsibility and Ethics - 3 Hours

This course covers the laws governing lawyers' professional conduct. These laws are studied through ethics codes, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system; zealous representation; lawyer-client confidentiality; conflicts of interest; competency in providing legal services; ethics for prosecutors, judges, and litigation; solicitation of clients; lawyer advertising; and pro bono obligations. Students focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. Additionally, the ethics aspect of the course examines the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives. Delivery Mode: Traditional Juris Doctor.

LA 613x Professional Responsibility and Ethics - 3 Hours

This course covers the laws governing lawyers' professional conduct. These laws are studied through ethics codes, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system; zealous representation; lawyer-client confidentiality; conflicts of interest; competency in providing legal services; ethics for prosecutors, judges, and litigation; solicitation of clients; lawyer advertising; and pro bono obligations. Students focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. Additionally, the ethics aspect of the course examines the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives. Delivery Mode: JD Flex Track.

LA 661 Property 1 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 1 focuses on the nature of ownership and possession, bailment, donative transfers, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Delivery Mode: Traditional Juris Doctor.

LA 662 Property 2 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 2 focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, mortgages, eminent domain, and regulatory takings. The course may include exposure to intellectual property. Delivery Mode: Traditional Juris Doctor.

LA 671i Evidence 1 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Evidence 1 covers common law and statutory principles and policy considerations underlying rules of evidence, admission and exclusion, relevancy and materiality, opinion evidence, authentication, the best evidence rule, judicial notice, public policy exclusions, and presumptions and burden of proof. Trial situations are simulated, students argue for and against the admission of evidence under the rules, and the course explores how evidence has an impact on tactical trial decisions. The course addresses the Federal Rules of Evidence and the California Evidence Code, including any distinctions between the two. Delivery Mode: Traditional Juris Doctor.

LA 672i Evidence 2 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Evidence 2 covers privileged communications, the hearsay rule and its exceptions, and impeachment and rehabilitation. Trial situations are simulated, students argue for and against the admission of evidence under the rules, and the course explores how evidence has an impact on tactical trial decisions. The course addresses the Federal Rules of Evidence and the California Evidence Code, including any distinctions between the two. Delivery Mode: Traditional Juris Doctor.

LA 673b Civil Procedure 1 - 3 Hours

This course covers aspects of civil litigation, including an introduction to the court system, personal and subject matter jurisdiction, venue, and the role of state law in federal courts. The course also discusses remedies and pleading. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674b Civil Procedure 2 - 3 Hours

This course covers aspects of civil litigation, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674d E-Discovery - 1 Hour

This course introduces students to this increasingly competitive world and provides a basic understanding of the legal and technological issues surrounding the use of electronically stored information (ESI), and the practical parameters of eDiscovery and electronic case management. Students will learn what electronic discovery is, and how the Federal Rules of Civil Procedure, the Federal Rules of Evidence, and case law affect this aspect of litigation. This course will discuss what an attorney and his team need to consider when handling ESI prior to and during the litigation process, how to manage the cost of production and processing, and how those considerations should affect an attorney's thought process when working with this type of information. Students will also learn how preservation obligations and spoliation claims can come into play. Lastly, the course explores the developing issues and new rules and practices involving the application of e-discovery, digital evidence and computer forensics issues in litigation and general practice. Delivery Mode: Traditional Juris Doctor.

LA 675a Alternative Dispute Resolution - 3 Hours

This course provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students are also given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students are given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 675i Alternative Dispute Resolution - 2 Hours

This course provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students are also given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students are given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 702a Business Associations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery Mode: Traditional Juris Doctor.

LA 753 Trial Practice - 3 Hours

This is a practical skills course in advocacy that introduces students to the fundamental components of a typical civil and criminal trial. It requires students to perform exercises involving each component, and try a mock civil or criminal case from provided problem materials. The course requires student participation in discrete exercises, including jury voir dire, opening and closing statements, presentation and objections to evidence, and direct and cross-examination. Course meets practical skills requirement. Prerequisites: LA671i and LA672i Delivery Mode: Traditional Juris Doctor.

LA 763 Family Law - 3 Hours

This course studies the legal aspects of the relationships associated with marriage and parenthood, including spousal and parental rights and responsibilities, children's rights, marital dissolution, annulment, unmarried cohabitation, child custody, illegitimacy, adoption, and guardianship. Delivery Mode: Traditional Juris Doctor.

LA 764 Community Property - 2 Hours

This course focuses on the principles of California's community property system, contrasting those principles with the treatment of assets in common law jurisdiction. This course analyzes how California classifies different types of assets which a couple might acquire during the course of a marital relationship. In particular, we will discuss how California classifies personal injury awards, pensions, disability benefits, professional degrees, bonuses, credit acquisitions, and jointly-titled assets. Practical problems and solutions are emphasized. Delivery Mode: Traditional Juris Doctor.

LA 783i Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery Mode: Traditional Juris Doctor.

LA 783x Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery Mode: JD Flex Track.

LA 790b Jurisprudence - 3 Hours

This course requires substantial reading in each of the following general categories: Classical natural law, contemporary natural law, Law and Economics, critical studies, postmodernism, law of the family, and critical gay theories. Minor readings also required in legal positivism. The class also should provide the students with a working familiarity with Thomas Aquinas' Treatise on Law, Oliver Wendell Holmes' The Path of the Law, and John Rawls' A Theory of Justice. Delivery Mode: Traditional Juris Doctor.

LA 803 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery Mode: Traditional Juris Doctor.

LA 822a Remedies - 3 Hours

This course analyzes the judicial remedies available in the American system of jurisprudence. The course familiarizes students with compensatory and punitive damages, preliminary and permanent injunctions, restitution and unjust enrichment, rescission, declaratory judgments, attorneys' fees, and pre-judgment interest. The course will also cover claims for and defenses to quiet title, reformation, fraudulent conveyances, subrogation, contribution, indemnity, and replevin. The course will also include discussions of recent developments in the law of American remedies as well as important practical issues regarding enforcing money judgments, initiating and prosecuting contempt proceedings, and obtaining writs of attachment and other pre-judgment remedies. The course will conclude with discussions of equitable and other remedies available to defendants, such as unclean hands, unconscionability, waiver, estoppel, laches, statutes of limitations, and California SLAPP laws. Delivery Mode: Traditional Juris Doctor.

LA 870 Civil Litigation Skills - 2-3 Hours

This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Successful completion of Evidence 1 & 2 and Civil Procedure 1 & 2 are prerequisites for this course. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 870a California Civil Procedure and Evidence - 2 Hours

This course examines the California Code of Civil Procedure and the California Evidence Code, and contrasts them with the Federal Rules of Civil Procedure and the Federal Rules of Evidence. The course is designed to prepare students to address these content areas on the California Bar Examination. Delivery Mode: Traditional Juris Doctor.

LA 870b Civil Litigation Skills - 3 Hours

This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Course meets practical skills requirement. Prerequisites: LA 671i, LA 672i, LA 673b, and LA 674b. Delivery Mode: Traditional Juris Doctor.

LA 872 Advanced Legal Writing: Skills and Strategies - 2 Hours

This course is designed to strengthen students' legal writing skills. Students will learn to choose the right words, organize their thoughts, and convey arguments as precisely and succinctly as possible. Coursework will include exercises, revisions of existing legal documents, peer editing, and several writing projects. The course will also review and reinforce, through additional practice, the principles of effective research and writing, including citation. Delivery Mode: Traditional Juris Doctor.

LA 891b Juvenile Dependency - 3 Hours

This course focuses on the principles of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. There are evidentiary, civil procedure, constitutional law, and criminal law crossovers. This course extensively covers the WIC code and all relevant case law, child welfare and foster care system, Due Process rights of families in that system, and the specific roles of parent's counsel, minor's counsel, and county counsel. Students demonstrate knowledge of the Due Process rights of families in that system, and the specific roles of parent's counsel, minor's counsel, and county counsel by presenting evidence and arguments in mock proceedings of detention hearings, jurisdictional and dispositional hearings, statutory review hearings, and hearings to terminate parental rights. Delivery Mode: Traditional Juris Doctor.

LA 901 Introduction to International Human Rights - 3 Hours

This course introduces the student to the history, theory, and legal development for the systematic protection of human rights throughout the world. The course considers the theological and philosophical foundations of human rights; the primary sources of human rights law; the role of non-State actors, including nongovernmental organizations like Amnesty International and Human Rights Watch; important debates regarding legitimacy, compliance, efficacy, national sovereignty, responses to mass violence, universal jurisdiction, and more. It also equips students to critically examine the strengths and weaknesses of the human rights protection system from a Christian perspective. Delivery Mode: Traditional Juris Doctor.

LA 910 The Right to Life and the Law - 3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as abortion, euthanasia, and infanticide. The course includes a survey of Supreme Court and other judicial decisions pertaining to these issues. Delivery Mode: Traditional Juris Doctor.

LA 914 Rights of Minorities and Indigenous Peoples - 3 Hours

This course explores international legal mechanisms to protect the rights of minorities, and especially of indigenous peoples. Delivery Mode: Traditional Juris Doctor.

LA 916a Human Trafficking - 1 Hour

This course will examine trials of domestic human trafficking cases, from jury selection to closing argument, as well as the legal challenges to combating this crime. Students learn about the current understanding of human trafficking in California and the advocacy against human trafficking, including the recruitment of victims, the typical trafficker, and the laws that affect trafficking and its prosecution. Delivery Mode: Traditional Juris Doctor.

LA 916c Human Trafficking: Prosecution of Domestic Cases - 1 Hour

This class focuses on the advocacy and trial aspects of prosecuting domestic human trafficking cases from jury selection to closing argument. Students learn about the central understanding of human trafficking in California and the advocacy against it. This includes the realities of human trafficking from recruitment of victims, the typical trafficker, the laws that affect trafficking, and the prosecution of trafficking. The course gives a basic overview of a human trafficking jury trial and discusses how to advocate for or against the trafficker during trial. Delivery Mode: Traditional Juris Doctor.

LA 919 International Forum on Human Rights (Europe) - 2 Hours

This course is held in Europe in conjunction with the annual program of the International Institute of Human Rights. The course introduces the theological and philosophical foundations of human rights, including the history, theory, and legal development of human rights protections. Students hear from experts in the field, and visit numerous sites important to the study of human rights. May be repeated for credit as topics vary. Delivery Mode: Traditional Juris Doctor.

LA 920a International Institute of Human Rights (Europe) - 4 Hours

This course, held annually in Strasbourg, France, covers recognition and protection of human rights under international law. The course introduces the international and regional systems for protection of human rights, and considers the primary sources of human rights law and important debates regarding legitimacy, compliance, efficacy, national sovereignty, and more. The course enables students to interact with human rights lawyers, judges, government officials, academics, and activists from around the world. The course is presented in conjunction with the International Forum on Human Rights. Delivery Mode: Traditional Juris Doctor.

LA 922 Public International Law - 3 Hours

This course introduces students to the fundamentals of international law and the way it functions (or fails to function) in global society, covering: the history and sources of international law; the relationship between international law and domestic law; state sovereignty, territory, and jurisdiction; immunities; state responsibility; the use of force, self-defense, terrorism, and peaceful settlement of disputes; the law of the sea and the environment; the law of human rights, armed conflict, and international crimes; and more. The course will rely on important cases, treaties, and other instruments, as well as films and news reports, to examine traditional problems and current events. The course would be an excellent introduction for students who plan to go, or who would like to but cannot go, to Cambodia or Strasbourg. Delivery Mode: Traditional Juris Doctor.

LA 923b International Criminal Law - 1 Hour

This course examines issues in the field of international criminal law which encompass individual responsibility for conduct that is labeled as criminal under international law, nation-state responsibility for conduct that may be considered a crime under international law, and individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution, trial and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law including genocide, war crimes, and crimes against humanity. Delivery Mode: Traditional Juris Doctor.

LA 953 Legal Internship - 1-6 Hours

Internships/Externships combine academic training in lawyering skills and professional responsibility with practical experience working for a judge, district attorney, public defender, government agency or non-profit law office. Interns/Externs work under the supervision of experienced practicing attorneys or judges who provide guidance and training in research, writing, and practical lawyering skills. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 957 Law Practice Management - 2 Hours

This course covers the practical aspects of opening a law practice, forms of practice, legal assistants and the use of systems for professional and business functions, timekeeping and fees, bookkeeping, client relationships, the law office staff manual, library and retrieval systems, calendar and monitor systems, essential equipment and law office layout, and developing a practice. The course also discusses the business and ethical issues and the personal pressures encountered in the solo or small firm practice. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 957a Law Practice Management - 3 Hours

This course covers the practical aspects of opening a law practice, forms of practice, legal assistants and the use of systems for professional and business functions, timekeeping and fees, bookkeeping, client relationships, the law office staff manual, library and retrieval systems, calendar and monitor systems, essential equipment and law office layout, and developing a practice. The course also discusses the business and ethical issues and the personal pressures encountered in the solo or small firm practice. Finally, this course covers the methods, standards, and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The course objective is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients. Course meets the practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 958 Law as a Vocation - 1 Hour

This course explores the foundations of the lawyer's calling. Participants will discuss the foundations of the idea of "professionalism," the religious roots of the idea of "calling" in the context of ordinary work outside the local congregation, and the implications for these ideas on a philosophy of lawyering. The course will also address the practical consequences of the fundamental view of the lawyer's vocation. Delivery mode: Traditional Juris Doctor.

LA 959g Trinity Mediation Clinic - 2 Hours

This clinical course operates in conjunction with the Orange County Superior Court and Waymakers. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of a Trinity Law School professor who is a professional mediator and licensed attorney. As mediators, the students act as third-party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to integrate peacemaking principles into their own legal practice. Course meets practical skills requirement. Prerequisite: LA675a. Delivery Mode: Traditional Juris Doctor.

LA 959i Trinity Law Clinic - 1-2 Hours

The Trinity Law Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and primarily serves the residents of the mission. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Students participating in the clinical program are expected to be present at the Village of Hope in Tustin every Friday during the semester from 8:30 a.m. to 4:30 p.m. to meet with Rescue Mission clients. Occasionally, meeting times may vary due to data entry or appointments that require more attention. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959j Trinity Law Clinic - 1-2 Hours

The Trinity Law Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and primarily serves the residents of the mission. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Students participating in the clinical program are expected to be present at the Village of Hope in Tustin every Friday during the semester from 8:30 a.m. to 4:30 p.m. to meet with Rescue Mission clients. Occasionally, meeting times may vary due to data entry or appointments that require more attention. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959k Trinity Mobile Legal Clinic - 1 Hour

The Mobile Legal Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and operates as a "law office on wheels," primarily serving the residents of the Mission's facilities around Orange County. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959n Trinity Religious Liberty Clinic - 1 Hour

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959o Trinity Religious Liberty Clinic - 2 Hours

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research- and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959t Trinity Mediation Clinic - 3 Hours

This clinical course operates in conjunction with the Orange County Superior Court and Waymakers. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of a Trinity Law School professor who is a professional mediator and licensed attorney. As mediators, the students act as third-party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to integrate peacemaking principles into their own legal practice. Course meets practical skills requirement. Prerequisite: LA 675a. Delivery Mode: Traditional Juris Doctor.

LA 959u Trinity Religious Liberty Clinic - 3 Hours

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959v Trinity Immigration Clinic - 3 Hours

The Trinity Immigration Clinic provides an opportunity for students to address immigration issues for underserved populations. Under the supervision of a Trinity Law School professor and supervising attorney, this clinic works with non-profit non-government organizations (NGO) to provide legal services in areas such as asylum, Temporary Protected Status, Adjustment of Status, removal, and other immigration-related issues. The clinic includes instruction on representation, case analysis, interviewing, case preparation, and generally on serving client needs. Course meets practical skills requirement. Prerequisite: LA 995f. Delivery Mode: Traditional Juris Doctor. Remote/Online.

LA 960 Administrative Law - 3 Hours

This course covers the basic principles of administrative law, including issues of delegation of legislative and executive power to agencies, statutory and constitutional due process, statutory interpretation by agencies, standards of judicial review of agency decisions, and the prerequisites of judicial review. This class is especially useful for understanding the rights of individuals, interest groups, and regulated business entities when they confront rules or enforcement actions by regulatory agencies (e.g., Environmental Protection Agency, Occupational Safety and Health Administration, Social Security Administration, Federal Trade Commission, Federal Communications Commission, and Bureau of Indian Affairs). Delivery Mode: Traditional Juris Doctor.

LA 962a Intellectual Property - 3 Hours

This course examines patents, copyrights, trademarks and trade dress, and trade secrets. In particular, this course analyzes what is required to obtain each type of intellectual property (IP) right, what is required to infringe each type of IP right, what defenses are available to accused infringers of each type of IP right, and what remedies for infringement are available to IP rights holders. Delivery Mode: Traditional Juris Doctor.

LA 962d Intellectual Property - 1 Hour

This course examines patents, copyrights, trademarks, trade secrets, and other intellectual property rights. The course analyzes the rights and remedies associated with each type of intellectual property that it covers, as well as the relationships between different types of intellectual property. Delivery Mode: Traditional Juris Doctor.

LA 970 Independent Study/Guided Research - 1-6 Hours

This course offers individualized research on an approved topic under the supervision of a law professor. The Registrar must approve any independent study. Delivery Mode: Traditional Juris Doctor.

LA 982a Law and Literature: Revenge, Justice, and Mercy - 1 Hour

This course examines the nature of law and justice through the medium of literature. We will explore how literature addresses revenge and mercy, and their place in the pursuit and achievement of justice, particularly in our legal system. Readings will include Shakespeare's Merchant of Venice, Aeschylus' Agamemnon, short stories from Flannery O'Connor and Andre Dubus, and selections from Holy Scripture. Delivery Mode: Traditional Juris Doctor.

LA 984c Religion and the Law - 3 Hours

This is an advanced course that examines critical issues of law and religion, including the theological foundation of law and the legal foundation of theology, the relationship between church and state, religious civil liberties, religious discrimination and accommodation, and the principles of law and regulations relating to churches and religious organizations. Delivery Mode: Traditional Juris Doctor.

LA 984d Law, Religion, and Public Policy - 3 Hours

This course surveys the interaction between law, religion, and public policy as a basis for forming individual patterns of public engagement and establishing habits toward good citizenship. Topics range from the interaction of law and religion, the role of faith in forming legal judgment, and the public engagement of the church in the contested public square. Delivery Mode: Traditional Juris Doctor.

LA 987 SHRM-CP/SCP Exam Prep - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, TLS offers this course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the JD degree. This course covers HR strategy, talent acquisition, employee engagement and retention, learning and development, total rewards, and the structure of the HR function. Additionally, this course examines organizational effectiveness and development, workforce management, employee and labor relations, technology management, managing a global workforce, risk management, corporate social responsibility, and U.S. employment law and regulations. Delivery Mode: Traditional Juris Doctor.

LA 988a Criminal Law and Psychology - 1 Hour

This course covers the psychology of criminal trial practice, encompassing the strategy of evaluating and presenting criminal cases. It will discuss the science and practice of preparing a criminal case, from arraignment through sentencing, incorporating both the prosecution and the defense perspective. Topics include initial case assessment; interpersonal dynamics between clients, victims, and witnesses; using experts; selecting case theory; and the psychology of jury selection. Delivery Mode: Traditional Juris Doctor.

LA 988b Domestic Violence Law - 1 Hour

This course provides an overview of domestic violence issues, teaches critical thinking through analysis of domestic violence topics, and demonstrates how the issue of domestic violence arises within a variety of legal settings, through examining both the historical aspects and the latest developments in each of these settings. Delivery Mode: Traditional Juris Doctor.

LA 989 Moot Court - 1-2 Hours

This course allows students to gain practical advocacy skills through researching, drafting, and arguing an appellate brief. The course may not be repeated for credit. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 991 Law Review - 1-3 Hours

This course allows students to participate in the publication of The Trinity Law Review. The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 991a Law Review - 1 Hour

This course allows students to participate in the publication of The Trinity Law Review. The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 992a California Dependency Law - 1 Hour

This course focuses on the principles of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. There are evidentiary, civil procedure, constitutional law, and criminal law crossovers. This course extensively covers the WIC code and all relevant case law; child welfare and foster care system; Due Process rights of families in that system; and the specific roles of parent's counsel, minor's counsel, and county counsel. Delivery Mode: Traditional Juris Doctor.

LA 992b California Dependency Practice - 1 Hour

This course focuses on the practices of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. Students demonstrate knowledge of the Due Process rights of families in that system and the specific roles of parent's counsel, minor's counsel, and county counsel by presenting evidence and arguments in mock proceedings of detention hearings, jurisdictional and dispositional hearings, statutory review hearings, and hearings to terminate parental rights. Prerequisite: LA 992a. Delivery Mode: Traditional Juris Doctor.

LA 993F Fundamentals of Federal Taxation - 3 Hours

This course examines the basic structure of federal income taxation. The course examines in detail the definition of gross income, fringe benefits, ordinary tax rates, and other tax policy considerations. In addition, the course examines the characterization of gains and losses from property and relevant deductions. The course also provides an overview of federal taxation of real estate transactions, taxation of business entities, estate and gift taxes, international taxation, and other related areas of federal taxation. Delivery Mode: Traditional Juris Doctor.

LA 994b Employment Law - 3 Hours

This course explores fundamental employment rights, public policies, and laws that regulate the workplace. The aim is to provide students with basic employment law concepts and vocabulary that will permit them to be sufficiently knowledgeable to identify employment law issues and engage in initial risk analysis. Topics will include employee and employer status, employment-at-will, employment contracts, disparate treatment, disparate impact, sex-based harassment/stereotype sex discrimination, age discrimination, religious discrimination, disability and leave laws, retaliation/whistleblowers, public policy/employment torts, privacy, employment duties, wage and hour, procedural matters, and remedies. The focus of the course will be on federal law such as Title VII, the Americans with Disabilities Act, and the Age Discrimination and Employment Act (some California laws will be highlighted as well). The final project will require students to analyze a substantive legal issue and provide a damages assessment. Please note: This course does not cover traditional labor law (e.g., collective bargaining or labor-management relations) or employee benefits. Delivery Mode: Traditional Juris Doctor.

LA 995al Accounting for Lawyers - 1 Hour

This course covers the methods, standards and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The objective of the course is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995f Immigration Law - 3 Hours

This course explores the foundation of immigration law and policy. The student will examine statutes, regulations, policy, and cases which form the basis of the law. The course emphasizes both a substantive understanding and practical application of the law with a review of the historical and legislative evolution of U.S. immigration law and policy. Delivery Mode: Traditional Juris Doctor.

LA 995nb Negotiation for Law and Business - 2-3 Hours

This course will survey negotiation skills in general including the areas of strategy, tactics, and planning. Specifically, the course will also consider relationships between the parties; multi-party negotiations; information bargaining; initial proposals; how to narrow differences; closure; competitive, cooperative and problem solving tactics together with negotiation counseling, alternative dispute resolution and identities in the context of culture, gender and race. Students will be called upon to complete reading assignments and prepare for and participate in in-class negotiation exercises. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995np Law of Nonprofit Organizations - 3 Hours

This course is a study of nonprofit firms and the nonprofit sector. Topics include a survey of the role of nonprofits, theories and justifications of the nonprofit form, nonprofit statutes and other laws pertaining to nonprofits (e.g., the regulation of charitable solicitations), the formation, operation and dissolution of nonprofits, and tax and tax policy issues related to nonprofits. Delivery Mode: Traditional Juris Doctor.

LA 998b Domestic Violence - 1 Hour

This course provides an overview of domestic violence issues, teaches critical thinking through analysis of domestic violence topics, and demonstrates how the issue of domestic violence arises within a variety of legal settings, through examining both the historical aspects and the latest developments in each of these settings. Delivery Mode: Traditional Juris Doctor.

LA 998e Advanced Exam Approaches and Skills - 3 Hours

This skills-oriented course is designed to enhance the development of approaches to the essay, performance-style, and multiple choice components of the California Bar Exam. Emphasis is on the Multistate Bar Exam-tested subjects, the refinement of skills employed in identifying issues, utilizing effective approaches, and organizing answers for purposes of essay exam writing, joined with tactical approaches to selecting best responses to multiple-choice questions, the non-multiple-choice essay, and performance style subjects tested on the California Bar exam. The students are given the opportunity to build their skills in approaching the issues and organizing effective answers through participation in practice exams and workshops. This course is specifically NOT a substitute for bar-review courses undertaken near the end of, or after the conclusion of, the student's law studies. Rather, these courses are offered as a substantive course for advanced students to further develop and refine their exam issue spotting, analysis, organizational, and writing skills. Delivery Mode: Traditional Juris Doctor.

LA 999cr 42 USC Section 1983: Civil Rights Violations - 1 Hour

This course examines 42 U.S.C. section 1983, which allows individuals to sue the government for civil rights violations. We will discuss when and how one can sue the government and which governmental immunities may preclude lawsuits against it. We will explore the topic through doctrinal analysis, popular literature, and cinema. Delivery Mode: Traditional Juris Doctor.

LA 999g Civil Disobedience and the Christian Lawyer - 1 Hour

This course briefly covers which law binds the conscience of a Christian by an exploration of biblical exegesis and philosophical theology. We will discuss whether one ought to obey unjust laws through the study of ancient literature and film. Students will have an opportunity to study what happens when the legal institutions themselves are under attack both domestically and abroad. Questions will be explored such as whether a lawyer can or should engage in civil disobedience from an ethical and pragmatic standpoint; and, if civil disobedience is undertaken, under which circumstances it should be undertaken and how one should prepare oneself and one's clients for such an undertaking. Delivery Mode: Traditional Juris Doctor.

LA 999i Client Interviewing and Counseling - 2 Hours

The course will focus on the legal principles and skills involved in interviewing clients and witnesses and counseling clients in the course of litigation, dispute resolution, and decision making. Establishing an effective lawyer-client relationship requires that you gather information relevant to decisions to be made by your client, analyze the decision to be made, advise your client about the decision, and implement the decision. Additional topics include addressing cultural differences and interviewing and counseling clients with mental and physical disabilities, children, criminal defendants, and organizational clients. Students will participate in simulations of interviewing and counseling and will discuss the related ethical and professionalism concerns underlying the lawyer-client relationship. Delivery Mode: Traditional Juris Doctor.

LA 999w Workers' Compensation - 3 Hours

This course presents general statutory principles of workers' compensation theories throughout state jurisdictions. Content includes the history of the workers' compensation system, the nature of work injuries including accident and disease, compensation and benefits delivery, and courts and administrative rules and procedures. Delivery Mode: Traditional Juris Doctor.

LA 999y Civil & Criminal Sexual Misconduct - 1 Hour

This program covers a broad range of conduct that can qualify as civil or criminal sexual misconduct. From words, to actions, to electronic communication and social media, it examines a variety of different ways in which misconduct could subject a person, entity, or agency to legal liability. This program discusses the different internal and legal remedies for different types of sexual harassment and the accompanying behavior, along with how each process is initiated and the potential hurdles, including Statutes of Limitations and jurisdictional issues.

This program discusses the blurred lines between sexual harassment and sexual assault, both behaviorally and legally. It discusses both verbal and physical boundary violations including personal questions, physical contact, inappropriate requests, and online boundary probing. Participants learn how to spot red flags and warning behaviors before conduct progresses to sexual assault. This program also covers the red flag relational dynamics involved in both types of invasive behavior, and how sexual harassers often graduate to committing sexual assault through insidious boundary violations. This program also addresses best practices to ensure a safe, harassment-free workplace for everyone through early detection, effective investigation, and an environment of empowerment and support. Delivery Mode: Traditional Juris Doctor.

LA 999z Reading People & Judging Credibility - 1 Hour

This course will reveal in an entertaining and interactive format, how to perceive the most important clues about other people, what it means, and how to use the information you glean in the practice of law. Delivery Mode: Traditional Juris Doctor.

Master of Legal Studies

MLS 400 Human Resources Compliance - 3 Hours

This course examines the institutional models and regulatory schemes governing the management of employees in the workplace. Topics include a survey of the creation, maintenance and termination of the employment relationship, employee/employer duties, employment protections, torts in the workplace, workplace privacy and workplace safety and health. Delivery mode: traditional graduate, online, and accelerated.

MLS 410 Staffing and Compensation Administration - 3 Hours

This course examines the planning for and implementation of the management of the hiring and compensation of employees. Topics include wage and hour regulations, workers' compensation, unemployment compensation, personal leave laws, other employment benefits regulations and Federal pre-emption of state wage and benefit laws. Delivery mode: traditional graduate, online, and accelerated.

MLS 414 Employment Discrimination - 3 Hours

This course examines the legal rules and public policies surrounding employer practices and employee claims sounding in discrimination against members of protected classes or in hostility in the workplace. Topics include the state and federal regulations governing employment discrimination; employer planning, best practices and prevention of claims; and the legal processes for determination and redress of discrimination in the workplace. Delivery mode: traditional graduate, online, and accelerated.

MLS 415 Labor Law and ADR - 3 Hours

This course examines the legal and policy implications of employee organization, bargaining and dispute resolution. Topics include employee organization -formal or informal, collective bargaining laws and processes, state and Federal regulation of organizing and bargaining, and arbitration of labor and employment disputes. Delivery mode: traditional graduate, online, and accelerated.

MLS 421 Performance Assessment - 3 Hours

This course examines the institutional models for assessing the efficiency and contractual performance of employees. Topics include organizational planning for and implementation of standards and expectations on the part of employees and management, the efficient, fair, and ongoing assessment of management and worker performance, and the imposition of rewards for satisfactory performance and the remediation for under-performance. Delivery mode: traditional graduate, online, and accelerated.

MLS 450 SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, T:S offers this two-part course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the MLS degree. MLS 450 covers HR strategy, talent acquisition, employee engagement and retention, learning and development, total rewards, and structure of the HR function. MLS 450 is a prerequisite for MLS 451; MLS 451 must be taken within the same calendar year as MLS 450. Delivery mode: traditional graduate, online, and accelerated.

MLS 451 SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, TLS offers this two-part course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the MLS degree. MLS 451 covers organizational effectiveness and development, workforce management, employee and labor relations, technology management, managing a global workforce, risk management, corporate social responsibility, and U.S. employment law and regulations. Prerequisite MLS 450. MLS 451 must be taken within the same calendar year as MLS 450. Delivery mode: traditional graduate, online, and accelerated.

MLS 505 Philosophy and Theology of Justice - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for law, justice, and governmental order in the United States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 521 Contracts - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Topics include remedies, offer, acceptance, discerning the agreement, the parol evidence rule, Statute of Frauds, flaws in the agreement process, unconscionability, third-party interests, enforceability, consideration, promissory estoppel, performance and non-performance, warranties and conditions, breach, and defenses. Delivery mode: Traditional graduate, online, and accelerated.

MLS 523 Contract Drafting and Analysis - 3 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery mode: Traditional graduate, online, and accelerated.

MLS 531 Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. Delivery mode: Traditional graduate, online, and accelerated.

MLS 540 Human Trafficking - 3 Hours

This course is an overview of the global issue of trafficking in persons for forced labor or sexual exploitation; examination of factors that contribute to the issue and how it is being addressed through legal, economic and other solutions. The course will also examine applicable international conventions and the United States policy responses to human trafficking. Delivery mode: Traditional graduate, online, and accelerated.

MLS 541 Torts - 3 Hours

This course examines common and modern law dealing with compensation for injuries to persons and property. Topics include intentional torts and defenses, negligence and defenses, strict products liability, strict liability, defamation, invasion of privacy, nuisance, misrepresentation, vicarious liability, survival actions, wrongful death, immunities, and torts affecting businesses and familial relationships. Delivery mode: traditional graduate, online, and accelerated.

MLS 543 Human Trafficking and Economic Development--Cambodia - 3 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery Mode: Traditional Graduate.

MLS 558 Legal Fundamentals - 3 Hours

This course introduces American law, including the sources of law, the constitutional system, and the judiciary. This course gives an overview of major legal doctrines in the United States, with a special emphasis on Civil Procedure, Property Law, Constitutional Law, Criminal Law, and Criminal Procedure. Delivery mode: traditional graduate, online, and accelerated.

MLS 565 Juvenile Law and Delinquency - 3 Hours

This course is designed to provide a comprehensive understanding of important issues surrounding juvenile delinquents and different stages of prosecution of these crimes. Topics include theories of causations of delinquency, gangs, drugs, interventions, court procedures, different types of consequences available for punishment, search and seizure, and interrogation of juveniles. Delivery mode: Traditional graduate, online, and accelerated.

MLS 567 Race, Ethnicity, Gender, and Criminal Justice - 3 Hours

This course examines the ways in which race, ethnicity, and gender impact the offender through the criminal justice system. The course considers crimes and justice patterns, overrepresentation of racial and ethnic minorities, policies, and reintegration into society. Delivery mode: Traditional graduate, online, and accelerated.

MLS 568 Race, Ethnicity, Class, and Criminal Justice - 3 Hours

This course examines the ways in which race, ethnicity, and class impact the offender through the criminal justice system through both a cultural and Christian worldview. The course considers the relationship between law enforcement and communities of color as well as how one's race, ethnicity, and/or class may affect prosecutorial discretion when it comes to charging, plea bargaining, sentencing, the death penalty, and indigent counsel. Additionally, this course examines the use of imprisonment in the United States as well as reentry into the community. Delivery mode: Traditional graduate, online and accelerated.

MLS 570 Forensic Mental Health - 3 Hours

This course provides an overview of the laws pertaining to the evaluation of a criminal defendant's mental health and how the diagnosis of a mental illness may impact juvenile and adult criminal proceedings. Topics covered include the role of forensic mental health experts, mental defenses and trial practice. Delivery mode: Traditional graduate, online, and accelerated.

MLS 572 Victimology and Restorative Justice - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. The course will focus on the Christian view of reconciliation and the reintroduction. Delivery mode: Traditional graduate, online, and accelerated.

MLS 573 Cyber Criminology - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. Delivery mode: Traditional graduate, online, and accelerated.

MLS 575 Law and Theory of Corrections - 3 Hours

This course introduces students to penology, probation, punishment theory, and trends in alternatives to institutionalization. Delivery mode: Traditional graduate, online, and accelerated.

MLS 600 Constitutional Law - 3 Hours

This course covers the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 660 Property - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Topics include the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law, transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. Delivery mode: Traditional graduate, online, and accelerated.

MLS 670 Alternative Dispute Resolution - 3 Hours

This course provides students with foundational skills for helping people resolve conflict outside of court using peacemaking principles. In this intensive-style Christian Alternative Dispute Resolution course, students are taught to utilize critical thinking and peacemaking principles necessary for resolving personal conflict, and to practice personal peacemaking skills. Personal peacemaking is a prerequisite to acquiring advanced skills necessary for assisting others resolve conflict through Christian Mediation and Arbitration. Delivery mode: Traditional graduate, online, and accelerated.

MLS 675 Mediation - 3 Hours

This course will present the use of third party intervention as an alternative collaborative process for dispute resolution. Analysis of the skills needed to be an effective mediator. Ethical and practical limitations on the use of mediation. This course will include simulated mediation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 680 Negotiation Theory and Practice - 3 Hours

The course covers the theory and practice of negotiation as a process to reach contractual agreements and resolve disputes. The course examines negotiation strategies, Christian principles and ethical issues to develop a Christian approach to negotiation. This course will include simulated negotiation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 685 ADR in the Workplace - 3 Hours

Exploration of the background and the types of Alternative Dispute Resolution (ADR) procedures that are used in both the union and non-union workplace to resolve labor and employment disputes. This course introduces students to the ADR mechanism such as negotiation, mediation and arbitration long used and widely accepted in the unionized setting for more than 100 years and grown drastically in the non-union sector for the recent years. The course examines the common law, including the U.S. Supreme Court decisions, and statutory law dealing with arbitration and mediation issues arising from the workplace. Delivery Mode: Traditional graduate, online, and accelerated.

MLS 686 Cross Cultural Dispute Resolution - 3 Hours

This course will examine the impact of cultural differences on resolution of interpersonal and international disputes. Examines cultural differences such as long-term versus short-term horizons, risk aversion and individual/community expectations. Delivery mode: Traditional graduate, online, and accelerated.

MLS 691 Conflict Management in Business and Nonprofit Organizations - 3 Hours

This course presents an overview of the litigation process and its advantages/disadvantages in dispute resolution. The course will also focus on how organizations have effectively developed and institutionalized programs tailored to manage conflict among employees and managers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700 Introduction to Bioethics - 3 Hours

This course is an overview of the ethical issues in health care and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700b Intensive Bioethics Institute - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered as in-person 6-day intensive at the Deerfield, IL campus (BE 5100). Delivery mode: Traditional graduate, online, and accelerated.

MLS 702 Business Organizations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710 Current Issues in Bioethics - 3 Hours

This course addresses the current state of the law regarding a wide range of bioethical issues. With the help of case discussions, the course addresses questions such as how the law of bioethics responds to changes in moral, social, and political landscapes, and the proper role of law in shaping bioethical views and practices. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710a Bioethics National Conference - 3 Hours

The annual national/international bioethics conference provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. This is a 3-day in-person intensive held at the Deerfield, IL campus (BE 5900). Delivery mode: Traditional graduate, online, and accelerated.

MLS 710b Bioethics Regional Conference - 3 Hours

The regional bioethics conferences held by Trinity International University in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. This is a 3-day in-person intensive course (BE 5800). Delivery mode: Traditional graduate, online, and accelerated.

MLS 720 Landmark Cases in Bioethics - 3 Hours

This course covers the many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Delivery mode: Traditional graduate, online, and accelerated.

MLS 750 Bioethics Seminar - 3 Hours

This is a topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. BE 7700 is the equivalent of this course (3-day intensive after Bioethics National Conference in Deerfield, IL in June). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760 Bioethics and Public Policy - 3 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy as they become familiar with basic federal and state governmental structures and legislative processes. Delivery mode: Traditional graduate, online, and accelerated.

MLS 760a The Public Policy Context - 1 Hour

This course covers the explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with MLS 760b. Offered as guided study at the Deerfield, IL campus (BE 5499). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760b Bioethics and Public Policy - 2 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy. Offered as a two-unit course for students familiar with basic federal and state governmental structures and legislative processes. Students must take MLS 760a concurrently with this course. Offered online and face-to-face at the Deerfield, IL campus (BE 5500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 783 Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery mode: Traditional graduate, online, and accelerated.

MLS 790 Advanced Bioethics Institute - 3 Hours

This course is a methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15-20 top Christian bioethicists address special areas of expertise. This course is a 6-day intensive offered at the Deerfield, IL campus only (BE 6500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 800 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery mode: Traditional graduate, online, and accelerated.

MLS 830 Legal and Ethical Issues in Fundraising for Nonprofits - 3 Hours

This course examines the various approaches nonprofit organizations take to fundraising, including solicitation of monetary donations, in-kind gifts, planned giving and joint ventures with for profits. The legal implications of fundraising in each of these contexts, including the oversight of professional fundraisers will be addressed. The development of ethical standards for fundraising and the impact they have on the legal environment of fundraising will be addressed. Delivery mode: Traditional graduate, online and accelerated.

MLS 850 Exempt Organizations - 3 Hours

This course surveys government regulation and oversight of nonprofit organizations by federal and state tax agencies, and addresses the attorney's role in annual reporting requirements, managing unrelated business income, and bequests to charities. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 855 Religious Organizations - 3 Hours

This course addresses the unique legal issues faced by religious organizations, with an emphasis on government regulation of religious organizations, the unique legal issues faced by churches, political activism by charities, and the handling of deputized giving and foreign charitable work. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 860 Strategic Planning - 3 Hours

This course provides an overview and applications of strategic planning theories, methods, and group processes in different nonprofit organizational environments. The course will emphasize the application of strategic planning specifically to the mission, fundraising, operations and human resources of charities. Delivery mode: traditional, online, and accelerated.

MLS 861 Nonprofit Law - 3 Hours

This course is the foundation course for studying nonprofit and tax-exempt organizations, with an emphasis on governance issues. The course addresses formation, board responsibilities, fundraising, operations and dissolution. Application for tax exempt status and annual informational tax returns are surveyed in this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 870 International Non-Governmental Organizations - 3 Hours

This course will explore the world of international nongovernmental organizations (NGOs) by reviewing the types of, and institutional issues related to, NGOs. Delivery mode: Traditional graduate, online, and accelerated.

MLS 901 International Criminal Law - 3 Hours

This course examines issues in the field of international criminal law, which encompass: individual responsibility for conduct that is labeled as criminal under international law; nation-state responsibility for conduct that may be considered a crime under international law; and, individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law, including genocide, war crimes, and crimes against humanity. Delivery mode: Traditional graduate, online, and accelerated.

MLS 905 The Theory and Law of Armed Conflict - 3 Hours

This course studies the law of armed conflict (also known as the law of war and international humanitarian law) applicable in times of both international and non-international armed conflict, examining both the right of states to use force (jus ad bellum) and the rules governing conduct during conflict (jus in bello). Issues to be addressed include: the history, sources (e.g., treaty and custom), principles (e.g., proportionality, distinction), and application of this law; the obligations and protections of state and non-state combatants, non-combatants, civilians, and prisoners; permissible means and methods of warfare; and occupation and neutrality. Delivery mode: Traditional graduate, online, and accelerated.

MLS 910 The Right to Life and the Law - 3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as: abortion, embryonic research, IVF, infanticide, and euthanasia. The course includes a survey of U.S. Supreme Court and other U.S. and international judicial decisions pertaining to these issues. Delivery mode: Traditional graduate, online, and accelerated.

MLS 913 The Rights of Vulnerable Persons: Women, Children and the Impoverished - 3 Hours

This course is a survey of the international treaties and bodies intended to protect the rights of women, children, and families. Issues to be addressed include pertinent international instruments and principles of international law relating to gender-based discrimination; violence against women; children's rights to privacy, education, and information; pornography; enslavement and servitude; child soldiers; and the implications of religious liberties on the family. Delivery mode: Traditional graduate, online, and accelerated.

MLS 914 The Rights of Minorities - 3 Hours

This course surveys international and regional efforts to articulate and protect the human rights of ethnic, racial, religious, linguistic, and national minorities, persons with disabilities, and indigenous groups. Related issues such as identity, autonomy, self-determination, xenophobia, nationalism, and racism will be addressed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 916c Human Trafficking: Prosecution of Domestic Cases - 1-3 Hours

This class will focus on Domestic Human Trafficking. However, it will also focus on the advocacy and all aspects of trial presentation of Domestic Human Trafficking cases from jury selection to closing argument. Students will learn about the current understanding of Human Trafficking in California and the advocacy against Human Trafficking. This understanding includes the realities of Human Trafficking from recruitment of victims, the typical trafficker, the laws that effect trafficking and the prosecution of trafficking. This course will also give a basic overview of a human trafficking jury trial and discuss how to advocate for or against the human trafficker during trial. The first session will be a tutorial on domestic human trafficking with a broad overview of the subject including case studies from real situations. The second session will largely be a performance exam in which each student will perform the closing argument that they have prepared as if it were a real case to present to a jury. We will then discuss each presentation. Delivery mode: traditional graduate, online, and accelerated.

MLS 920 International Institute of Human Rights - 4 Hours

This course covers the legal foundations for recognition, protection, and advocacy of human rights under international law. This unique course is taught over five weeks in June and July in The Hague, Netherlands and in Strasbourg, France. The course is presented in conjunction with the annual program of the International Institute of Human Rights, giving students the opportunity to study and network with law students, practitioners, and advocates from around the world. This also provides students with a first-hand experience of the competing views of human rights theories and practices. Delivery Mode: Traditional Graduate.

MLS 921 International Forum on Human Rights - 2 Hours

This course (held in The Hague, Netherlands and Strasbourg, France) is presented in conjunction with the annual program of the International Institute of Human Rights. Students will investigate and discuss the jurisprudence of human rights, including its history and development, as well as the theological and rival philosophical foundations for reflecting on the nature and scope of human rights. The doctrines of God, human nature, and the nature of civil society are of particular interest, as well as those concerning the Church, the family, the State, and vocation. Delivery Mode: Traditional Graduate.

MLS 923 Introduction to International Human Rights Law - 3 Hours

This course provides an introduction to international human rights law. Topics include the foundational and historical development of human rights, and the development of international and regional legal systems to protect human rights. Delivery mode: Traditional graduate, online, and accelerated.

MLS 951 Religious Liberty and the Law - 3 Hours

This is an advanced course that examines critical issues of law and religion both in the United States and internationally. Issues to be addressed include the theological foundation of law and the legal foundation of theology; the relationship between church and state; religious discrimination and accommodation; prohibitions on blasphemy, apostasy, and defamation; persecution of and by religion; and the principles of law and regulations relating to churches and religious organizations, schools, and the military. Delivery mode: Traditional graduate, online, and accelerated.

MLS 962 Real Estate Transactions - 3 Hours

This course presents the basic statutory and common law principles of the fundamental elements of a real estate transaction including arranging the deal, performing the contract, closing the contract, assuring title, financing the purchase, federal income tax considerations, and condominium and other communal arrangements for home ownership. Delivery Mode: Traditional graduate, online, and accelerated.

MLS 995 Genocide and the Law - 3 Hours

This course introduces students to the laws governing the crime of genocide. Topics include efforts to name and identify incidents as genocide, and then to prosecute and punish the perpetrators. Students will also investigate specific occurrences of genocide in the Ottoman Empire, Nazi Germany, Cambodia, Rwanda, Darfur, Iraq and Syria, and other places. Delivery mode: Traditional graduate, online, and accelerated.

Admissions

Trinity Law School is committed to the principle that a legal career is a calling and that students of all ages, backgrounds, and occupations may sense the call to pursue a legal education. Accordingly, the Admissions Committee selects its students upon consideration of the “whole person.” While test scores and academic experience are important, the Committee also considers a prospective student’s goals, achievements, work experiences, life circumstances, and other criteria that reflect character and potential for academic success. All prospective students, regardless of race, sex, sexual orientation, national origin, religion, or disability, are welcome at Trinity Law School.

As prospective students, applicants are encouraged to review this catalog and the School Performance Fact Sheet, which must be provided to applicants, prior to signing an enrollment agreement.

Categories of Admission

Juris Doctor Degree Program

Regular Students with a Bachelor’s Degree

Applicants previously awarded a bachelor’s degree from a qualified institution of higher learning are considered for regular admission.

Regular Students without a Bachelor’s Degree

Trinity Law School offers law school candidates without a bachelor’s degree an exceptional opportunity to enter law school before completing their undergraduate study. Applicants may be admitted upon completion of an associate’s degree from a qualified institution or upon earning at least 60 transferable units of undergraduate study. Applicants may also be admitted as Special Students (students who have not completed the minimum two years of college work but have demonstrated intellectual achievement by achieving acceptable scores on the College Level Examination Program (CLEP) exams prior to beginning the study of law) and must pass the First-Year Law Students’ Examination (FYLSX) to advance to the second year of study.

Transfer Students

Applicants enrolled in legal study elsewhere may be considered for transfer status. The Admissions Committee evaluates transfer applicants on a case-by-case basis but usually requires transfer students to complete their last four semesters enrolled in courses at Trinity Law School. Applicants who have completed some law school credits at their original school may be eligible for advanced standing. Grades at or above the good standing level (good standing level is determined by the school where the classes were taken) may be accepted for transfer credit subject to the similarity to Trinity Law School course content. Applicants who have been previously dismissed by another law school may be considered for admission. If the student was dismissed at the end of the first year, units will not transfer unless the FYLSX is taken and passed. Admission of transfer students and transfer of units are determined by the Admissions Committee and in accordance with the rules of the Committee of Bar Examiners of The State Bar of California. TLS has not entered into an articulation or transfer agreement with any colleges or universities.

Visiting Students

Individuals currently pursuing legal studies at another institution have the option to apply as visiting students to the Juris Doctor (JD) program. Each Visiting Student application is reviewed on an individual basis. To

qualify, applicants must be in good standing in another JD program and will maintain their enrollment at their current law school while seeking to enroll in course(s) at Trinity Law School to fulfill the required credits for their degree at their primary institution.

Admission Agreements

California Baptist University (CBU) - Trinity Law School admits students from California Baptist University who earn a minimum 3.0 cumulative grade point average after completing the California Baptist University residency and general education requirements as well as the requirements for the Political Science Major with a Pre-Law emphasis. By the first semester of their junior year, students must: (1) complete a minimum of 98 semester units of undergraduate study; (2) receive a Law School Admissions Test (LSAT) score of 143 or higher; and (3) complete the Trinity Law School application process.

International Students and/or Foreign-Educated Students

For purposes of admission to Trinity Law School, international students are defined solely on their citizenship/permanent residency status. If a student does not hold citizenship or permanent residency in the United States, the student is classified as an international student.

Trinity Law School will assist students who are not United States citizens or residents to apply for F-1 visas upon a student’s acceptance to the Juris Doctor program. There are no fees associated with this service offered by Trinity Law School.

All foreign-educated applicants, whether classified as international students or not, must request a course-by-course evaluation from a credential evaluation service approved by the State Bar of California. The list (https://www.calbar.ca.gov/Portals/0/documents/admissions/Education/Credential_Eval_Serv.pdf) of approved agencies is available from the State Bar of California and the Trinity Law School Admissions Department.

All instruction at Trinity Law School is in English. Trinity Law School does not provide English language services.

Applicants for whom English is not their first language may be required to provide evidence of a passing Test of English as a Foreign Language (TOEFL) score if they have not earned a ‘C’ or better in a regular (non-English as a Second Language (ESL)) college-level English composition course at an accredited United States college or university.

A passing TOEFL score is either 580 (paper-based examination), 92 (internet-based examination), or 237 (computer-based examination). Scores from any test format should be sent to TLS directly from Educational Testing Service.

International students who must obtain a passing TOEFL Score may alternatively demonstrate English competency by the completion of one of the following methods:

- Scholastic Assessment Test (SAT) with a verbal recentered score of 450 or higher.
- English Language Services (ELS) Language Centers’ Level 112 of ELS’s English for Academic Purposes (EAP) program with a grade of at least ‘B’.
- International English Language Testing System (IELTS) examination score total of 6.5 or higher.

If a student does not meet Trinity Law School's required level of English proficiency at the time of application, a "conditional letter of admission" may be granted.

Master of Legal Studies Degree Program

Applicants previously awarded a bachelor's degree from a qualified institution of higher learning are considered for admission.

Individuals can also apply as visiting students to the Master of Legal Studies (MLS) program if they desire to take a few units but not earn a degree. To qualify, applicants must have earned a bachelor's degree from a qualifying university. Each Visiting Student application is reviewed on an individual basis. The primary use of this option in the MLS program is for qualified applicants to enroll in Society for Human Resource Management (SHRM) courses to prepare for the SHRM examination.

How to Apply Admissions Process

Juris Doctor Degree Program

Fill Out An Application

Complete an application for admission online (<https://tlsportal.tiu.edu/OnlineApplication/#/welcome>) or in person by visiting the Trinity Law School campus. Incomplete applications will not be considered. In addition to the application, applicants are advised to promptly complete the Free Application for Federal Student Aid (FAFSA).

LSAT

Juris Doctor (JD) applicants are directed to take the Law School Admission Test (LSAT), a standardized examination designed to assess law school candidates' potential for success in legal study.

Applicants who have not yet taken the LSAT are still encouraged to apply. For those without an LSAT score of at least 145 (including applicants who have not taken the LSAT at all), admission to the JD program may be granted if the applicant demonstrates other indicia of likely success. Any applicant who is accepted without an LSAT score of 145 or higher must participate in Flex Academic Support Classes.

Transcripts

In order to be considered official, transcripts must be sent directly to Trinity Law School by the issuing school or provided through the Law School Admission Council's (LSAC) Credential Assembly Service. JD applicants must provide official transcripts from all colleges and universities attended.

Recommendations

Two recommendations are required for JD applicants. These recommendations may be from professors, instructors, or professional associates who can comment on the candidate's character and potential for success in legal study. Recommenders should send recommendations directly to Trinity Law School or via LSAC's Credential Assembly Service.

Personal Statement

JD applicants are required to submit a personal statement. The personal statement should address why the applicant desires to study law, particularly at Trinity Law School. Also, the applicant should address professional and personal goals for the future and any factors that may have affected past academic success.

Interviews

Prior to an admission decision, applicants may be required to interview with the Admissions Office. The Admissions Office will contact the applicant to schedule the interview.

Acceptance and Notification

The Admissions Office promptly notifies applicants regarding admission decisions rendered on submitted applications. Applicants accepted to Trinity Law School will be advised of the matriculation requirements.

Completion of Admissions File

Within 45 days after the start of the student's first term at Trinity Law School, Trinity Law School must receive documents required by Trinity Law School's then-current admissions policies. This includes, but is not limited to: (1) official transcripts, either directly from the issuing school or via the LSAC's Credential Assembly Service, that demonstrate compliance with Business and Professions Code section 6060(c)(1), Admissions Rule 4.25, State Bar policies, and Trinity Law School's

admissions policies, or (2) an official certification that the person has passed the equivalency examinations required by section 6060(c)(2) of the California Business and Professions Code and Admissions Rule 4.25(B), State Bar policies, and Trinity Law School's admission policies. If the documents required by the Trinity Law School's admission policies are not obtained within 45 days after the start of the term, Trinity Law School may extend attendance for no more than an additional 45 days under exceptional circumstances. Such exceptional circumstances must be documented in the student's file.

Master of Legal Studies Degree Program

Fill Out An Application

Complete an application for admission online (<https://tlsportal.tiu.edu/OnlineApplication/#!/welcome>) or in person by visiting the Trinity Law School campus. Incomplete applications will not be considered. In addition to the application, applicants are advised to promptly complete the FAFSA.

Transcripts

Master of Legal Studies (MLS) applicants must provide official transcripts from colleges and universities at which a bachelor degree or higher was earned. In order to be considered official, transcripts must be sent directly to Trinity Law School by the issuing school or provided through the LSAC's Credential Assembly Service.

Recommendations

Two recommendations are required for MLS applicants. These recommendations may be from professors, instructors, or professional associates, who can comment on the candidate's character and potential for success in legal study. Recommenders should send recommendations directly to Trinity Law School or via LSAC's Credential Assembly Service.

Personal Statement

All MLS applicants are required to submit a personal statement. The personal statement should address why the applicant desires to study at Trinity Law School as well as the applicant's future professional and personal goals.

Interviews

Prior to an admission decision, applicants may be required to interview with the Admissions Office. The Admissions Office will contact the applicant to schedule the interview.

Acceptance and Notification

The Admissions Office promptly notifies applicants regarding admission decisions rendered on submitted applications. Applicants accepted to Trinity Law School will be advised of the matriculation requirements.

Completion of Admissions File

Within 45 days after the start of the student's first term at Trinity Law School, Trinity Law school must receive documents required by Trinity Law School's then-current admissions policies. This deadline does not apply to the production of a bachelor degree. Production of a bachelor degree must occur within the first three terms of enrollment. When calculating the deadline for the production of a bachelor degree, the term of first enrollment is used notwithstanding any withdrawals or leaves of absence. If the required documents are not obtained within 45 days after the start of the term, Trinity Law School may extend attendance for no more than an additional 45 days under exceptional circumstances.

Accreditation Policies

Trinity Law School students must comply with the rules and regulations of the Committee of Bar Examiners of the State Bar of California (CBE) as well as the Higher Learning Commission (HLC). Trinity Law School students are also responsible for reading, knowing, and complying, in letter and spirit, with the policies, rules, regulations, and procedures contained in the current Trinity Law School Catalog. Trinity Law School provides students with this Catalog as a convenient reference to the basic rules, regulations, and standards under which Trinity Law School operates in the ordinary course of its academic functions and student-related activities. Trinity Law School may adopt and publish additional or modified policies consistent with the operative Catalog at any time.

Trinity Law School is part of Trinity International University. Students should refer to the Trinity International University Catalog (p. 46) for information on the following policies, each of which is incorporated by reference into the Trinity Law School Catalog:

- Academic Integrity
- Acceptable Use of Technology and Telecommunications
- Auxiliary Aids and Services for Students with Disabilities
- Copyright
- Family Educational Rights and Privacy Act of 1974
- Firearms, Weapons, and Explosives
- Student Loan Program Code of Conduct

Catalog

Students are subject to the residency, unit, grade, and course requirements of the Trinity Law School Catalog in effect at the time of their matriculation. Students who withdraw from the program of study and are later re-admitted will be subject to the requirements of the Catalog that is current at the time of re-admission.

Registration

Registration for the Juris Doctor (JD) program generally begins in July for the fall semester, December for the spring semester, and April for the summer session. Registration for the Master of Legal Studies (MLS) program begins typically four weeks before the start of each module. Exact dates are found on the academic calendar published by the Registrar's Office.

Add/Drop/Withdrawal

To add or drop a course or to change a class schedule, a student must submit an ADD/DROP request through the TLS Portal (<https://tls.edu/portal/>). In the JD program, the last day to add a course is the end of the third week of class. In the MLS program, the last day to add a course is the end of the first week of class. A student who fails to satisfy a course's attendance requirement or take a course's final exam will receive a grade of "UW" for an unauthorized withdrawal in that course. The date the ADD/DROP request is submitted to the TLS Portal is the date the student is deemed to have dropped, withdrawn from, or enrolled in a course. Tuition refunds are based on the date the ADD/DROP request is submitted, as logged in the records maintained by the Registrar's Office.

Students are responsible for the completion of every course in which they are enrolled. If a student properly withdraws from a course, it will appear on the student's transcript as "AW," indicating authorized withdrawal from the course while doing acceptable work. A "UW" will appear on transcripts indicating an unauthorized withdrawal from the course while doing unacceptable work, or a failure to timely withdraw from a course. Neither a course grade designated as "UW" nor "AW" will factor into the grade point average. In the JD program, the last day to withdraw from a course and receive an "AW" is the end of the twelfth week of class for fall and spring semesters, and the eleventh week of class for summer session. In the MLS program, the last day to withdraw from a course and receive an "AW" is the end of the fifth week of class. Exact dates may be found on the academic calendar published by the Registrar's Office. After the withdrawal deadline a "UW" will be assigned for that course.

Trinity Law School strongly believes that successful completion of Legal Research & Writing 1 and 2 is critical to students' ability to write well on law school exams. As a result, students enrolled in LA 559 or LA 560b may not drop that course without dropping all courses. Likewise, if a student receives a UW in either of those courses, the student will automatically receive a UW in all courses in which the student is enrolled.

Leaves of Absence and Withdrawal from the Law School

A Leave of Absence

A student in the JD program may request a leave of absence for up to two semesters. To obtain a leave of absence, the student must request a leave via the TLS Portal (<https://tls.edu/portal/>) prior to withdrawal. In calculating the duration of a leave of absence, the first semester of a leave of absence is the semester or term in which the leave of absence is requested, even if the student attended classes for part of that semester or term. Students in the JD program on academic probation cannot obtain a leave of absence after the twelfth week of the fall or spring semesters, or after the eleventh week of the summer session, in which they are on probation.

Students taking the JD Flex Academic Support Classes do not have the option to request a leave of absence. Permanent withdrawal will result through a failure to register for classes or through a student's withdrawal from classes. Students wishing to return after a permanent withdrawal must seek re-admission through the Admissions Office.

A student in the MLS program may request a leave of absence for up to six (6), 8-week terms. To obtain a leave of absence, the student must request a leave via the TLS Portal prior to withdrawal. In calculating the duration of a leave of absence, the first semester of a leave of absence is the semester in which the leave of absence is requested, even if the student attended classes for part of that semester. Students in the MLS

program cannot obtain a leave of absence after the sixth week of the semester in which leave is requested.

A Permanent Withdrawal

A permanent withdrawal occurs when a student leaves Trinity Law School at any time after registration, does not intend to complete the current semester, and does not wish to return in any subsequent semester. Failure to register for classes without seeking a leave of absence will also constitute a permanent withdrawal. Students wishing to return to Trinity Law School after a permanent withdrawal must seek re-admission through the Admissions Office. Re-admitted students are subject to the Catalog requirements that are current at the time of their re-enrollment.

Students who withdraw or are deemed withdrawn while on probation are likely to have re-admission denied except under unusually compelling circumstances.

Privacy and Confidentiality/Photography and Videography Release

Trinity Law School does not disclose to any outside person or entity any information about individual students such as social security number, grades, grade point average, class schedule, race, sex, religion and national origin, without the student's prior consent, unless required by law (including statutes, government regulations, court orders, and the Committee of Bar Examiners of The State Bar of California), accrediting agencies, or emergency. Trinity Law School may release directory information, which includes: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Students may request in writing that all or part of their directory information be withheld. Students have the right to inspect and review their educational records and request the records be corrected if they feel the records are incorrect.

By accepting admission to and/or taking any classes at Trinity Law School, each student (and their parents/guardians if the student is under 18):

- Authorizes Trinity Law School and its employees, agents, and contractors to use, copy, modify, publish, display, broadcast, and distribute:
 - the student's name, voice, and likeness;
 - photographs, images, and video and sound recordings of the student; and
 - the city, state or province, and country where the student lives (together, the "Materials").
- Waives any right to inspect or approve Trinity Law School's use of the Materials and also waives any right to royalties or other payment for the use of the Materials.
- Acknowledges that Trinity Law School records Live Sessions and other live Trinity Law School sponsored events.
- Authorizes Trinity Law School staff and faculty to post the recordings to its learning management system, otherwise make the recordings available to the Trinity Law School community, and archive the recordings.
- Releases Trinity Law School, its employees, agents, contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials,

including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Change of Address

Changes of student mailing addresses, email addresses, and telephone numbers must be updated on the TLS Portal within five days of the change. Notices from Trinity Law School will be sent to the student's TIU email address. Students are expected to check their TIU email accounts daily for school communication and course updates. Certain notices will be sent to the contact information on record. The school relies on accurate contact information from students in order to inform students of important information.

Campus Facilities

The campus is open Monday – Friday, 8:00 a.m. – 11:00 p.m. The campus is closed on Saturdays and Sundays, with the exception of when classes are specifically held on Saturdays.

Formal Student Complaint Policy

Trinity Law School, as part of Trinity International University, in accordance with the federal compliance policy, keeps a record of formal student complaints. Students who have a complaint should make the complaint known to the Registrar's Office. In the event that the complaint is not resolved, the student may choose to submit a formal complaint to one of the following offices: Law Faculty Senate, Dean of the Law School, Provost of the University, or the President of the University. The complaint must be dated, written, and signed. Upon receipt of the formal complaint, the person to whom the complaint is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution's final decision regarding the complaint, and other external action initiated by the student to resolve the complaint.

Information regarding student complaints is accessible to members of the HLC evaluation team. A student's privacy will be protected by removing the names of individuals involved unless the student has given permission for the release of the student's name.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity Law School not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity Law School's intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section SOL of the Rehabilitation Act of 1973, and all equal opportunity laws and regulations.

In compliance with these provisions, Trinity Law School has established a grievance procedure to be followed should a discriminatory or harassment situation occur. Those wishing to inquire, file a grievance, or seek other information should contact the Registrar's Office at Trinity Law School.

Soliciting

No soliciting is permitted on campus and violations of this policy should be reported to the Registrar's Office.

BUREAU OF PRIVATE POSTSECONDARY EDUCATION (BPPE) APPROVED SCHOOL DISCLOSURES

Under the provisions of the California Private Postsecondary Education Act of 2009, the State of California created within its Department of Consumer Affairs (DCA), the BPPE, which oversees the 1,500 private postsecondary institutions to prevent deception in the conferring and use of fraudulent or substandard degrees. Trinity International University is an accredited private institution and has been granted approval to operate as an accredited institution in the state of California. The BPPE has determined that the University is in compliance and was granted approval to operate under the terms of California Education Code (CEC) section 94890(a)(1).

STATEMENTS

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at P.O. Box 980818, West Sacramento, CA 95798-0818 or 1747 N. Market Blvd. Ste 225, Sacramento CA 95834; www.bppe.ca.gov (<http://www.bppe.ca.gov/>); 888.370.7589 or 916.574.8900; or by fax 916.263.1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (toll-free telephone number 888.370.7589) or by completing a complaint form, which can be obtained on the bureau's internet web site (web site address: www.bppe.ca.gov). Trinity International University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not ever filed a petition in bankruptcy, or has never had a petition in bankruptcy filed against it in its history that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

UNITED STATES DEPARTMENT OF LABOR'S STANDARD OCCUPATIONAL CLASSIFICATION (SOC)

The Juris Doctor program prepares graduates for occupations such as:

- Lawyers (SOC 23-1011.00)
- Judicial Law Clerks (SOC 23-1012.00)
- Administrative Law Judges, Adjudicators, and Hearing Officers (SOC 23-1021.00)
- Arbitrators, Mediators, and Conciliators (SOC 23-1022.00)
- Judges, Magistrate Judges, and Magistrates (SOC 23-1023.00)
- Law Teachers, Postsecondary (SOC 25-1112.00)

The Master of Legal Studies program prepares graduates for occupations such as:

- Paralegals and Legal Assistants (SOC 23-2011.00)
- Legal Support Workers, All Other (SOC 23-2099.00)

Student Records

Trinity Law School maintains a file for each student who enrolls in the institution, whether or not the student graduates, which contains all of the following pertinent student records:

- Written records and transcripts of any formal education or training, testing, or experience that are relevant to the student's qualifications for admission to the institution or the institution's award of credit or acceptance of transfer credits including

- Verification of high school completion or equivalency or other documentation establishing the student's ability to do college level work such as successful completion of an ability-to-benefit test.
- Records documenting units of credit earned at other institutions that have been accepted and applied by the institution as transfer credits toward the student's completion of an educational program.
- Grades or findings from any examination of academic ability or educational achievement used for admission or college placement purposes.
- All documents evidencing a student's prior experiential learning upon which the institution and the faculty base the award of any credit.
- Personal information regarding a student's age, gender, and ethnicity if that information has been voluntarily supplied by the student.
- Copies of all documents signed by the student, including contracts, instruments of indebtedness, and documents relating to financial aid.
- Records of the dates of enrollment and, if applicable, withdrawal from the institution, leaves of absence, and graduation.
- A transcript showing
 - The courses or other educational programs that were completed, or were attempted but not completed, and the dates of completion or withdrawal.
 - Credit awarded for prior experiential learning, including the course title for which credit was awarded and the amount of credit.
 - Credit for courses accepted in transfer earned at other institutions.
 - Credit based on any examination of academic ability or educational achievement used for admission or college placement purposes.
 - The name, address, website address, and telephone number of the institution.
- For independent study courses, course outlines or learning contracts signed by the faculty and administrators who approved the course.
- The dissertations, theses, and other student projects submitted by graduate students.
- A copy of documents relating to student financial aid that are required to be maintained by law or by a loan guarantee agency.
- Documentation of the total amount of money received from or on behalf of the student and the date or dates on which the money was received.
- Documentation of the amount of any refund, including the amount refunded for tuition and the amount for other itemized charges, the method of calculating the refund, the date the refund was made, and the name and address of the person or entity to which the refund was sent.
- Any official advisory notices or warnings regarding the student's progress.
- Complaints received from the student.

General Rules of Law School Campus

Eating and Drinking

Students may have drinks in sealed, spill-proof containers in the library and all classrooms except the Moot Courtroom. No food or beverages are permitted in the Moot Courtroom at any time. Students should avoid eating hot food or food with strong odors when in a classroom. Students should leave desks in the same condition as when they entered the classroom.

Audio and Video Recording Devices

The use by any person, including a student, of any electronic listening or recording device in any physical classroom or Live Session without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action.

For online courses, the instructor records the Live Sessions and then makes the recordings available to students through the learning management system. Students are prohibited from sharing the Live Session recordings with or distributing the Live Session recordings to anyone outside the Trinity Law School community.

Children on Campus

Children are not permitted in the Trinity Law School Library or classrooms while classes are in session. Children must be accompanied by an adult at all times while on campus.

Use of the Law School Address Prohibited

Students may not use the address or telephone number of Trinity Law School for personal business and communication. Mail received at the Trinity Law School addressed to or intended for a student will be returned to the sender.

Personal Use of Law School Facilities

Students are not permitted to use law school facilities or equipment for personal purposes, except equipment and facilities specifically designated for student use. This restriction applies to rooms, offices, computers, telephones, photocopiers, facsimile machines, and other locations and equipment. No law school property may be removed from the campus without the express written permission of a school official.

Appendices

Appendix 1 (p. 342)

Appendix 2 (p. 345)

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Appendix 1 Table A

Table A is used for the following courses only:

| Code | Title | Hours |
|--------------|--|-------|
| LA 505a/505x | Legal Institutions and Values | 3 |
| LA 521/521x | Contracts 1 | 3 |
| LA 522a/522x | Contracts 2 | 3 |
| LA 531a/531x | Criminal Law | 3 |
| LA 541/541x | Torts 1 | 3 |
| LA 542/542x | Torts 2 | 3 |
| LA 559 | Legal Research and Writing 1: Objective Writing | 3 |
| LA 560b | Legal Research and Writing 2: Persuasive Writing | 3 |
| LA 599x | FYLSX Skills | 3 |
| LA 783i/783x | Criminal Procedure | 3 |

Under this curve, 40% of each class will receive a grade of C- or below, 20% will receive a C, and 40% will receive a grade of C+ or higher.

| Class Size | F | D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A |
|------------|---|----|---|----|----|---|----|----|---|----|----|---|
| 5 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| 6 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 1 |
| 7 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 1 |
| 8 | 0 | 0 | 1 | 1 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 1 |
| 9 | 0 | 0 | 1 | 1 | 1 | 2 | 1 | 0 | 1 | 1 | 0 | 1 |
| 10 | 0 | 0 | 1 | 1 | 2 | 2 | 1 | 0 | 1 | 1 | 0 | 1 |
| 11 | 0 | 0 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 0 | 1 |
| 12 | 0 | 0 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 0 | 1 |
| 13 | 0 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 0 | 1 |
| 14 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 1 | 1 | 1 | 0 | 1 |
| 15 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 0 | 1 |
| 16 | 1 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 1 | 0 | 1 |
| 17 | 1 | 1 | 1 | 1 | 3 | 3 | 2 | 2 | 1 | 1 | 0 | 1 |
| 18 | 1 | 1 | 1 | 1 | 3 | 4 | 2 | 2 | 1 | 1 | 0 | 1 |
| 19 | 1 | 1 | 1 | 1 | 3 | 4 | 3 | 2 | 1 | 1 | 0 | 1 |
| 20 | 1 | 1 | 1 | 2 | 3 | 4 | 3 | 2 | 1 | 1 | 0 | 1 |
| 21 | 1 | 1 | 1 | 2 | 3 | 4 | 3 | 2 | 1 | 1 | 1 | 1 |
| 22 | 1 | 1 | 2 | 2 | 3 | 4 | 3 | 2 | 1 | 1 | 1 | 1 |
| 23 | 1 | 1 | 2 | 2 | 3 | 5 | 3 | 2 | 1 | 1 | 1 | 1 |
| 24 | 1 | 1 | 2 | 2 | 4 | 5 | 3 | 2 | 1 | 1 | 1 | 1 |
| 25 | 1 | 1 | 2 | 2 | 4 | 5 | 4 | 2 | 1 | 1 | 1 | 1 |
| 26 | 1 | 1 | 2 | 2 | 4 | 5 | 4 | 3 | 1 | 1 | 1 | 1 |
| 27 | 1 | 1 | 2 | 3 | 4 | 5 | 4 | 3 | 1 | 1 | 1 | 1 |
| 28 | 1 | 1 | 2 | 3 | 4 | 6 | 4 | 3 | 1 | 1 | 1 | 1 |
| 29 | 1 | 1 | 2 | 3 | 4 | 6 | 4 | 3 | 2 | 1 | 1 | 1 |
| 30 | 1 | 1 | 2 | 3 | 5 | 6 | 4 | 3 | 2 | 1 | 1 | 1 |
| 31 | 1 | 1 | 2 | 3 | 5 | 6 | 5 | 3 | 2 | 1 | 1 | 1 |

| | | | | | | | | | | | | |
|----|---|---|---|---|----|----|----|---|---|---|---|---|
| 32 | 1 | 1 | 2 | 3 | 5 | 7 | 5 | 3 | 2 | 1 | 1 | 1 |
| 33 | 1 | 2 | 2 | 3 | 5 | 7 | 5 | 3 | 2 | 1 | 1 | 1 |
| 34 | 1 | 2 | 2 | 3 | 5 | 7 | 5 | 4 | 2 | 1 | 1 | 1 |
| 35 | 1 | 2 | 2 | 4 | 5 | 7 | 5 | 4 | 2 | 1 | 1 | 1 |
| 36 | 1 | 2 | 2 | 4 | 5 | 7 | 5 | 4 | 2 | 2 | 1 | 1 |
| 37 | 1 | 2 | 2 | 4 | 5 | 7 | 5 | 4 | 3 | 2 | 1 | 1 |
| 38 | 1 | 2 | 2 | 4 | 5 | 8 | 5 | 4 | 3 | 2 | 1 | 1 |
| 39 | 1 | 2 | 2 | 4 | 6 | 8 | 5 | 4 | 3 | 2 | 1 | 1 |
| 40 | 1 | 2 | 3 | 4 | 6 | 8 | 5 | 4 | 3 | 2 | 1 | 1 |
| 41 | 1 | 2 | 3 | 4 | 6 | 8 | 6 | 4 | 3 | 2 | 1 | 1 |
| 42 | 1 | 2 | 3 | 4 | 7 | 8 | 6 | 4 | 3 | 2 | 1 | 1 |
| 43 | 1 | 2 | 3 | 4 | 7 | 9 | 6 | 4 | 3 | 2 | 1 | 1 |
| 44 | 1 | 2 | 3 | 4 | 7 | 9 | 7 | 4 | 3 | 2 | 1 | 1 |
| 45 | 1 | 2 | 3 | 4 | 7 | 9 | 7 | 5 | 3 | 2 | 1 | 1 |
| 46 | 1 | 2 | 3 | 5 | 7 | 9 | 7 | 5 | 3 | 2 | 1 | 1 |
| 47 | 1 | 2 | 3 | 5 | 8 | 9 | 7 | 5 | 3 | 2 | 1 | 1 |
| 48 | 1 | 2 | 3 | 5 | 8 | 10 | 7 | 5 | 3 | 2 | 1 | 1 |
| 49 | 1 | 2 | 3 | 5 | 8 | 10 | 8 | 5 | 3 | 2 | 1 | 1 |
| 50 | 1 | 2 | 3 | 6 | 8 | 10 | 8 | 5 | 3 | 2 | 1 | 1 |
| 51 | 1 | 2 | 3 | 6 | 8 | 10 | 8 | 6 | 3 | 2 | 1 | 1 |
| 52 | 1 | 2 | 3 | 6 | 9 | 10 | 8 | 6 | 3 | 2 | 1 | 1 |
| 53 | 1 | 2 | 3 | 6 | 9 | 11 | 9 | 6 | 3 | 2 | 1 | 1 |
| 54 | 1 | 2 | 3 | 6 | 9 | 11 | 9 | 6 | 3 | 2 | 1 | 1 |
| 55 | 1 | 2 | 3 | 6 | 10 | 11 | 9 | 6 | 3 | 2 | 1 | 1 |
| 56 | 1 | 2 | 3 | 6 | 10 | 11 | 10 | 6 | 3 | 2 | 1 | 1 |
| 57 | 1 | 2 | 4 | 6 | 10 | 11 | 10 | 6 | 3 | 2 | 1 | 1 |
| 58 | 1 | 2 | 4 | 6 | 10 | 12 | 10 | 6 | 3 | 2 | 1 | 1 |
| 59 | 1 | 2 | 4 | 6 | 10 | 12 | 10 | 6 | 4 | 2 | 1 | 1 |
| 60 | 1 | 2 | 4 | 6 | 11 | 12 | 10 | 6 | 4 | 2 | 1 | 1 |

Table B

Table B is used for all other courses with the exception of LA 959 Clinics, LA 953, LA 989, and LA 991/LA 991a.

Allocation

| F/D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A | A+ |
|------|----|----|----|-----|-----|-----|-----|----|----|----|----|
| 2% | 3% | 4% | 8% | 13% | 20% | 20% | 13% | 8% | 4% | 3% | 2% |

Scores Per Class Size

| Class Size | F/D- | D | D+ | C- | C | C+ | B- | B | B+ | A- | A | A+ |
|------------|------|---|----|----|---|----|----|---|----|----|---|----|
| 5 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 |
| 6 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 1 |
| 7 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 0 | 1 |
| 8 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 0 | 1 |
| 9 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 1 | 1 | 0 | 1 |
| 10 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 0 | 1 | 1 | 0 | 1 |
| 11 | 0 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 0 | 1 |
| 12 | 0 | 0 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 0 | 1 |
| 13 | 0 | 0 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 0 | 1 |
| 14 | 1 | 0 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 0 | 1 |
| 15 | 1 | 0 | 1 | 1 | 1 | 3 | 3 | 2 | 1 | 1 | 0 | 1 |
| 16 | 1 | 0 | 1 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 0 | 1 |
| 17 | 1 | 0 | 1 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 1 |
| 18 | 1 | 0 | 1 | 1 | 2 | 4 | 3 | 2 | 1 | 1 | 1 | 1 |

| | | | | | | | | | | | | |
|----|---|---|---|---|---|----|----|---|---|---|---|---|
| 19 | 1 | 0 | 1 | 1 | 2 | 4 | 4 | 2 | 1 | 1 | 1 | 1 |
| 20 | 1 | 1 | 1 | 1 | 2 | 4 | 4 | 2 | 1 | 1 | 1 | 1 |
| 21 | 1 | 1 | 1 | 1 | 2 | 4 | 4 | 3 | 1 | 1 | 1 | 1 |
| 22 | 1 | 1 | 1 | 1 | 2 | 5 | 4 | 3 | 1 | 1 | 1 | 1 |
| 23 | 1 | 1 | 1 | 1 | 2 | 5 | 5 | 3 | 1 | 1 | 1 | 1 |
| 24 | 1 | 1 | 1 | 1 | 3 | 5 | 5 | 3 | 1 | 1 | 1 | 1 |
| 25 | 1 | 1 | 1 | 1 | 3 | 5 | 5 | 3 | 2 | 1 | 1 | 1 |
| 26 | 1 | 1 | 1 | 2 | 3 | 5 | 5 | 3 | 2 | 1 | 1 | 1 |
| 27 | 1 | 1 | 1 | 2 | 3 | 6 | 5 | 3 | 2 | 1 | 1 | 1 |
| 28 | 1 | 1 | 1 | 2 | 3 | 6 | 6 | 3 | 2 | 1 | 1 | 1 |
| 29 | 1 | 1 | 1 | 2 | 3 | 6 | 6 | 4 | 2 | 1 | 1 | 1 |
| 30 | 1 | 1 | 1 | 2 | 4 | 6 | 6 | 4 | 2 | 1 | 1 | 1 |
| 31 | 1 | 1 | 1 | 2 | 4 | 6 | 6 | 4 | 3 | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 | 3 | 4 | 6 | 6 | 4 | 3 | 1 | 1 | 1 |
| 33 | 1 | 1 | 1 | 3 | 4 | 7 | 6 | 4 | 3 | 1 | 1 | 1 |
| 34 | 1 | 1 | 1 | 3 | 4 | 7 | 7 | 4 | 3 | 1 | 1 | 1 |
| 35 | 1 | 1 | 1 | 3 | 4 | 7 | 7 | 4 | 3 | 2 | 1 | 1 |
| 36 | 1 | 1 | 2 | 3 | 4 | 7 | 7 | 4 | 3 | 2 | 1 | 1 |
| 37 | 1 | 1 | 2 | 3 | 4 | 7 | 7 | 5 | 3 | 2 | 1 | 1 |
| 38 | 1 | 1 | 2 | 3 | 4 | 8 | 7 | 5 | 3 | 2 | 1 | 1 |
| 39 | 1 | 1 | 2 | 3 | 4 | 8 | 8 | 5 | 3 | 2 | 1 | 1 |
| 40 | 1 | 1 | 2 | 3 | 5 | 8 | 8 | 5 | 3 | 2 | 1 | 1 |
| 41 | 1 | 1 | 2 | 3 | 5 | 8 | 8 | 5 | 4 | 2 | 1 | 1 |
| 42 | 1 | 1 | 2 | 4 | 5 | 8 | 8 | 5 | 4 | 2 | 1 | 1 |
| 43 | 1 | 1 | 2 | 4 | 5 | 9 | 8 | 5 | 4 | 2 | 1 | 1 |
| 44 | 1 | 1 | 2 | 4 | 5 | 9 | 9 | 5 | 4 | 2 | 1 | 1 |
| 45 | 1 | 1 | 2 | 4 | 5 | 9 | 9 | 6 | 4 | 2 | 1 | 1 |
| 46 | 1 | 1 | 2 | 4 | 5 | 10 | 9 | 6 | 4 | 2 | 1 | 1 |
| 47 | 1 | 1 | 2 | 4 | 5 | 10 | 10 | 6 | 4 | 2 | 1 | 1 |
| 48 | 1 | 1 | 2 | 4 | 6 | 10 | 10 | 6 | 4 | 2 | 1 | 1 |
| 49 | 1 | 1 | 2 | 4 | 6 | 10 | 10 | 7 | 4 | 2 | 1 | 1 |
| 50 | 1 | 1 | 2 | 4 | 7 | 10 | 10 | 7 | 4 | 2 | 1 | 1 |
| 51 | 1 | 1 | 2 | 4 | 7 | 10 | 10 | 7 | 4 | 2 | 2 | 1 |
| 52 | 1 | 1 | 2 | 4 | 7 | 11 | 10 | 7 | 4 | 2 | 2 | 1 |
| 53 | 1 | 1 | 2 | 4 | 7 | 11 | 11 | 7 | 4 | 2 | 2 | 1 |
| 54 | 1 | 2 | 2 | 4 | 7 | 11 | 11 | 7 | 4 | 2 | 2 | 1 |
| 55 | 1 | 2 | 2 | 4 | 7 | 11 | 11 | 8 | 4 | 2 | 2 | 1 |
| 56 | 1 | 2 | 2 | 4 | 8 | 11 | 11 | 8 | 4 | 2 | 2 | 1 |
| 57 | 1 | 2 | 2 | 4 | 8 | 11 | 11 | 8 | 5 | 2 | 2 | 1 |
| 58 | 1 | 2 | 2 | 4 | 8 | 12 | 11 | 8 | 5 | 2 | 2 | 1 |
| 59 | 1 | 2 | 2 | 4 | 8 | 12 | 12 | 8 | 5 | 2 | 2 | 1 |
| 60 | 1 | 2 | 2 | 5 | 8 | 12 | 12 | 8 | 5 | 2 | 2 | 1 |

Appendix 2

POLICIES AND PROCEDURES GOVERNING STUDENT ORGANIZATIONS

Trinity Law School supports registered student organizations in activities that promote career development, academic success, professional networking, and Christian discipleship.

How to Register a Student Organization

1. Obtain a Student Organization Registration Form from the Registrar's Office.
2. Acknowledge agreement with policies, principles, and regulations governing Trinity Law School.
3. Submit the completed registration form with signed acknowledgment to the Registrar's Office. The Registrar's Office will submit all materials to the Dean's Office for review and approval.
4. Registrations must be submitted 30 days in advance of the organization's first proposed event.

Requirements of Registered Student Organizations

All registered student organizations must meet and maintain the following requirements:

1. All members of a registered student organization must be enrolled Juris Doctor (JD) students of Trinity Law School.
2. Every registered student organization must enlist a faculty advisor.
3. All student group activities, whether on-campus or off, are subject to the policies, principles, and regulations governing Trinity Law School.
4. All activities must include accommodations necessary to permit the involvement of qualified in-person and online students, unless excused in advance for good cause in writing upon application to the Dean's Office.

Failure of a registered student organization to conform its conduct to the policies, principles, and regulations governing Trinity Law School or any action of the organization which detracts from Trinity Law School's mission may lead to a formal revocation of the organization's status as a registered student organization and its ability to receive funding from Trinity Law School.

Only those organizations registered with Trinity Law School will receive event funding from Trinity Law School or be permitted to use Trinity Law School facilities. Registrations are valid only for the academic year in which they are submitted, with updated registrations required each academic year.

Requests for funding must be submitted to the Dean's Office. Only events that promote career development, academic success, professional networking, or Christian discipleship will be considered for approval. The Dean's Office must approve all registered student organization advertising and marketing prior to materials being posted on campus or distributed to students electronically.

In the semester in which the election is held, officers of registered student organizations must be Trinity Law School JD students in good standing (i.e., not on academic probation at the time of election) with:

1. more than 30 units or two semesters at Trinity Law School completed by the end of that semester, and
2. at least one full academic year left in their JD program.

No Trinity Law School graduate may continue to serve as an officer of a registered student organization. Any holder of an officer position who is placed on academic probation is administratively ineligible to continue in office and that office shall be deemed vacant, effective immediately.

Appendix 3

EMERGENCY PROCEDURES

Fire Evacuation Procedures

Students should learn the emergency escape routes in case of fire. Escape routes are posted.

Students should not in any way impede the work of firefighters. Traffic lanes and sidewalks should be kept free for the fire-fighting equipment. Do not use the elevator to evacuate.

For emergencies (e.g., an unplanned fire alarm goes off, or there is a fire within the building):

- The administration or campus security will contact all pertinent agencies. If they are unavailable, students should call 911. Students should make a note of the location of each fire alarm and fire extinguisher.
- Once the alarm has sounded, students, faculty, and staff should proceed as per fire drill instructions. As persons assemble in the parking lot, they should stay together as a group.
- In the event of major injuries, first aid is of primary importance and must be attended to immediately. A first aid and disaster kit is located on both floors of the campus building.
- If the fire alarm rings during an examination, proctors will inform you of special procedures to follow.

Earthquake Emergency Procedures

Do not run outside. By going outside, a student can be seriously injured by falling debris. The safest place in the event of an earthquake is under a desk or table. Damage and injury from an earthquake usually occur due to panic, falling objects, and broken glass. Some steps to follow:

- In a classroom, the instructor is in charge and everyone should immediately get under the desk or table until the shaking stops.
- In the library, the best place to be is under a library table. Stay away from bookshelves and windows.
- In an office, get under a desk or a table, but if not possible, "duck and cover." Be sure to stay away from windows, bookshelves, and file cabinets.
- During an examination, stop and get under the desk or table. When the shaking has stopped, the proctors will inform you of special procedures to follow.
- Do not attempt to use the elevators. In the event of a power failure, you could become trapped.
- At the first sign of an earthquake, you should take the appropriate action outlined above.

After the earthquake:

- Be aware that there will be aftershocks. If a major earthquake occurs, you can expect aftershocks every few minutes, every few hours, or every few days.
- Do not immediately run outside or into the hallway. Because of strong aftershocks, risk of injury may persist. Take a survey of the area you are in: (1) Are you hurt? (2) Is anyone else hurt? (3) Is there a fire or gas leak? (4) Is there a life-threatening situation?
- The only reason to leave the building would be in case of a gas leak, fire, or any other life-threatening situation. Otherwise, you will be safer staying inside until a designated official tells you to evacuate. The response team will take a survey of the library and classrooms to check for structural damage before classes can resume. If it is necessary to evacuate, please follow the procedures outlined in the fire evacuation plan outlined above.

COURSES A-Z

Bible (BI)

BI 101 Understanding the Old Testament - 3 Hours

A survey of the setting, history, and literature of the Old Testament. Emphasis is given to major Old Testament themes, including covenant, salvation, worship, wisdom, justice and righteousness, and messianic hope. Delivery mode: Online, Wisconsin Prison Initiative, and Florida undergraduate.

BI 105 Understanding the Old Testament - 3 Hours

An introduction to the Old Testament, with an emphasis on its content, themes, and message. Students learn to read these Scriptures in their literary, social, and historical context so as to better understand their contemporary relevance and apply them faithfully. Delivery mode: online.

BI 111 Understanding the New Testament - 3 Hours

A survey of the setting, history, and literature of the New Testament. Emphasis is given to major New Testament themes, including the person and work of Jesus Christ, the ministry of the Holy Spirit, the theology of Paul, and the Christian in society. Delivery mode: Online, Wisconsin Prison Initiative, and Florida undergraduate.

BI 115 Understanding the New Testament - 3 Hours

An introduction to the New Testament with emphasis on its content, themes, and message. Students learn to read these Scriptures in their literary, social, and historical context so as to better understand their contemporary relevance and apply them faithfully. Delivery mode: online.

BI 210 Biblical Interpretation - 3 Hours

This course is designed to acquaint the student with a basic understanding of the principles of biblical interpretation as well as the primary tools of biblical research. The student will then apply these principles and tools to the study of a selected New Testament epistle. Prerequisite: BI 101 or BI 111. Delivery mode: Online, Wisconsin Prison Initiative, and Florida undergraduate.

BI 211 Ethics and the Bible - 3 Hours

This course examines the people, places, and stories of the Bible as a revealed resource for being and becoming Christian in the 21st century. The goal is to establish an ethical framework consonant with the biblical witness in the context of increasingly antithetical systems in contemporary culture and to learn to apply this ethical framework to issues in our personal lives and in our society in order to become more human and humane. Prerequisites: BI 105 or BI 115. Delivery mode: online.

BI 275 Teaching the Bible - 3 Hours

A study of theories and methods of teaching the Bible utilizing instructional objectives. Students prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisite: BI 210. Delivery mode: Online, Wisconsin Prison Initiative, and Florida undergraduate.

BI 290 Interpreting and Teaching the Bible - 3 Hours

This course provides exposure to select theories and further develops skills for interpreting the Bible. Students learn how to transition from interpretation to teaching a variety of audiences with pastoral and contextual sensitivity. Specific attention will be given to interpreting and teaching texts of different genres from both the Old Testament and New Testament. Prerequisites: BI 105 or BI 115. Delivery mode: online.

BI 301 Old Testament Pentateuch and Former Prophets - 3 Hours

A study of the Pentateuch (Genesis through Deuteronomy) and Former Prophets (Joshua, Judges, Samuel, Kings) in the Old Testament. This course briefly surveys all books in the corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 105. Delivery mode: online.

BI 302 Pentateuch - 3 Hours

A study of the content, theology, and criticism of the Pentateuch. Emphasis will be on major themes like creation, fall, salvation, election, covenant, ethics and worship, and law. A particular book of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives and its literary, social, and historical context. Prerequisites: BI 101, BI 210. Delivery mode: Wisconsin Prison Initiative, Florida undergraduate.

BI 303 Old Testament Latter Prophets - 3 Hours

A study of the Latter Prophets (Isaiah through Ezekiel, the Twelve, and Daniel) in the Old Testament. This course briefly surveys all books in this corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 105. Delivery mode: online.

BI 304 Old Testament Prophetic Books - 3 Hours

A study of the historical setting and message of the Old Testament prophets. The course will survey all the prophetic books briefly, and focus a particular prophetic book. Selected passages will be exegeted in class using methods taught in BI 210 Biblical Interpretation. Prerequisites: BI 101, BI 210. Delivery mode: Wisconsin Prison Initiative, and Florida undergraduate.

BI 306 Old Testament Poetic Books - 3 Hours

A study of the poetic books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Emphasis will be on major themes like praise, lament, messianic hope, the fear of the Lord, the problem of suffering, and the nature of wisdom. A selection of representative psalms and the most important chapters in Wisdom Literatures will be exegeted in detail and developed from a theological and literary perspective. Prerequisites: BI 101, BI 210. Delivery mode: Wisconsin Prison Initiative, and Florida undergraduate.

BI 307 Old Testament Writings - 3 Hours

A study of the poetic books (Psalms, Job, Proverbs, Song of Songs, Ecclesiastes, Lamentations) and post-exile narratives (Ezra/Nehemiah, Esther, Chronicles) in the Old Testament. This course briefly surveys all books in the corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 105. Delivery mode: online.

BI 308 Old Testament Historical Books - 3 Hours

A consideration of the basic outline of Israelite history contained in the books of Joshua-2 Kings, Ezra, Nehemiah, and 1 and 2 Chronicles. In addition to content and theology of a particular historical book, emphasis is on the historiography of the biblical authors and differing modern historiographical approaches to these Old Testament books. Prerequisites: BI 101, BI 210. Delivery mode: Wisconsin Prison Initiative and Florida undergraduate.

BI 312 Life of Christ - 3 Hours

A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to Jesus in a particular Gospel, to the developments in Jesus' ministry, and to the topics of messiahship, kingdom of God, discipleship, and controversy. Prerequisites: BI 111, BI 210. Delivery mode: Wisconsin Prison Initiative, and Florida undergraduate.

BI 313 New Testament Church - 3 Hours

A study of early Christianity based on the Book of Acts. Attention is given to the historicity of Acts, the careers of Peter and Paul, and the dynamics that spread the church into the Roman world. Prerequisites: BI 111, BI 210. Delivery mode: Florida undergraduate.

BI 331 New Testament Synoptic Gospels and Acts - 3 Hours

A study of the Synoptic Gospels (Matthew, Mark, Luke) and Acts in the New Testament. This course briefly surveys all books in the corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 115. Delivery mode: online.

BI 333 New Testament Pauline Epistles - 3 Hours

A study of the Pauline epistles (Romans through Philemon) in the New Testament. This course briefly surveys all books in this corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 115. Delivery mode: online.

BI 335 Theology of the General Epistles - 3 Hours

A study of major theological themes of the general epistles including christology, soteriology, and sanctification with detailed exegetical attention given to a particular general epistle. Prerequisite: BI 111; BI 210 recommended. Delivery mode: Wisconsin Prison Initiative and Florida undergraduate.

BI 336 Theology of the Pauline Epistles - 3 Hours

A study of major theological themes of the Pauline literature including soteriology, ecclesiology, and theology proper, with detailed exegetical attention given to a Pauline epistle. Prerequisite BI 111 required; BI 210 recommended. Delivery mode: Wisconsin Prison Initiative and Florida undergraduate.

BI 337 New Testament General Epistles - 2 Hours

A study of the general epistles (Hebrews through 2 Peter, Jude) in the New Testament. This course briefly surveys all books in this corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 115. Delivery mode: online.

BI 339 New Testament Johannine Literature - 2 Hours

A study of the Johannine literature (Gospel of John, 1-3 John, Revelation) in the New Testament. This course briefly surveys all books in the corpus, but interpretation focuses on a particular book. Students strengthen interpretive skills by examining key structural, contextual, thematic, critical, and theological issues in the book. Prerequisite: BI 115. Delivery mode: online.

BI 350 Topics in the Bible - 1-3 Hours

A study of an individual book or topic in Old Testament or New Testament. May be repeated for different books or topics. Prerequisites: BI 105 or BI 115, and BI 210. Delivery mode: Deerfield traditional undergraduate.

BI 400 Romans - 3 Hours

A study of the background, content, and theology of Paul's letter to Rome; emphasis is placed on the development of major themes of the book. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate.

BI 405 New Testament Theology - 3 Hours

An in-depth study of the central tenets of the Christian faith with emphasis on the doctrines of God, the church, sin, and salvation. Delivery mode: Florida undergraduate.

BI 415 Theological Issues - 3 Hours

An examination of theological issues within selected categories of systematic theology with an emphasis on the key doctrines in each category as viewed from differing theological perspectives. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

BI 430 The Book of Acts - 3 Hours

A study of the background, content, and theology of the early church as found in Acts. Emphasis is placed on the development of the early church, the missionary journeys, and the relationship of the gospels and epistles to the historical events in Acts. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

BI 435 Revelation - 3 Hours

A study of the background, content, and theology of the book of Revelation. Emphasis is placed upon identifying the major themes of the book by interpreting its messages and visions. In addition, attention is given to the major interpretive approaches to the book. Prerequisites: BI 101 and BI 111. Delivery Mode: Florida undergraduate and Wisconsin Prison Initiative.

BI 450 Independent Study - 1-4 Hours

Advanced study in special topics for students who have demonstrated ability in biblical studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Delivery mode: Deerfield traditional undergraduate, online and Florida undergraduate.

Biblical and Religious Studies (BRS)

BRS 290X Christian Apologetics - 3 Hours

Introduction to the major intellectual challenges facing Christianity, and examination of the means and methods Christians have used to address these challenges. Proofs for God's existence and a broad range of philosophical approaches for defending the Christian faith. Cross-listed with PH 290X.

BRS 305 Theology I: The God of the Gospel - 3 Hours

This course reflects upon the triune God and the God-world relation. It introduces theological methodology and treats the doctrines of general and special revelation, particularly that of Holy Scripture. The course also engages theology proper (the divine perfections and personal attributes of the Holy Trinity) and the works of God in creating and providentially caring for the cosmos, including humans. Delivery mode: online.

BRS 306 Theology II: The Gospel of God - 3 Hours

This course focuses on the gospel, the economy of salvation, the incarnation of the Son, and the Holy Spirit. The course begins by treating the human condition as now fallen, and sin as the backdrop of the gospel. Attention then turns to the work of Christ, particularly the atonement and accomplishment of redemption as the content of the gospel. The course then considers the application and consummation of redemption by examining the work of the Holy Spirit, the nature, mission, and destiny of the church as the gathered people of God as the climax of the gospel. The course concludes with a consideration of how the gospel story ends, for believers and unbelievers, in the glory of God's being all in all in the new heaven and new earth. Prerequisite: BRS 305. Delivery mode: online.

BRS 321X American Church History - 3 Hours

A survey of the history of Christianity in America from the colonial period to the present. Special attention is given to the Protestant evangelical tradition. Cross-listed with HI 321X. Delivery mode: online.

BRS 330 Christian Evidences - 3 Hours

An examination of the concept of "evidence" and a rigorous study of the historical events and documents upon which Christianity rests, as well as a comprehensive overview of the presuppositions and conceptions that are inimical to orthodox Christianity and how they may be handled. Prerequisite: Any two of the general education requirement courses (BI 101, BI 111, or BI 210). Delivery mode: Florida undergraduate.

BRS 331 Christian Doctrine - 3 Hours

A study of the major doctrines of Christianity as taught in the Bible, with some emphasis on the development of doctrines in the history of the Church and the various options held by the Christian Church. Prerequisite: BI 101 or BI 111. Delivery mode: Florida undergraduate.

BRS 332 Biblical Theology - 3 Hours

A survey of the methods and content of biblical theology. Emphasis is on the Bible's storyline examine how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

BRS 338 Theological and Sociological Foundations of Evangelism - 3 Hours

A study of the theology of evangelism and contemporary sociological factors of conversion. Examination of the gospel message and biblical reasons for doing evangelism and consideration of issues in understanding why people convert, in order to formulate an evangelical understanding of evangelism. Contemporary evangelistic methods and evaluation of them in light of the material presented in class. Students are challenged to make evangelism a component of daily life whether in a vocational ministry or a secular occupation. Delivery mode: online.

BRS 340X History of Christianity - 3 Hours

A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Cross-listed with HI 340X. Delivery mode: online, Florida undergraduate, and Wisconsin Prison Initiative.

BRS 341 Theology: Prolegomena, Scripture, Theology Proper - 3 Hours

This course begins by clarifying the nature, method, and necessity of theology. Discussion then moves to the doctrine of Scripture, including revelation, inspiration, illumination, and inerrancy. This course concludes with the study of the existence and nature of God (including the Trinity), God's works of creation (including angels), and providence. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

BRS 342 Theology: Christ, Humanity, Sin, Salvation - 3 Hours

This course covers the study of the person and work of Christ. It treats the nature of man both as a creature and as a sinner, including original sin, imputation of sin, and the nature and consequences of individual acts of sin. Discussion focuses on both the atoning work of Christ and on the application of the work of Christ by the Holy Spirit that runs from election through conversion and justification all the way to glorification. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

BRS 343 Theology: Holy Spirit, Church, Last Things - 3 Hours

This course begins with the study of the person and work of the Holy Spirit. Focus then shifts to the doctrine of the church. Topics include the nature, mission, function, organization, and ordinances of the church; the use of the gifts of the Holy Spirit in ministry; and the relation of Israel to the church. The course concludes with a treatment of the Last Things in relation to individuals (including the intermediate state and the resurrection of the body) and in relation to the following corporate groups: the church, Israel, and the nations. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

BRS 350 Topics in Biblical and Religious Studies - 1-3 Hours

A study of selected biblical or religious topics. May be repeated for different topics. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 359 Topics for Honors Students - 3 Hours

Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 363X Survey of Religious Diversity - 3 Hours

A survey of the world's major religions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Cross-listed with PH 363X. Delivery mode: online.

BRS 400 Bible and Ministry Senior Seminar - 3 Hours

A seminar that focuses on the needs and issues related to preparing for postgraduate ministry or education. Includes in-depth study of selected problems and recent developments related to biblical studies, theology, and ministry. Fulfills the IDS 499X Integrative Thought Capstone requirement for Bible and Ministry majors. Prerequisites: BI 105, BI 115, and CM 172. Delivery mode: online.

BRS 430 Advanced Topics in Religious Studies - 1-3 Hours

Selected courses taught at Trinity Evangelical Divinity School. Open only to qualified juniors and seniors with approval from the Director of TEDS Undergraduate Teaching and TEDS professor. Delivery mode: Deerfield traditional undergraduate.

BRS 437X Music in Worship - 3 Hours

The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Prerequisites: BI 105 and BI 115 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with WOR 437X. Delivery mode: Deerfield traditional undergraduate.

BRS 450 Independent Study - 1-4 Hours

Advanced study in special topics for students who have demonstrated ability in religious studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Delivery mode: Deerfield traditional undergraduate.

Bioethics (BE)

BE 474 Introduction to Bioethics - 3 Hours

An overview of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical-theological discussion of human nature, medicine, and healing, and as a context for the rise of the new bioethics. Prerequisite: PH 180 or consent of instructor. This course is taught with BE 5010 at Trinity Evangelical Divinity School. Offered fall semester. Delivery mode: synchronous.

BE 475 Topics in Bioethics - 1-3 Hours

This course is taught in conjunction with BE 7100 at Trinity Evangelical Divinity School. May be repeated for credit with a different topic. Delivery mode: synchronous.

BE 5010 Introduction to Bioethics: Foundations and Methods - 2-3 Hours

An introduction to the interdisciplinary and interprofessional study of bioethics with emphasis on surveying the foundational concepts, history, methodologies, and topical issues pertinent to the development and contemporary study of bioethics from within biblical-theological and other prominent contemporary perspectives.

BE 5020 Bioethics and Cultural Engagement - 2-3 Hours

This course introduces central Christian beliefs and worldview as a framework within which to evaluate the working ethical assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise engagement with contemporary thought in bioethics.

BE 5100 Intensive Bioethics Institute - 2-3 Hours

This course is a survey of the field of bioethics, introducing competing ways of addressing bioethical issues from historical, philosophical, and theological perspectives. Offered face to face at the Deerfield campus.

BE 5200 Research Ethics - 2 Hours

The application of critical and ethical thinking to the philosophy and professional practice of scientific research. Students will assess the historical framework as well as the current standards and policies (national and international) for human subject research. Topics covered will include risks and benefits, informed consent, vulnerability, privacy, and confidentiality. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour

An explanation of basic precepts of clinical medicine and clinical ethics. Designed to be taken concurrently with BE 5300. Offered as a guided study.

BE 5300 Clinical Issues in Bioethics - 2 Hours

An introduction to clinical bioethics and issues in medical ethics, with special emphasis on clinical ethics consultation, the role of clinical ethics committees, plus in-depth case analysis of specific ethical issues that arise in contemporary clinical practice. Prerequisite or taken concurrently: BE 5299.

BE 5400 Nursing Ethics - 2 Hours

This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Ethics of care, the changing face of health care resulting from globalization, interprofessionalism, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour

An explanation of basic federal and state governmental structures and legislative processes. Designed to be taken concurrently with BE 5500. Offered as an online guided study.

BE 5500 Bioethics and Public Policy - 2 Hours

The interface of bioethics and public policy in North American and international contexts with special attention to religious perspectives in the public square, important cases and bioethics commissions, and other documents. Students have the opportunity to create a public policy strategy. Prerequisite or taken concurrently: BE 5499.

BE 5900 Bioethics National Conference - 2-3 Hours

The annual national/international bioethics conference at Trinity provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6000 Christian Hippocratism - 2-3 Hours

This course examines the emergence of Hippocratic medicine and its historical convergence with Christianity as a primary influence on the development and practice of Western medicine through the modern era. Attention will also be given to the rise of competing paradigms in contemporary medicine and prospects of Christian Hippocratism as a principled model for Christian engagement in bioethics.

BE 6010 Life and Death Bioethics - 2-3 Hours

Exploration of prominent bioethical issues at the beginning and end of life, including the ethics of abortion, contraception, assisted reproductive technologies, end-of-life decision making, euthanasia, and other issues within their ethical, legal, social, philosophical, and theological contexts.

BE 6020 Biotechnology and Emerging Technology Ethics - 2-3 Hours

This course examines cutting-edge bioethical issues within biomedicine, biotechnology, and other emerging technology arenas, including developments in genetic ethics, neuroethics, nanoethics, synthetic biology, robotics, artificial intelligence, and human futures among other issues within their ethical, legal, social, philosophical, and theological contexts.

BE 6100 Bioethics Colloquium - 1-2 Hours

The colloquium meets periodically during the term, with a professor of record and a combination of visiting lecturers, faculty, and student presentations. Local pastors, physicians, and others are invited to attend, offering a meeting point between the program and church and medical communities. May be repeated for credit.

BE 6150 Contemporary Issues in Bioethics - 1-3 Hours

Trinity-hosted bioethics workshops provide a unique opportunity to explore emerging issues in contemporary bioethics through topical workshops led by an interdisciplinary team of Christian leaders in bioethics from around the country and beyond. This course includes a pre-workshop reading program and post-workshop assignments tailored to the topics of the workshop. Special emphasis is given to the professional dimensions of the issues under consideration, as well as an examination of the evolving academic literature. May be repeated for credit. Offered face to face at the Deerfield Campus.

BE 6200 Ethical Theory - 2-3 Hours

An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions. Formerly: PR 7220. Offered online and face-to-face at the Deerfield campus.

BE 6350 The Right to Life and the Law - 2-3 Hours

A study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, infanticide, and related issues involving rights conscience, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Offered face to face at the Deerfield campus. May be taken as MLS 910 through Trinity Law School.

BE 6950 Bioethics Practicum - 1-2 Hours

Supervised experience within professional or ministerial settings (e.g., healthcare, public policy, IRB, advocacy organization, church, etc.) engaged in practical bioethics. Emphasis of student assessment materials will be given to demonstrating the application of theoretical bioethics knowledge to the professional or ministerial environment. Prerequisite: BE 5010. Student must obtain the program director's permission and secure site approval before registering.

BE 7200 Landmark Cases in Bioethics - 2-3 Hours

Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. May be taken as MLS 720 through Trinity Law School.

BE 7300 Advanced Clinical Ethics - 1-3 Hours

This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5010 or BE 6000. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5010 or BE 6000 can ask the professor to waive that prerequisite. Offered online.

BE 7478 Bioethics Capstone Project - 1-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designee. Students should register for this course the semester they start the project. Prerequisite or taken concurrently: BE 5200, BE 5300, BE 5500, and BE 6500 or by permission of the program director.

BE 7480 Bioethics Capstone Integrative or Major Paper - 1-3 Hours

Independent study culminating in a bioethics-related project, as arranged with the program director or designee. Students should register for this course the semester they start the project. Prerequisite or taken concurrently: BE 5200, BE 5300, BE 5500, and BE 6500 or by permission of the program director.

BE 7486 Bioethics Capstone Extension - 0 Hours

A one-semester extension for BE 7478 or BE 7480. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. May not be repeated. No Credit.

BE 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

BE 7600 Theological Bioethics and Contemporary Alternatives - 2-3 Hours

A theological examination of topics in moral theology and theological ethics and their application to a wide range of bioethical issues, identifying common ground and differences with other competing contemporary outlooks.

BE 7650 Bioethics, Human Dignity, and the Church - 2-3 Hours

Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church.

BE 7700 Bioethics Seminar - 1-4 Hours

Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. May be repeated for credit. Cannot be taken as a Reading Course.

BE 7750 Readings in Bioethics - 1-3 Hours

Examination of topic-specific readings in bioethics from Hippocrates, through the beginning of the modern bioethics period in Fletcher and Ramsey, and on to the present. Readings in the earlier periods may focus on the birth and development of the Hippocratic/Judeo-Christian tradition or classic concepts or works of bioethics. Readings in the contemporary bioethicists may place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress or may explore contemporary developments in topical literature of distinct applied areas of bioethics. The course may focus on either classical or contemporary readings. May be repeated for credit.

BE 7800 Personhood in Theological and Philosophical Perspective - 2-3 Hours

Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage.

BE 7810 Global Health and Justice - 2-3 Hours

An exploration of global bioethics, with particular focus on biblical, theological, and philosophical approaches to justice, and their relevance to issues in global health and medicine.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours

This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics.

Biology (BIO)

BIO 103 Introductory Biology - 4 Hours

A general survey of the basic principles of biology with an emphasis on humanity and humanity's role in nature. The scientific method, evolutionary theory, and Christianity as the basis of understanding nature and its problems are considered. Laboratory is included. Delivery mode: Wisconsin Prison Initiative.

BIO 145 Human Biology - 4 Hours

A study of basic principles of biology, cells, genetics, anatomy and physiology, and the human impact on the environment. Special emphasis will be given to understanding anatomy and physiology as it pertains to the workings of the human body and its response to disease. This course is suitable for non science majors and includes laboratory experience. Not for credit toward a major in biology. Laboratory fee. Delivery mode: Florida undergraduate.

BIO 150 Laboratory Methods in Biology - 1-3 Hours

This course is designed to meet the needs of the student who requires or desires laboratory experience in a particular area of biology additional to that available as part of the regularly offered coursework. The area of study will vary with the needs of the student. Prerequisites: at least one introductory course in biology and consent of the department chair. Laboratory fee. Delivery mode: Florida undergraduate.

BIO 300 Environmental Conservation - 3 Hours

An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. Delivery mode: Florida undergraduate.

BIO 320 Immunology - 3 Hours

A study of the cellular and molecular nature of innate and adaptive immune systems, including immunoglobulins, humoral and cell-mediated immune responses, immunopathology, immunobiology, and cancer biology. Prerequisites: BIO 111 and CH 112. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 340 Human Anatomy and Physiology I - 4 Hours

An in-depth study of the anatomical and physiological features of the following human body systems: integumentary, skeletal, muscular, nervous, circulatory, digestive/metabolic, lymphatic, and endocrine. Relevant clinical information and pathology are discussed. A strong emphasis is placed on experimental study and analysis of physiological processes. This course is suitable for premedical students, health sciences students, students wishing to pursue graduate studies in science, and education majors with a science emphasis. Laboratory is included. Prerequisites or corequisites: BIO 111 or CH 111-CH 112, or consent of instructor. Laboratory fee. Offered each year for Deerfield traditional undergraduate. Both semesters must be completed in order to apply to major. Delivery mode: Deerfield traditional undergraduate.

BIO 400 Origins and Evolution - 3 Hours

A critical examination of the empirical and theoretical bases for the theories of the origin of life and biological evolution. The scriptural account of creation and the various schools of thought on creation and evolution are considered. Prerequisites: BIO 111, BIO 112 or consent of the instructor. Offered spring semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

BIO 420X Cell and Molecular Biology - 4 Hours

A detailed study of the structure and function of cells in their genetic, biochemical, developmental, physiological and pathophysiological aspects. This course introduces students to the relationships that exist between cell structure and biochemical processes necessary for eukaryotic cell growth, differentiation, and death. Laboratory included. Prerequisites: BIO 111, and CH 320. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross listed with CH 420X. Delivery mode: Deerfield traditional undergraduate.

BIO 430 Developmental Biology - 4 Hours

A study of the nature of developmental processes of animals at the classical, experimental, and molecular levels. Reading, abstracting and presenting primary journal articles in the field of developmental biology constitutes the laboratory portion of the course. Prerequisites: BIO 111, BIO 340, BIO 341. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate. .

Business (BUS)

BUS 101 Introduction to Business - 3 Hours

This is a survey course in business that is designed to provide students with a holistic perspective on how and why businesses function. The course exposes students to planning, production, distribution, marketing/advertising, sales, distribution, accounting, finance, human resources, and management. Special consideration is given to ethical responsibility. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 103 Introduction to Economics - 3 Hours

Survey of economics. Issues of supply and demand, national income accounting, money and banking, market structures, and contemporary economic issues are studied. Both microeconomic and macroeconomic principles are presented. Not available for credit for students with credit in either BUS 207 or BUS 208, or equivalent. Delivery mode: online, Florida undergraduate.

BUS 111 Principles of Management - 3 Hours

This course exposes students to the general principles of management including planning, organizing, leading, and controlling organizational efforts. Special consideration is given to ethical responsibility and the role of management within the broader social context. Offered as scheduled. Delivery mode: Online, and Florida undergraduate.

BUS 113 Principles of Marketing - 3 Hours

Students are exposed to the principle concepts in marketing, including planning, consumer behavior, segmenting, and positioning. Tactical considerations for products, pricing, channels of distribution, and promotion-advertising, professional selling, sales promotion, digital, and public relations. Special concerns in international marketing and ethical decision making are woven throughout course content. Delivery mode: online, and Florida undergraduate.

BUS 115 Human Resources Management - 3 Hours

Content of this course includes personnel processes, which are considered within a framework of manpower resources development and utilization. Functions and activities of the Human Resources Department are outlined and discussed (e.g. recruitment, selection, training). In addition, the impact of Human Resource function on both the organization (management) and the individual are discussed. Delivery mode: online, and Florida undergraduate.

BUS 181 Survey of International Business - 3 Hours

A survey of business in a global economy. Topics covered include the economic, political, and cultural factors determining the business environment, foreign direct investment, human resource management of foreign labor, international law, international marketing, international trade, international finance, and strategic planning in a global economy. Delivery mode: online.

BUS 201 Business Law - 3 Hours

This course provides an overview and consideration of the general principles of law as applied to commercial situations. Emphasis is given to contracts, negotiable instruments, personal and real property, and trade regulations. Prerequisite: Sophomore standing. Delivery mode: online.

BUS 207 Microeconomics - 3 Hours

An analysis of market behavior emphasizing the determinants of demand and supply. Emphasis is placed on potential advantages, disadvantages, and limitation of the market system in providing goods and services in an economically efficient manner. Delivery mode: Deerfield traditional undergraduate.

BUS 208 Macroeconomics - 3 Hours

An introduction and survey of the nature of economic problems and analysis. Different methods of organizing society are discussed, with an emphasis placed on U.S. institutions and experience. Prerequisite: BUS 207 or permission of instructor. Delivery mode: Deerfield traditional undergraduate.

BUS 214 Introduction to Managing Nonprofit Organizations - 3 Hours

This course covers the theories and principles for managing nonprofit organizations. This includes practices such as strategy formulation, goal setting, staffing, organizing, implementation, and evaluation. Delivery mode: Florida undergraduate.

BUS 221 Principles of Accounting I - 3 Hours

An introduction to principles and procedures, including basic concepts of the accounting cycle and related activities. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 222 Principles of Accounting II - 3 Hours

For students with an emphasis in Accounting. BUS 222 builds on the concepts in BUS 221. The course covers accounting methods for various components of the balance sheet, income statement, and statement of cash flows with an emphasis on evaluating financial performance. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 223 Managerial Accounting and Analysis - 3 Hours

For students not emphasizing in accounting. BUS 223 builds on topics from BUS 221 and focuses on the use of accounting information for decision making for management. Topics include cost/volume/profit analysis, forecasting, budgeting, product costing, cost allocation, and performance evaluation. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate.

BUS 281X Social and Interactive Media Strategies - 3 Hours

An analysis of audience research strategies, conceptualization of message contexts, message design, and content marketing. Brand development and maintenance across various communication channels is examined. Cross listed with COM 281X.

BUS 301 Legal Environment of Organizations - 3 Hours

This course provides a basic understanding of the law as it relates to both for-profit and nonprofit organizations. It studies the legal process, the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and property and employment law. Delivery mode: Florida undergraduate.

BUS 302 Project Management - 3 Hours

This course introduces students to the nature, tasks, and challenges of project management. This includes studying the various phases of project management (project definition, project planning, project execution, project control, and project close-out) and learning the skills that are necessary to navigate each phase successfully. Delivery mode: Florida undergraduate.

BUS 303 Topics in Management - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 101 or BUS 111. Delivery mode: Deerfield traditional undergraduate.

BUS 310 Personal Finance - 3 Hours

This course focuses on equipping students to make informed personal choices in spending, investing, borrowing, savings and giving. Topics include financial goal setting, money management, consumer credit, housing decisions, investments, income tax management, and retirement planning. Open to business and non-business majors. Delivery mode: Deerfield traditional undergraduate, online.

BUS 313 Topics in Economics - 3 Hours

Selected topics as announced, including such fields as Public Finance, Labor Economics, and Current Issues. Prerequisites: BUS 207, BUS 208. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 319 Investments - 3 Hours

Students in this course will learn about investments from the perspective of the individual and the investment manager. Topics covered include financial instruments (stocks, bonds, options, futures), securities markets, portfolio development and diversification, security analysis and valuation, international markets and special considerations such as taxes and inflation. Course participants will be challenged to apply course concepts in a market simulation. Delivery mode: Deerfield traditional undergraduate.

BUS 321 Financial Reporting I - 3 Hours

Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 322 Financial Reporting II - 3 Hours

A continuation of BUS 321. The focus is on valuation for long-term liabilities and stockholders' equity, including deferred taxes, pension, leases, long term investment and debt, earning per share, and equity based compensations. Prerequisite: BUS 321. Offered spring semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 323 Individual Income Taxation - 3 Hours

An introduction to principles and procedures, including basic concepts of federal income taxation for individuals. The course reflects individual income tax theory and practical tax research and preparation. The course also reflects current and recent legislative, judicial and administrative changes in the federal income tax code and procedures.

BUS 325 Accounting for Business Combinations and Consolidations - 3 Hours

This course covers the rationale and accounting methodologies for business combinations and for consolidating financial statements with controlling interests. Other inter-corporate accounting issues such as intercompany transactions, foreign currency transactions, and translations are covered. Prerequisites: BUS 221, BUS 222. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 326 Cost Accounting - 3 Hours

Concepts and application of cost accounting, procedures, reporting and evaluation of such applications. The course views the cost accounting function (process) as an essential and powerful activity in the business environment. Essential to adequately prepare for the uniform CPA and CMA examinations. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 327 Theory and Practice of Auditing - 3 Hours

An introduction to principles and procedures, including basic concepts of the auditing cycle and related activities. Emphasis is placed on the attest function, professional standards and ethics, and sampling techniques. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 328 Quantitative Skills for Managers - 3 Hours

An introduction to the financial and data analysis skills needed by managers. Basic principles of accounting, budgeting, and finance will be covered. Students will learn how to gather, organize, analyze, and present data that are useful for evaluation and decision making in organizations. Delivery mode: Florida undergraduate.

BUS 329 Topics in Accounting - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisites: BUS 221, BUS 222, or permission of instructor. Computer fee may be required for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 331 Consumer Behavior - 3 Hours

This course focuses on the practical application of social psychological research designed to understand, predict, and influence consumer behavior. Issues covered include persuasion, promotional strategy, sales and marketing planning, personal selling, perception, motivation, nonverbal communication, attitudes, decision-making, learning, compliance, psychographics, and geo-demographics. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate.

BUS 332 Topics in Marketing - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 113, or permission of instructor. Computer fee for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 333 Sales Principles and Practices - 3 Hours

This skills-based course focuses on the role of ethical professional selling in organizational and interpersonal interactions. Students are exposed to the different steps in the selling cycle including prospecting, needs assessment, presentation, objection handling, and closing. Prerequisite: BUS 113. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

BUS 334 Advertising - 3 Hours

Students in this course will be exposed to the key concepts in advertising, including audience and strategy definition, the creative process, media choices, and campaign development. Course content will also cover creative considerations for different media, including broadcast, print, and Web. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

BUS 340 Visionary Leadership - 3 Hours

This course introduces students to a comprehensive framework for understanding the nature and tasks of visionary leadership which includes such activities as clarifying one's own values, envisioning the future, fostering teamwork, and recognizing follower contributions. Throughout this course, students will construct a holistic leadership plan for a project of their choice. Delivery mode: Florida undergraduate.

BUS 341 Leading Teams - 3 Hours

This course teaches students how to lead effectively within a variety of team settings. This includes studying the characteristics of effective teams, the processes of teamwork, common problems teams face, and solutions for solving team problems. Delivery mode: Florida undergraduate.

BUS 346 Organizational Behavior - 3 Hours

Examines the way individuals, groups, and structures impact the functioning of people within organizations. Course topics include job satisfaction, stress, motivation, decision making, team building, leadership, innovation, and organizational communication. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

BUS 350 Topics in Human Resources - 3 Hours

Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 115. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 351 Organizational Development - 3 Hours

This course exposes students to the theory and practice of the discipline of organizational development to affect change. Emphasis is placed on the development of constituency-led changes. Delivery mode: Florida undergraduate.

BUS 352 Compensation and Benefits - 3 Hours

Theory and practice of compensation and benefits within the organization. Linking compensation and benefits to strategic goals. Includes performance appraisal, compensation, incentive and benefit practices, and legal/regulatory overview. Prerequisite: BUS 115 or permission of instructor. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

BUS 353 Change Management - 3 Hours

This course covers the theory, analysis, and application of intervention methods and procedures to effect change within organizations. Through case studies and other analyses, the class investigates how organizations can bring about successful change, why change is often resisted, and why some organizations' efforts to change fail. Prerequisite: BUS 115 or permission of instructor. Delivery mode: Deerfield traditional undergraduate.

BUS 355 Personnel Evaluation and Coaching - 3 Hours

This course overviews the systematic analysis of employee performance in organizations to identify performance strengths and deficits, to diagnose causes of problems, and to specify solutions. It covers management tools for employee evaluation, such as interviews, self-appraisals, "360 degree feedback," and supervisor ratings for the purposes of job placement, performance appraisal, employee development, awarding merit pay increases, promotion, or employee termination. The course covers internal and external coaching for employee development, for enhancing employee effectiveness, motivation, morale, and productivity, or for intervening with problem employees. Delivery mode: Florida undergraduate.

BUS 356 Training and Development - 3 Hours

This course provides an analysis of the relationship of training and development to the practical implementation of organizational goals and strategies. It includes an overview of the principles and practices of training design, teaching techniques, and learning principles used by trainers and supervisors in business, effective training technology, and presentation skills. Delivery mode: Florida undergraduate.

BUS 371 Board Governance and Volunteer Management in Nonprofit Organizations - 3 Hours

This course studies the selection, roles, and responsibilities of nonprofit boards. A particular emphasis will be given to understanding the relationship between the organizational executive and the board in addressing managerial challenges. It also addresses the theory and principles of the management of volunteers in a variety of nonprofit settings. Delivery mode: Florida undergraduate.

BUS 372X Nonprofit Management - 3 Hours

This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Cross-listed with CM 372X. Delivery mode: Deerfield traditional undergraduate, online.

BUS 373X Nonprofit Financial Management - 3 Hours

This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and measurement in tax-exempt corporations. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. Cross-listed with CM 373X. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

BUS 376 Nonprofit Marketing - 3 Hours

This course covers the basic processes and practices of marketing as applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation. Delivery mode: Florida undergraduate.

BUS 388 Digital Analytics - 3 Hours

Students in this course will explore the different tools available for evaluating online and digital performance. Topics include text analytics, database analysis, digital analytics, online monitoring, and online behaviors. Emphasis will be on the application of analytic analysis including Search Engine Optimization and website effectiveness. Recommended prerequisite: COM 281. Delivery mode: Deerfield traditional undergraduate.

BUS 390 Entrepreneurship and New Venture Creation - 3 Hours

Students in this course will be exposed to concepts in new venture creation for Entrepreneurial, Intrapreneurial, Social, and Non-Profit organizations. Specific concepts will cover idea generation, opportunity recognition, initiative taking, planning, financing, and functional area management. Delivery mode: Deerfield traditional undergraduate.

BUS 391 Entrepreneurial Accounting and Finance - 3 Hours

This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning. Delivery mode: Deerfield traditional undergraduate, online.

BUS 392 Social Entrepreneurship - 3 Hours

This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start-up, organization, and financing of enterprises with social purposes. The role of entrepreneurial activity as a means to generate economic growth and to alleviate poverty will also be covered. Delivery mode: Deerfield traditional undergraduate, online.

BUS 411 Financial Management - 3 Hours

An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Prerequisites: knowledge of spreadsheet software and BUS 222 and PSY 285X. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

BUS 423 Management Information Systems - 3 Hours

Study of organizational systems that capture information from the major business processes and transaction cycles. The students will learn how various information technologies and business applications such as enterprise business systems, serve as the basis for the functional areas of accounting and business. Students will also learn strategies and solutions for addressing IT related issues within an organization. Offered fall semester, odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate.

BUS 426 Strategic Planning - 3 Hours

Utilizing case studies, students will develop and improve skills in the critical areas of applied organizational research and management of the strategic and operational planning process. Delivery mode: Florida undergraduate.

BUS 430 Marketing Research - 4 Hours

This course provides concepts and experience in conducting marketing research projects to solve various business problems. Students will be exposed to key concepts in marketing research including research management, research design, data generation, data analysis and recommendations. Practical experience will be garnered through the team execution of an actual marketing research project. Laboratory is included. Prerequisite or corequisite: PSY 285X or permission of instructor. Delivery mode: Deerfield traditional undergraduate.

BUS 433 Marketing Strategy - 3 Hours

An analysis of the conceptual and theoretical developments related to marketing management and an appraisal of these developments in terms of their ability to facilitate understanding, production, and control of marketing. Application of the theoretical foundations will be made through case studies. Prerequisites: BUS 113 and junior or senior standing. Offered spring semester alternate years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

BUS 440 Seminar in Management Policy - 3 Hours

A capstone course using the case study method to integrate the various disciplines of economics and management. Special emphasis is placed on the development of an analytical framework for building consistent and effective business strategy in domestic and international environments. Prerequisites: BUS 101 or BUS 111, BUS 113, BUS 115, BUS 221, and senior standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 445 Management Internship - 1-6 Hours

An integration of a business theory with practical experience in an organization. Appropriate internship experiences should provide students with the opportunity to practice, observe, and reflect upon the application of curricular concepts in organizational life. Particular topics for the program will be determined by the job, but must include managerial or related experiences. Before starting a practicum, the student must fill out an internship contract and personally meet with the internship coordinator to discuss academic assignments and expectations. At least 45 hours of work at the internship site must be completed for each hour of academic credit. The course may be repeated for up to twelve total hours of credit. Satisfies the professional experience requirement for business majors. Prerequisites: BUS 101 or BUS 111, BUS 113, BUS 115, BUS 221, permission of instructor, junior or senior standing, and approval of internship coordinator or department chair. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 471 Leadership and Organizational Culture - 3 Hours

This course provides students with multiple perspectives on how to define and to analyze organizational culture. In light of this knowledge, students will learn how to adapt their leadership style to a variety of organizational settings and cultures. Delivery mode: Florida undergraduate.

BUS 481 Organizational Ethics - 3 Hours

This course examines the nature of ethics and ethical decision making in both for-profit and nonprofit organizations. Students will also learn to apply passages and principles from the Bible to organizational case studies. Delivery mode: Florida undergraduate.

BUS 490 Seminar in Business and Management Ethics - 3 Hours

An integration of Christian ethics particularly in the context of business and management situations. Students will be exposed to ethical decision-making considerations and will be challenged to apply them to case studies. Prerequisite: junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Business major. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

Chaplaincy and Ministry Care (CM)

CM 5000 Introduction to Counseling Ministries - 2 Hours

An introduction to the principles, and techniques involved in the pastoral ministry of care and counseling. The course emphasizes basic counseling skills and ability to relate to others. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. Course format includes lecture, video, role play, and discussion. Not applicable to MA in MHC. Offered fall and spring.

CM 6000 Issues in Counseling Ministries - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couples Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CM 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CMC) as arranged with the department of concentration. Not available in all programs.

CM 7940 Clinical Pastoral Education - 2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department. Two hours.

Chemistry (CH)

CH 320 Biochemistry - 4 Hours

Structure, biosynthesis, and metabolism of common classes of biochemical compounds are studied. Laboratory is included. Prerequisites: CH 203 or CH 212; and BIO 111; or consent of instructor. Laboratory fee. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 420X Cell and Molecular Biology - 4 Hours

A detailed study of the structure and function of cells in their genetic, biochemical, developmental, physiological and pathophysiological aspects. This course introduces students to the relationships that exist between cell structure and biochemical processes necessary for eukaryotic cell growth, differentiation, and death. Laboratory included. Prerequisites: BIO 111 and CH 320. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with BIO 420X. Delivery mode: Deerfield traditional undergraduate.

Christian Ministries (CM)

CM 112 ADVANCE Formation Group - 0 Hours

Advance Formation Group is an intentional weekly experience under the leadership of a faculty member. As an essential part of the Advance Program, it seeks to create an environment of growth in personal spiritual life, relational skills, and ministry skills for the students in this program. Students are enrolled for 4-6 semesters. Regular attendance necessary for credit; only two absences per semester permitted. Credit/No Credit. Offered each semester for Deerfield Advance: Pre-Seminary Student. Delivery mode: Deerfield traditional undergraduate.

CM 172 Introduction to Ministry - 3 Hours

An introduction to the purposes, challenges, and scope of various types of ministries and ministry programs, with particular focus made in those areas in which we offer emphases. Personal contact and interaction with ministry leaders will seek to enlarge the vision of students for how ministry can be carried out. Delivery mode: Deerfield traditional undergraduate, Wisconsin Prison Initiative, and online.

CM 175 Foundations of Youth Ministry - 3 Hours

An exploration of biblical, educational, and philosophical foundations of youth ministry. Current youth culture and developmental needs of adolescents will be examined in light of these foundations. Students will be required to develop a personal theory of ministering to youth through biblical education, personal evangelism, and relational discipleship. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 181 Spiritual Formation - 3 Hours

This course explores the theoretical and practical aspects of Christian spiritual development. Special attention is given to understanding and participating in the spiritual disciplines - both personal and corporate. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 201 Survey of Christian Education - 3 Hours

An introductory overview of the church's involvement in education, including the history, aims, methods, and principal agencies of Christian Education. Delivery mode: Deerfield traditional undergraduate, online.

CM 210 Ministry in its Cultural Context - 3 Hours

An introduction to the theology, purposes, challenges, and scope of various types of ministries in their current cultural context. A particular emphasis is given to understanding philosophical and theological pluralism. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 211 Theology and Practice of Pastoral Ministry - 3 Hours

A study of the theology, qualifications, practices, and vulnerabilities of pastoral ministry. A particular emphasis will be given to discussing how to maintain one's spiritual health despite various challenges and temptations in pastoral ministry. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 215 Foundations of Children's Ministry - 3 Hours

A study of the elements involved in building effective children's and family ministries. In addition to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and interact with a variety of local children's ministry models. Delivery mode: Deerfield traditional undergraduate, online.

CM 224 Integrated Field Experience - Spiritual Formation - 3 Hours

This course is designed to explore the theoretical foundations for personal growth and ministry issues, including spiritual growth and its application to character development. Students will participate in ministry roles during the semester for a total of 60 hours and additional weekly coursework. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 225 Integrated Field Experience - Small Group Ministry - 3 Hours

An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, individual leadership style, and on theoretical and experiential exploration of methods of small group ministries. Students will participate in Christian ministry roles during the semester for a total of 120 hours (60 hours for online students) and additional weekly coursework. Offered online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 235 Introduction to Chaplaincy - 3 Hours

This course provides an overview of the nature and history of institutional ministry. Students examine the biblical and theological foundations of chaplaincy and review the various organizations and settings that typically receive chaplain services (e.g., healthcare, military, correctional, workplace, industrial, university, residential facilities, public safety, sports, disaster relief). Additionally, this course explores leadership principles that contribute to success in chaplaincy as well as specialized skills in caregiving, pastoral ministry, and emotional/spiritual counseling support. The objective is to develop a basic understanding of how institutional gospel ministry makes a difference in governmental, non-profit, and corporate communities.

CM 250 Topics in Christian Ministries: - 1-3 Hours

Selected topics in Christian Ministry not taught under specific course title. May be repeated for credit if topic differs. Delivery mode: Deerfield traditional undergraduate.

CM 260 Introduction to Intercultural Ministry - 3 Hours

An introduction to the challenging opportunities and possibilities of involvement in intercultural ministries with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives. Students will be challenged to consider their individual roles in the global community. Delivery mode: Deerfield traditional undergraduate, online.

CM 270 Worship: Theology and Practice - 3 Hours

This course explores the biblical theology of worship and survey the implications for planning Christian worship. Aspects covered include: worship in the Old Testament, the New Testament, and the early Church; the study of Christian worship through history, with special emphasis on Protestant and evangelical worship; the role of music, prayer, scripture reading, creeds, and preaching in the weekly gathering of Christians. Students compile an extensive bibliography of resources for worship planning, and demonstrate their grasp of the theological principles by writing a series of worship services. Delivery mode: Online.

CM 280 Psychological and Sociological Foundations of Family - 3 Hours

This course draws upon understandings of family from a range of social science perspectives and interacts with the related topics from a Christian integrative perspective. The disciplines of family process, psychology, and sociology reveal strengths and weaknesses that can be observed in healthy and unhealthy examples of this basic unit of society. Students will be challenged to wrestle with societal issues across time and into the present concerning the most intimate of human relationships. Offered online as scheduled. Delivery mode: online.

CM 315 Principles of Family Ministry - 3 Hours

This course centers on the ministry to children and their families. Focus will be on the theological foundations of the family, understanding the current cultural trends, which affect families, and developing effective ministry strategies with contemporary families in the context of local church and parachurch ministries. Delivery mode: Deerfield traditional undergraduate, online.

CM 320 Principles of Ministry Programming - 3 Hours

A study of the elements and skills necessary in the design and development of effective programming for discipling ministries. Students are exposed to local ministry models and contemporary ministry principles. Delivery mode: Deerfield traditional undergraduate, online.

CM 321 Theology and Practice of Evangelism - 3 Hours

A study of the theology and methodology of evangelism with particular emphasis on the gospel message and the biblical reasons for doing evangelism. Prerequisites: BI 101 and BI 111. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 324 Integrated Field Experience: Discipleship - 3 Hours

An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours for the semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader and study of the biblical principles and practical models of Christian discipleship. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Delivery mode: Deerfield traditional undergraduate, online.

CM 325 Integrated Field Experience - Ministry Methods - 3 Hours

Students will participate in an intensive and advanced level of ministry leadership for a total of 120 hours over the course of the semester. Additional coursework will emphasize the development of practical ministry skills for the student's selected area of emphasis. The course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Delivery mode: Deerfield traditional undergraduate, online.

CM 331 Theology and Practice of Discipleship - 3 Hours

A study of the theology and methodology of discipleship with particular emphasis on mentoring younger Christians in the faith. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 335 Strategies for Discipling Ministries - 3 Hours

A study of biblical principles and practical models of Christian discipleship. Emphasis is on theoretical and experiential exploration of methods of small-group discipling ministries. Delivery mode: online.

CM 340 Principles of Relational Youth Ministry - 3 Hours

A study of effective communication with contemporary adolescents designed to enhance students' understanding and ability to build significant relationships with youth. Specific areas to be addressed include evangelistic contact ministry and paraprofessional counseling in response to adolescent issues. Course should not be taken if CM 342 has already been taken. Delivery mode: Deerfield traditional undergraduate.

CM 341 Theology and Practice of Leadership - 3 Hours

A study of the theology and methodology of Christian leadership with particular emphasis on a leader's character and the core functions of leadership. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

CM 342 Relational Skills for Ministry - 3 Hours

This theoretical and skill development course will be a study of effective communication within a ministry context. A basis will be established for understanding human communication, contact ministry, crisis management, and paraprofessional counseling. Specific focus will be given to legal issues, opportunities as well as limitations of the minister, and empowering others toward positive life change. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 345 Ministry Internship - 2-4 Hours

This course is designed to build upon earlier Integrated Field Experiences. Total credits for internships (including all Integrated Field Experiences) may not total more than 7 hours. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 350 Topics in Christian Education - 1-3 Hours

Selected topics in Christian Education not taught under specific course title. May be repeated for credit if topic differs. Delivery mode: Deerfield traditional undergraduate.

CM 372X Nonprofit Management - 3 Hours

This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Cross-listed with BUS 372X. Delivery mode: Deerfield traditional undergraduate, online.

CM 373X Nonprofit Financial Management - 3 Hours

This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and measurement in tax-exempt corporations. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. Cross-listed with BUS 373X. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

CM 375X Foundations of Christian Counseling - 3 Hours

Principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis is placed on the unique contribution of biblical truths to counseling. Cross-listed with PSY 375X. Delivery mode: Florida undergraduate, Wisconsin Prison Initiative, and Online.

CM 381 Introduction to Preaching - 3 Hours

This course studies the basic development of preaching and sermon techniques to enhance the presentation of truth for evangelism and discipleship. It includes interactive learning and preaching opportunities to apply practical preaching design, Biblical principles, and contemporary applications. Delivery mode: Florida undergraduate.

CM 400 Principles of Adult Ministry - 3 Hours

Designed to help students understand and appreciate the psychological and sociological characteristics of adults and develop a philosophy of adult ministry. Students engage in research and discussion of various phases of adult responsibility, ministry and problems in the local church, society and home. Delivery mode: Deerfield traditional undergraduate, online.

CM 420 Ministry Leadership - 2 Hours

This course seeks to integrate the students' ministry experiences with leadership training. Students will focus on understanding the biblical concept of leadership, assessing leadership style and skills, examining principles of team building and team management in discipling ministries. The course also examines issues that leaders commonly confront in churches and organizations. Delivery mode: Deerfield traditional undergraduate, online.

CM 446 Reflective Internship in Christian Ministries - 3 Hours

A capstone course for the Christian Ministries major designed to help students integrate biblically based Christian ministry principles, concepts, and skills and apply them to actual church or parachurch experiences in a mentored ministry context. Case study methodology will be utilized to aid reflection. Prerequisites: (1) BI 101, BI 111, and BI 210 and (2) completion of a four-course concentration in Christian Ministries. Delivery mode: Florida undergraduate.

CM 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Delivery mode: Deerfield traditional undergraduate.

CM 480 Christian Ministries Integrative Seminar - 1 Hour

This course, offered in a retreat format, helps students provide closure for their experiences in the Christian Ministries program. Emphasis is placed on integrating the whole of their experiences at Trinity. Open only to CM majors in their last two semesters of coursework at TIU. Prerequisite: Community First Aid and CPR certification or equivalent. This fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Christian Ministries major. Course fee. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

Church History (CH)

CH 5051 History of Christianity I - 3 Hours

This course explores the development of Christianity from its inception in the first century to the close of the Reformation era in the sixteenth century. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the patristic period; the ecumenical councils; the emergence of medieval polity, philosophy and theology; the cultural synthesis of the high middle ages; the Renaissance in Italy and northern Europe; and the Protestant and Catholic Reformations.

CH 5052 History of Christianity II - 3 Hours

This course explores the development of Christianity from the post-Reformation era to the present day. Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the contributions of Protestant orthodoxy; Puritanism and Pietism; the rise of modern secularism; the proliferation of Protestant denominations; the "Enlightenment"; the Evangelical awakenings and revivals in Europe and North America; the Wesleyan movement; nineteenth century missionary expansion; the advance of Christianity in the majority world; modern Pentecostal Christianity; and current theological trends.

CH 5060 American Church History - 2 Hours

The transition of European churches to America and their involvement with theological, liturgical, social, and political issues; the nature of Puritanism; separation of church and state; awakenings and revivals; social concern; liberalism; fundamentalism; neo-orthodoxy; and contemporary evangelicalism are subjects of this course.

CH 5061 History of Christianity 1. The Patristic and Middle Ages - 2 Hours

This course explores the development of Christianity from its inception in the first century to the high Middle Ages (c. 1300). Through a sympathetic engagement with primary and secondary historical sources, students will acquire a general understanding of the patristic period; the ecumenical councils; the emergence of medieval polity, philosophy and theology; and the cultural synthesis of the high Middle Ages.

CH 5062 History of Christianity 2. The Age of Reform - 2 Hours

This course explores the development of Christianity from the high Middle Ages to the end of the 17th century. Through a sympathetic engagement with primary and secondary historical sources, students acquire a general understanding of the Renaissance in Italy and northern Europe; the Protestant and Catholic Reformations; missions to the New World; as well as the contributions of Protestant Orthodoxy, Puritanism, and Pietism.

CH 5063 History of Christianity 3. The Modern Age - 2 Hours

This course explores the development of Christianity from the late seventeenth century to the present day. Through a sympathetic engagement with primary and secondary historical sources, students acquire a general understanding of the rise of modern secularism, the proliferation of Protestant denominations, the "Enlightenment", the Evangelical awakenings and revivals in Europe and North America, the Wesleyan movement, the advance of Christianity in the majority world, modern Pentecostal Christianity, and current theological trends.

CH 7411 History of Free Church Movement - 2 Hours

A study of the emergence of the Free Church Movement as a vital force in European Christianity, the contributions of leading personalities to the free churches, the interplay of European pietism with the movement, and the spread of the movement to North America with special reference to the Evangelical Free Church of America.

CH 7450 The Church in Latin America, Africa, and Asia since 1500 - 2 Hours

A broad overview of the significant shift of the center of Christianity from the West to Latin America, Africa, and Asia. While consideration is given to early modern Roman Catholic missions and nineteenth and twentieth century Protestant missions, particular attention is focused on the role of indigenous Christians in the emergence and development of national churches.

CH 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

CH 7485 MA Thesis - 0-2 Hours

MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CH 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CH 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CH 7513 Patristic Age - 2-3 Hours

Introduction to Christian life and thought between the close of the New Testament canon and the beginnings of the medieval period under Pope Gregory I (ca. 600) with emphasis on the major church fathers through primary and relevant secondary sources.

CH 7514 History of Christianity in the Medieval West - 2-3 Hours

This course provides an overview of ecclesiastical, political, and theological issues affecting (especially) Western Christianity from about 529 through 1453. Particular attention will be given to the development of the office of the bishop of Rome, the relation between empire and church, missions, monasticism, the philosophy and theology of scholasticism, factors affecting the development of conciliarism, and the so-called ? crisis? of the late Middle Ages. Master?s 2 hours; Doctoral 2+1 hours.

CH 7515 The Reformation Era - 2-3 Hours

This course provides a historical and theological overview of the sixteenth-century religious Reformations, and their long-term impact on Western Christianity. Topics covered include the condition of the late medieval church; the Lutheran, Zwinglian, and Calvinist Reformations; the rise of Anglicanism; the Anabaptists and other radical groups; and the Catholic/Counter Reformation. Master?s 2 hours; Doctoral 2+1 hours.

CH 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CH 7976 MA or ThM Thesis Proposal Preparation - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CH 7977 ThM Comprehensive Exam - 1 Hour

A department-specific major comprehensive exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the exam is passed; No Credit if the exam is failed or not completed.

CH 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

CH 8000 Seminar: Current Issues in the History of Christian Thought - 2-4 Hours

Topics chosen to interrelate the divisions of theology; attention focused on current issues or important neglected areas of Christian history and thought.

CH 8101 Classic Texts in the History of Christianity 1 - 2 Hours

This course offers students the opportunity to read and discuss some of the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history up through the Reformation era. The professor facilitates class discussions and presents background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change from year to year, important authors considered will include Plato, Aristotle, Marcus Aurelius, Ponticus, Athanasius, Augustine, Boethius, Thomas Aquinas, Margery Kempe, Martin Luther, and John Calvin.

CH 8102 Classic Texts in the History of Christianity 2 - 2 Hours

This course offers students the opportunity to read and discuss some of the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history from post-Reformation to the present. The professor facilitates class discussions and presents background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change from year to year, important authors considered will include Ren, Descartes, Blaise Pascal, Voltaire, Jean-Jacques Rousseau, John Wesley, Charles Darwin, Friedrich Schleiermacher, Friedrich Nietzsche, Karl Barth, Albert Camus, Martin Luther King, Jr., C.S. Lewis, Gustavo Guti,rez, Chinua Achebe, and Abigail Favale.

CH 8235 The Enlightenment - 2-3 Hours

This course introduces students to religious life and thought in Europe during the 18th century, with special consideration of English Deism, the French and German Enlightenments, and efforts by orthodox Christians to counter this philosophical tendency. Master?s 2 hours; doctoral 2+1 hours.

CH 8270 Protestant Thought in Nineteenth-Century America - 2-3 Hours

This course introduces students to the leading Protestant theologians and theological schools of 19th century America, with special attention to topics and issues most controversial among the schools. Emphasis on primary source readings from the New England theologians, the Mercersburg School, Old Princeton, Wesleyan/Holiness sources, and the New Theology. Master?s 2 hours; doctoral 2+1 hours.

CH 8280 History of Fundamentalism and Evangelicalism - 2-3 Hours

This course introduces students to the history of Fundamentalism and Evangelicalism, with particular reference to recent interpretations of these movements. Emphasis is placed on the question of Evangelical self-identity. Master?s 2 hours; doctoral 2+1 hours.

CH 8320 Martin Luther - 2-3 Hours

This course examines the life of the German reformer Martin Luther (1483-1546) in light of contemporary research and primary source materials. Special attention will be paid to important dimensions of his thought, including his view of justification; the Word, the sacraments, pastoral ministry, and the relationship of church and state. Master's 2 hours; doctoral 2+1 hours.

CH 8330 John Calvin - 2-3 Hours

This course examines the life of the French reformer John Calvin (1509-1564) in light of contemporary research and primary source materials. Special attention will be paid to important dimensions of his religious thought, including his view of the knowledge of God, providence, Scripture, pastoral ministry, church discipline, and predestination. Master's 2 hours; doctoral 2+1 hours.

CH 8361 Jonathan Edwards - 2-3 Hours

This course provides an introduction to the life, times, and especially the theology of Jonathan Edwards. Special attention will be given to an intensive reading in and reflection on Edwards's most important writings, as well as his historical background (primarily in New England Puritanism) and historical legacy (with primary attention paid to the development of the New England Theology?). Master's 2 hours; doctoral 2+1 hours.

CH 8415 The Forgotten Reformers - 2-3 Hours

A study of biography, theology, and legacy of important yet too often forgotten religious reformers of sixteenth-century Europe, drawn from primary sources and current secondary literature. Some of the church leaders treated may include Gasparo Contarini, Ignatius of Loyola, and Marguerite de Navarre (Catholic); Philip Melancthon and Martin Chemnitz (Lutheran); Andreas Karlstadt (Lutheran-Radical); Martin Bucer, Heinrich Bullinger, and Theodore Beza (Reformed); Balthasar Hubmaier and Menno Simons (Anabaptist). Master's 2 hours; Doctoral 2+1 hours.

CH 8435 French Protestant Theology 1515-1685 - 2-3 Hours

A survey of Protestant theology and religious practice in French-speaking Europe from the reign of Francis I (1515-47) to the Revocation of the Edict of Nantes (1685). Particular attention will be paid to doctrinal development and debates as well as the religious struggles of French Protestants during this period. Highlighted will be the theology and role of prominent French Evangelicals such as Jacques Lefèvre d'Étaples and Marguerite de Navarre; and important Protestant leaders such as Guillaume Farel, John Calvin, Theodore Beza, Jacob Arminius, Moïse Amyraut, and Francis Turretin. Master's 2 hours; Doctoral 2+1 hours.

CH 8465 Pastoral Ministry in the Reformation - 2-3 Hours

A study of the theology and practice of pastoral ministry in Protestant churches during the era of the Reformation. Special attention will be given to the body of scholarly literature related to the clerical office in early modern Europe, including local and regional studies of Protestant clergy and clerical institutions; and specialized studies of activities related to the pastoral vocation, including education, preaching, public worship, catechetical instruction, visitation, and moral discipline. Master's 2 hours; Doctoral 2+1 hours.

CH 8490 Advanced Study in the Reformation - 2-3 Hours

A survey of the historiography of the sixteenth-century Reformation in Europe examining representative works by some of the most important contemporary scholars of the Reformation era. Special attention will be paid to different methodological approaches, including social, cultural, and economic history.

CH 8710 Advanced Study in American Christianity - 2-4 Hours

Historiographical analysis of important recent literature in the field of American religious history. This seminar's primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research. Two to four hours, doctoral as posted.

CH 8862 Origins of Modern Biblical Criticism in 17th & 18th Century - 4 Hours

A study of the multiple springs that fed the gathering stream of modern biblical criticism in the 17th and 18th centuries. Reference is made to the history of science, the history of philosophy, the history of book trade, and other disciplines. Particular attention is given to individuals such as Baruch Spinoza, Richard Simon, Jean Le Clerc, Reimarus, J. S. Semler, Lessing, Voltaire, and their critics. Course objectives include an improved understanding of the evangelical doctrine of biblical inspiration, the history of hermeneutics, and questions related to biblical authority.

CH 8911 Colloquium in Historical Methodology 1 - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. General issues of historical methodology are discussed, with a special emphasis placed on the relationship between Christian faith and historical understanding. Offered fall.

CH 8912 Colloquium in Historical Methodology 2 - 1 Hour

A methodological colloquium team-taught by all regular and available faculty members in the department of church history. Historical work of the students enrolled will be discussed with a view to improving that work by means of rigorous methodological analysis and to preparing the students enrolled for the writing of their theses. Offered spring.

CH 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.

CH 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CH 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

CH 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

CH 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

CH 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

CH 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been 179 completed at the time of registration in the Academic Doctoral Office. Credit/No Credit.

CH 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9991 Dissertation Research - 1-4 Hours

Course taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

CH 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Communication (COM)

COM 112 Speech - 3 Hours

Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Delivery mode: Florida undergraduate.

COM 210X Business Communication - 3 Hours

This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is given to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 106 or equivalent. Cross-listed with ENG 210X. Delivery mode: online, and Florida undergraduate.

COM 281X Social and Interactive Media Strategies - 3 Hours

An analysis of audience research strategies, conceptualization of message contexts, message design, and content marketing. Brand development and maintenance across various communication channels will be examined.

COM 330 Intercultural Communication - 3 Hours

Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the history and current experiences of some ethnic groups represented in the United States. Emphasis is given to overcoming cultural barriers and enhancing intercultural communication. Offered each year for Deerfield traditional undergraduate.

COM 332 Interpersonal Communication - 3 Hours

An examination of interpersonal communication theories and the application of those theories to specific interpersonal dyads, such as colleagues, friends, and spouses. Original research in the area of interpersonal communication will be conducted. Delivery mode: online.

COM 335 Intercultural Communication in a Global Context - 3 Hours

Culture-based differences regarding communication, values, lifestyles, and leadership are explored. Emphasis is given to overcoming barriers and embracing intercultural communication. Special attention is paid to the global nature of organizations and the impact of culture in the work environment. Delivery mode: Florida undergraduate.

Computer Science (CS)

CS 112 Intermediate Spreadsheets, Databases, and Word Processing - 2 Hours

Advanced features of word-processing and spreadsheet software, and an introduction to database software and web page design.

CS 230 Applied Computer Technology - 3 Hours

Concerns the logic and reasoning necessary to make effective use of digital technology. Students will learn many of the issues and questions that must be addressed to make the best use of common computer applications such as communications, spreadsheets, word processing, databases, multimedia, and Internet design and research. Lab fee will be charged. Delivery mode: Florida undergraduate.

Counseling (CO)

CO 5210 Counseling Skills Training - 2-3 Hours

An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis is placed on the acquisition and use of the basic counselling skills through an experiential participation in the counseling process. Not open to auditors. MA in Mental Health Counseling and MA in Chaplaincy and Ministry Care degrees require that this course be taken for 3 credit hours.

CO 5310 Counseling Strategies: Theory, Treatment, and Technique - 3 Hours

Classical and current theories of counseling will be investigated in light of Scripture, psychological sophistication, and potential application for evidence-based practice and treatment. Strategies will be explored to formulate case conceptualization, build treatment plans, and select in-session helping techniques.

CO 5400 Foundations of Mental Health Counseling - 3 Hours

This is an orientation to the various dimensions of mental health counseling. It provides an overview of the variety of roles offered and functions available to the mental health worker in society and in the church. The central theme to explore is what it means to pursue a professional identity, answer a ministry calling and nurture a Christian theological imagination. This provides a forum to guide Christians who counsel to engage peacefully and ethically with others in a pluralistic culture. Registration limited to MA/MHC students or by departmental permission.

CO 5578 Family and Couple Counseling - 3 Hours

The foundations and various theoretical perspectives of family systems and couple counseling are examined. Attention is also given to specific aspects of couple and family treatment, such as family development, contemporary culture/societal issues, as well as specific presenting problems-infidelity, domestic violence, divorce/remarriage, step-families and personality disorders. Note: MA in CMC/MDiv students in this course will have an alternative assignment to enhance ministry application.

CO 6000 Current Studies in Counseling - 1-3 Hours

Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Couples Counseling, Crisis Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CO 6110 Career Counseling - 3 Hours

The many facets of career counseling are explored. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals.

CO 6120 Addiction Counseling - 3 Hours

This course examines the treatment of addictions. The philosophy, mechanisms, and physiology of substance abuse and chemical dependency are surveyed. Students will be exposed to relevant and effective approaches to counsel the person with an addiction. Important topics related to counseling are covered, such as relapse prevention, adolescent substance abuse, dual diagnosis, and family issues.

CO 6130 Group Counseling - 3 Hours

The processes, principles, and techniques related to contemporary forms of group counseling will be explored. An experiential component in this course fosters the development of group leadership skills. Not open to auditors. Prerequisite: CO 5210.

CO 6510 Human Growth and Development - 3 Hours

The theories of individual, family, and personality development across the lifespan will be reviewed. How various aspects (e.g. learning, environmental, cognitive, biological, spiritual) of human development affect human functioning are examined. The course will facilitate a general framework for understanding interventions for differing abilities as well as contemplate strategies that promote resilience and optimum development and wellness across the lifespan.

CO 6530 Child & Adolescent Counseling - 2-3 Hours

A conceptual framework for working with child and adolescent clients will be introduced along with a review of techniques developmentally appropriate for assessment and treatment plan formulation and implementation. Treatment approaches to specific childhood and adolescent mental health disorders will be examined.

CO 6610 Human Sexuality - 3 Hours

This course will deal with the physiological, psychological, and spiritual aspects of human sexuality, with particular emphasis on counseling-related issues.

CO 6640 Gender Issues - 2-3 Hours

Examines and discusses issues that are pertinent to gender. Implications for counseling are emphasized.

CO 6650 Multicultural Issues in Counseling - 3 Hours

This course examines the nature and effects of culture and ethnicity on the counseling process. The effects of worldview on diversity issues in counseling will be discussed with a special reference to a Christian worldview. Counseling issues specific to various minority populations will be addressed through case vignette and lecture.

CO 6710 Counseling and Theological Worldview: Faith and Practice - 3 Hours

This biblical-theological sequence capstone course surveys issues, models, methods and criticisms regarding the interface of empirically-based counseling with a biblically-grounded Christian theology. The course covers current literature on faith-based, spiritually-sensitive clinical approaches to familiarize the student with the process of integration and case studies to facilitate personal skill development in this crucial area.

CO 6720 Ethics & Issues in Counseling - 3 Hours

Ethical standards of the American Counseling Association are evaluated in the context of current mental health practice, professional requirements and legal standards. The major faith-based mental health associations, AACC and CAPS, Codes of Ethics are also considered. Practical applications of ethical guidelines are discussed using case vignettes. Registration limited to MA/MHC students or by departmental permission.

CO 6950 Counseling Practicum - 2-3 Hours

Practicum is designed as a pre-internship fieldwork experience with group supervision on campus. It will provide students with practical supervised experience in various counseling settings. The student will average six to eight hours per week involvement. May be repeated. Prerequisites: MA in MHC Candidacy and consent of CO Department. Cap 6 per section.

CO 6955 Group Leadership Practicum - 2 Hours

Open to students who have demonstrated proficiency in the use of basic counseling skills in the CO 5210 Counseling Skills course. Students are required to be involved in the direct training of CO 5210 students under the supervision of the course professor, to meet outside of class for supervision, and to complete reading and written assignments in the area of group leadership. May be repeated. Consent of the instructor required for registration.

CO 7160 Community Counseling - 2 Hours

Counselors provide consultation services in community settings that extend beyond direct client service. The distinctions between counseling and consultation will be explored, as well as the major models and process stages for implementation. Case studies will be utilized to demonstrate explicit program development applications for educational crisis and system-level interventions, and furthering social objectives. Pastoral and church consultation will be an area of focus.

CO 7210 Assessment and Evaluation - 3 Hours

This course covers the measurement concepts and practice techniques required for the use of standardized and non-standardized assessment tools utilized in diagnosis, treatment planning and evaluation. Procedures for test selection, administration and interpretation are examined for measures of ability, aptitude, personality, and psychopathology. Prerequisite: MA in MHC candidacy or consent of department chair. A \$45 materials testing fee is assessed for this course.

CO 7278 Strategies of Marriage & Family Therapy - 3 Hours

An exploration of the specific perceptual, conceptual, and intervention skills of prominent approaches in the field of marriage and family therapy. These approaches include Bowen, Minuchin, Whitaker, Satir, Milan, and Haley. Prerequisite: CO 5578.

CO 7330 Counseling Techniques - 2-3 Hours

A unique combination of theory and practice, the class helps students to enter into the world of counseling practice. Counseling Techniques utilizes contemporary treatment models, along with traditional approaches, to enhance student skills in helping people. Prerequisite: CO 5210.

CO 7450 Psychopathology - 3 Hours

This course is an advanced course dealing with the etiology, classification, and treatment of various mental disorders. Diagnostic skill in using the current DSM classifications and criteria is achieved through the use of case vignettes and lecture. Registration limited to MA/MHC students or by departmental permission.

CO 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CO 7710 Spiritual Direction, Formation and Soul Care - 2 Hours

Counseling as therapeutic dialogue can produce change beyond the remediation of mental health concerns. This course explores how counseling can become a dialogue (counselor/seeker/Holy Spirit) that furthers Christian identity development, sanctification, and the practice of spiritual disciplines. Themes such as spiritual development/direction, integrated interiority, and soul care will be examined. Prerequisite CO 6710.

CO 7900 Research Methods - 3 Hours

An introduction to research design, investigating quantitative, qualitative, mixed-method designs, action research models, and program evaluation. Emphasis is given to evaluating and employing research for use in clinical practice. Students will gain experience in portions of the research process, including designing and reporting. Review of statistics and most relevant statistical tests is included.

CO 7905 Advanced Research Methods - 2 Hours

The topic of the course is more complex research designs and techniques and will include information about statistics and statistical computer packages. Prerequisite: CO 7900. Offered on demand.

CO 7961 Mental Health Counseling Internship I - 2-3 Hours

Internship is designed to give counseling students supervised counseling experience. Approved intern sites include hospital inpatient programs, community counseling agencies, counseling centers, and other mental health facilities. The internship may begin in summer or fall semesters (CO 7961) depending on the site requirements. It must extend through the spring semester (CO 7962). CO 7961 and CO 7962 require a combined total of 900 hours of internship involvement including 360 direct service hours. Individual supervision is provided on site; group supervision is provided on campus. CO 7961 and CO 7962 must be taken consecutively over the course of one academic year and total six semester hours. CO 7961 is offered in summer and fall only. Considered full-time academic status. Prerequisites: CO 6950, MA in MHC candidacy and consent of department. When taken in summer for two semester hours, may be repeated in fall for two semester hours.

CO 7962 Mental Health Counseling Internship II - 2-3 Hours

This is an advanced internship experience building on skills and requirements from CO 7961. CO 7962 is offered in spring only. Considered full-time academic status. Prerequisite CO 7961.

CO 7969 International Counseling Experience - 3 Hours

This course is designed for those primarily invested in returning to an international setting where they have prior exposure, language fluency, and mental health connections. International students, who are not exclusively seeking U.S. licensure, may benefit from a supervised international counseling experience. Individual onsite supervision is required as well as special arrangements with the department. All syllabus requirements for CO 7961/7962 will be applied with flexibility and the application of technology. Full-time academic status. Prerequisites: MA in MHC candidacy and consent of department. May be repeated for credit.

CO 7975 MA/ThM Comp Exam Preparation - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CO 8000 Seminar: Current Issues - 1-4 Hours

Consideration of contemporary issues in professional and ministry counseling. Recent titles include the following: Clinical Consulting, Grief Therapy, and Diagnosis and Treatment Planning. Prerequisites: degree candidacy or consent of department chair. May be repeated.

CO 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.

CO 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CO 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

Criminal Justice (CRJ)

CRJ 101 Introduction to Criminal Justice - 3 Hours

This course provides an overview of the history and operations of the U.S. criminal justice system. Attention will be placed on law enforcement, prosecutors, public defender, the judiciary and the correctional process. This course will also evaluate the impact of crime on society and basic criminal law. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 201 Criminal Law and Procedure - 3 Hours

This course covers the principle areas of criminal law and of criminal procedure including federal restraints on the activities of law enforcement personnel. Students will examine the tenets of basic criminal law such as reus, mens rea, and general doctrines attempt, complicity, causation, and conspiracy. The course also examines legal authority of law enforcement personnel and rights of the accused person. Consideration is given to various procedural stages from criminal charges through post-conviction appeal. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 210 Criminal Courts - 3 Hours

This course presents how cases are processed in state and federal criminal courts, including venues, the study of prosecutors, defense attorneys, judges, jury selection, plea bargaining and sentencing. Delivery mode: Florida undergraduate.

CRJ 255X Constitutional Law - 3 Hours

An examination of the American constitutional system with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions. Offered spring semester even years for Deerfield traditional undergraduate; other modes as scheduled. Cross listed with POL 255X. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

CRJ 300 Legal Writing and Communication - 3 Hours

This course focuses on skills related to analysis and objective explanation in the context of criminal justice. Students will examine individual cases and reports to analyze decisions and understand precedential value and legal reasoning as well as synthesize the results of several cases to understand larger principles and predict how the law will apply in future cases. Students will draft documents and provide oral reports on a variety of topics such as crime investigation reports, evidence collection reports, correctional incidents, substance abuse reports, motions, complaints and legal briefs. Prerequisite: ENG 106. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 324X Criminology - 3 Hours

A study of individual and community factors as they relate to cause and correction. Theories in their historical context are integrated with the present-day perspective of prevention and treatment. The roles of the church, the courts, the governments, and other community agencies will be considered. Prerequisite: SOC 101. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Online and Florida undergraduate.

CRJ 325 Police, Technology, and Society - 3 Hours

This course examines complexities of modern policing including: the psychological, sociological, and philosophical role of the police as it relates to topics such as criminal behavior, police brutality, corruption, and stress, as well as modern technology police use to aid in carrying out their goals of preventing and investigating crime. Offered odd spring semesters starting spring 2023. Deerfield traditional undergraduate.

CRJ 330 Corrections - 3 Hours

This course provides an in-depth consideration of probation, penology, the theories of punishment, and community supervision sectors of the field of criminal justice. Alternatives to institutionalization are explored. Offered fall semester even years for Deerfield traditional undergraduate; other modes as scheduled. Prerequisite: CRJ 201. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 350 Topics in Criminal Justice - 3 Hours

Selected topics as announced. Course may be repeated with a different topic. Prerequisite: CRJ 101 or permission of instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 351 Drugs, Alcohol, and Crime - 3 Hours

This course will explore the relationship of substance use and crime. Topics include how drug trafficking impacts communities and the effectiveness of current policies aimed at controlling drug use. Prerequisite: CRJ 201. Offered spring semester even years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 352 Cybercrime - 2 Hours

This course examines legal and policy issues before developing from cybersecurity threats. Topics include digital foreign espionage, website hacking, intellectual property theft, and breaches of corporate databases. Focus will be placed on the governance of the Internet, as it relates to the roles of the government and non-governmental actors, and the expectations of privacy. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 360 Race, Gender, Ethnicity, and Criminal Justice - 3 Hours

This course focuses on gender, race, and ethnicity issues in the criminal justice system. The course emphasizes developing an understanding of cross-cultural variation; the effects of gender and race on the lives of people within the context of contemporary issues of justice. Prerequisite: CRJ 201. Offered spring semester even years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 361 Juvenile Justice and Delinquency - 3 Hours

This course examines the juvenile justice system and the impact of various legal, social, and political policies of at-risk youth, including child-trafficking. Students will conduct an assessment of causal theory and problems of corrections and prevention of delinquency. Prerequisite: CRJ 201. Offered spring semester even years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 410 Criminal Courts - 3 Hours

This course presents how cases are processed in state and federal criminal courts, including venues, the study of prosecutors, defense attorneys, judges, jury selection, plea bargaining and sentencing. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 420 Police Response to Protests, Riots, and Disasters - 3 Hours

This course will examine the theories of behavior and action. Focus will be placed on how law enforcement should respond to protests, riots, disasters, and threats to social order. Prerequisite: CRJ 201. Delivery mode: Florida undergraduate.

CRJ 445 Criminal Justice Internship - 3-12 Hours

This course is field experience to further the student's integration of theory and practice. It is for junior and senior standing criminal justice majors whose academic performance is appropriate for placement. Potential placements include federal, state, county, and municipal criminal justice, law enforcement, law firms, corrections, administrative law agencies, residential treatment facilities, or related offices or agencies. At least 45 hours of work at the internship site must be completed for each hour of academic credit. The course may be repeated for up to twelve total hours of credit. Satisfies the professional experience requirement for criminal justice majors. Offer on demand. Delivery mode: Deerfield traditional undergraduate.

CRJ 450 Independent Study - 1-4 Hours

Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 451 Legal Issues in Technology - 3 Hours

This course examines how new technologies are transforming the experience, regulation, and meaning of personal privacy. This course will study U.S. courts' evolving reaction to challenges presented by digital surveillance with a focus on Fourth Amendment case law and key statutes. The topics explored will include database searches, GPS trackers, and the National Security Agency's telephonic metadata program. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 460 Victimology and Restorative Justice - 3 Hours

This course examines the relationship between victims and their offenders, the interactions between victims and the criminal justice system, the impact of the crime on families of the victims, and the connections between victims and other social groups and institutions. Additional discussion on Christian views of reconciliation and reintroducing offenders to society. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

CRJ 470 Undergraduate Research - 1-4 Hours

A course involving investigation of a research problem under faculty supervision. Course requirements may include a literature survey, research, a written formal report, and oral presentation of results in criminal justice seminar. Offered on demand. Deerfield traditional undergraduate. May be repeated for credit.

CRJ 490 Criminal Justice Seminar - 3 Hours

This course serves as the capstone course for Criminal Justice major. Students will be challenged to incorporate learning from throughout the curriculum, culminating in the development of a comprehensive integration paper. Course content focuses on ethical decision-making by criminal justice practitioners. Distinctions are made between Christian and non-Christian perspectives. This course fulfills the IDS 499X requirements for Criminal Justice majors. Prerequisites: CRJ 201, SOC 324, and senior standing. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

Doctor of Ministry (MN)

MN 9150 Interdisciplinary Courses - 3 Hours

Courses that provide insights from various disciplines in social sciences.

MN 9157 Thriving Immigrant Churches Workshop - 3 Hours

Wrap-Around Course: Embedded in two TICl gatherings in April and October and guided by a TEDS faculty member; students will have multiple opportunities to interact and collaborate with leaders from other immigrant churches to learn from one another. Students will attend only one TICl gathering either in April or October.

MN 9200 Strategic Leadership Courses - 3 Hours

Courses that equip students to lead teams, craft vision, design strategy, engage culture, navigate change, and develop other leaders.

MN 9207 Challenges and Opportunities Facing the Immigrant Church - 3 Hours

This course explores challenges and opportunities that are unique to immigrant churches. With increased awareness and understanding of what immigrant churches face from diverse perspectives, students will develop and implement creative strategies to overcome difficulties and maximize the opportunities for their congregations.

MN 9300 Pastoral Ministry and Care Course - 3 Hours

Courses here equip pastors to proclaim Biblical truth, provide care, create support structures, and engage crisis situations with confidence and grace.

MN 9307 Developing a Healthy Congregational Culture - 3 Hours

This course will explore a topic that is critical in the life of the church and yet is often overlooked: the formation of a congregational culture. Congregational culture impacts the shaping of the identity, mission, and spiritual formation of all local churches. Students will particularly focus on the immigrant church context and seek to understand what congregational culture is, why it is so essential in the formation of a healthy church, and how it can be reshaped.

MN 9400 Missional Engagement Courses - 3 Hours

Courses focus on understanding post-Christian culture and doing ministry in environments where a plurality of world views and faith systems are prevalent.

MN 9407 Shaping an Immigrant Congregation to be Healthy & Missional - 3 Hours

This course will explore ways to help immigrant churches move out of their ethnic enclaves and become effective agents for the gospel in a pluralistic world. Students will discuss the task of guiding immigrant church members to be more missional and Kingdom-minded and will explore ways to encourage immigrant church members to make healthy contributions as people of God in their surroundings and beyond.

MN 9550 Missional Leadership in Today's Church - 3 Hours

This foundational course, taken as the first course in your program, provides an overview of the DMin Program, addresses the issues facing pastors and leaders in today's changing culture, and helps students begin to shape their Major Research Project proposal.

MN 9600 Biblical Studies Courses - 3 Hours

Courses that focus on analyzing and applying a particular book or genre of the Bible.

MN 9700 Theological Studies Courses - 3 Hours

Courses that examine themes about the nature of God and His work and reflect on their relevance to spiritual life and ministry.

MN 9800 Spiritual Formation Courses - 3 Hours

These courses address the spiritual practices essential for developing a culture of spiritual growth in the life of the church.

MN 9990 Research Methods - 3 Hours

Taken midway through the program, this course prepares students to design and implement a research project that addresses a problem or goal in the area of ministry where they are currently serving. Upon finishing the course, students secure their two readers and submit their proposal for approval.

MN 9991 Major Project Research - 1-3 Hours

Students implement their proposal from MN 9990, performing the research and writing the report to be submitted as their Major Project paper. May be repeated for up to 6 credit hours. Credit/No Credit.

MN 9992 Major Project Extension - 0 Hours

This extension code is used when a student is in the major project phase and has completed six credit hours of MN 9991 but needs more time to complete their major project.

Education (ED)

ED 104 Introduction to Education - 3 Hours

A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally diverse society. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 110 Certified Childcare Professional Credential I - 5 Hours

Initial steps in creating an ePortfolio to include a portion of 180 clock hours of training, a portion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 111 Certified Childcare Professional Credential II - 5 Hours

?Continuation of the building of an ePortfolio to completion 180 clock hours of training and to completion of 720 hours of professional experience, letters of recommendation, writing samples and an observation at the workplace. This course will satisfy Florida DCF's FCCPC teacher requirement for educators of childcare programs. Delivery mode: Florida non-traditional undergraduates.

ED 230 Introduction to Special Education - 3 Hours

A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 234 Children's Literature for Elementary Educators - 3 Hours

A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Does not fulfill a humanities General Education requirement. Delivery mode: Florida non-traditional undergraduate.

ED 257 Technology for Elementary Educators - 3 Hours

The utilization of educational technology, with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. The learning and motivation of diverse populations is addressed through the lens of Universal Design for Learning. Prerequisite: three credit hours in psychology and at least sophomore standing. Cross-listed with PSY 260X. Delivery mode: Florida non-traditional undergraduate.

ED 305 Reading Fundamentals - 3 Hours

Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary and word attacking skills. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 307 Elementary Art Education - 2 Hours

Prepares meaningful and creative art activities for an elementary classroom. Principles, materials, and methods of art for elementary children are compared. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 315 National Administrator Credential - 3 Hours

?Methods and materials for training for an early childhood program or center administrator. Topics include best practices for topics such as child care history, effective organizations, internal and external systems, legal, human resources, educational programming, marketing and public relations, financial management, operational planning, and advocacy. This course will satisfy Florida DCF's Overview of Childcare Management requirement for directors of childcare programs.? Delivery mode: Florida non-traditional undergraduates.

ED 330 Introduction to Special Education - 3 Hours

A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. This course addresses the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including tiered support systems, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs (IEP). This course also addresses the use of assistive technology and digital tools to address student needs and maximize learning. Candidates complete a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Delivery mode: Florida non-traditional undergraduate.

ED 332 Reading: Literacy Development and Assessment - 3 Hours

Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 339 Fundamentals of Elementary Education - 3 Hours

Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 344 Social Studies Methods in the Elementary Classroom - 3 Hours

A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 346 Elementary Science Methods - 3 Hours

A study of the methods of teaching science in the elementary school, with particular emphasis on the topics organization and administration of science in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 347 Elementary Math Methods - 3 Hours

A survey of the teaching of mathematics, including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 348 Elementary Music Education - 2 Hours

Methods and materials for teaching the fundamentals of music on the elementary level. Music literature is surveyed and evaluated. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 351 Language Arts Methods - 3 Hours

Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 355 Health and Physical Education Methods - 2 Hours

A study of methods and content of teaching health and physical education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 400 Student Teaching in the Elementary School - 9 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Nine hours. Delivery mode: Florida non-traditional undergraduate.

ED 401 Clinical Practice in the Elementary School - 12 Hours

This internship experience in classroom teaching under the direction of a qualified, cooperating teacher provides candidates with the opportunity to apply teaching principles in local schools through supervised observations and teaching. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook and all Illinois State Board of Education requirements for student teaching. Prerequisites: Admission to Clinical Practice (Gate 4). Course Fee. Offered spring semester, fall by permission only. Delivery mode: Deerfield traditional undergraduate.

ED 404 ESOL Methods - 3 Hours

This course is an overview of curriculum, instructional methods and materials, testing and evaluation, and cross-cultural communication processes and linguistic principles as related to instructing English Language Learners (ELLs) in the K-6 classroom. Delivery mode: Florida non-traditional undergraduate.

ED 407 Science for Educators - 3 Hours

This course is a study of specific science content skills required for K-6 teachers by the FLDOE competencies and skills and national/state/district content standards. Delivery mode: Florida non-traditional undergraduate.

ED 408 Social Studies for Educators - 3 Hours

This course is a study of specific social studies skills required for K-6 teachers by the FLDOE accomplished practices, competencies and skills, and national/state/district common core standards. Delivery mode: Florida non-traditional undergraduate.

ED 410 Florida Clinical Educator Training - 3 Hours

This course provides direct training for an educator to become a Florida state-approved peer coach and clinical supervisor of candidates in field experience and student teaching. This course develops clinical skills for the following: diagnosis of professional performance, diagnosis of student performance, feedback, and professional development plans. Delivery mode: Florida non-traditional undergraduate. Credit Hours: 3.

ED 411 Multisensory Literacy Approaches and the Exceptional Student - 1 Hour

This course teaches educators how specific multisensory approaches can dramatically improve struggling students' language skills and outcomes in elementary through high school. Topics covered include creating a positive classroom environment conducive to learning, helping students develop skills in key areas through multisensory approaches such as phonological awareness, letter knowledge, phonics, fluency, spelling, vocabulary, and comprehension. Delivery mode: Florida non-traditional undergraduate.

ED 412 Assessments in Special Education - 1 Hour

This course covers methods and materials used in assessing students who may be eligible for special education. Class sessions will involve experiential learning activities related to the assessment of students. This course includes technical prerequisites for understanding standardized assessments and the rationale for using curriculum-based measurement (CBM) within the broad context of special education programming. Students will develop competencies in utilizing norm-referenced, criterion-referenced, curriculum-based, and teacher-made assessments for instructional and placement decisions. Delivery mode: Florida non-traditional undergraduate.

ED 414 Teaching Approaches for Students with Dyslexia - 1 Hour

This course provides teachers with evidence-based practices for teaching children who have dyslexia and related written language disorders. The course presents the basic linguistic structures of written English related to reading and spelling. Delivery mode: Florida non-traditional undergraduate.

ED 416 Teaching Reading in the Content Areas - 3 Hours

This course will provide students with strategies and tools for becoming a facilitating reflective practitioner, teaching reading across content areas and helping students discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis will be place on a balanced approach to reading where reading and writing are in alignment in lessons. Also, important to this course is helping students to think critically along with the appropriate use of texts and media. Delivery mode: Florida non-traditional undergraduate.

ED 418 Teaching Reading and Writing to Students with Specific Learning Disabilities - 3 Hours

This course will cover instructional principles and specific methodologies that are valuable in educating students with specific learning disabilities in varied settings. Focus will be on developing literacy skills including phonemic awareness, word recognition, fluency, vocabulary, comprehension, and writing skills using developmentally appropriate materials. Delivery mode: Florida non-traditional undergraduate.

ED 419 Reading Strategies for Elementary Students with Learning Difficulties: Strategies for Response to Intervention - 1 Hour

A practical, research-based course focused on effective reading strategies for teaching students with reading difficulties. The course covers tiered instruction needs in the RTI tiers. Delivery mode: Florida non-traditional undergraduate.

ED 423 Classroom Management for Elementary Educators - 3 Hours

Identification of developmentally appropriate models and strategies for guiding, disciplining, and managing students' behavior; developing intrinsic motivation and conflict resolution skills; identifying environmental influences on behaviors of students from all cultures and familial situations. Delivery mode: Florida non-traditional undergraduate.

ED 424 Teaching Students with Autism in the Inclusive Classroom - 3 Hours

Strategies to address the varied social and academic needs of students with Autism Spectrum Disorders (ASD) in the inclusive classroom. In this course, students will explore functional behavior assessment from which to develop and implement a behavior intervention plan. Delivery mode: Florida non-traditional undergraduate.

ED 426 Behavior Solutions in the Inclusive Classroom - 1 Hour

This course covers the possible causes of specific special needs behaviors along with possible solutions to be implemented. This course will help teachers develop a toolbox of in-the-moment solutions and also learn what children may be communicating and why. Behavior problems discussed include out-of-seat behavior, fidgeting, hand-flapping, covering ears, hiding or running away, difficulty with class work, and more. Delivery mode: Florida non-traditional undergraduate.

ED 431 Assessment of Learners - 3 Hours

This course focuses on the educational levels and needs of all students, including exceptional, culturally and/or linguistically diverse, and at-risk students. Standardized achievement tests, diagnostic/prescriptive tests and curriculum-based assessments are included. Use of test results in program planning is emphasized. Delivery mode: Florida non-traditional undergraduate.

ED 435 ESOL Curriculum and Materials Development - 3 Hours

This course will give students the opportunity to explore strategies to take curriculum from a typical elementary classroom and adapt it for English Language Learners (ELL). Students will also write lesson plans specifically created to raise the language skills of ELLs. Students will have an opportunity to teach lessons they create in the course as well. Delivery mode: Florida non-traditional undergraduate.

ED 436 Applied Linguistics: ESOL - 3 Hours

This course gives a practical approach to teaching English to speakers of other languages. Includes general linguistics, language theory, principles of language acquisition and techniques for teaching sounds, word structure, and sentence structure to PK-6 ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 438 Cultural Dimensions of ESOL - 3 Hours

An examination of how issues of race and ethnicity affect the values and ethics of American society and its citizens. This course satisfies one of the core requirements of the ESOL endorsement. Students will teach a multi-content lesson in view of intercultural perspectives. A professional growth chart will be developed in light of what is learned in this course regarding the many types of diversity. Delivery mode: Florida non-traditional undergraduate.

ED 439 Testing and Evaluation of ESOL - 3 Hours

This course will review basic types of assessments and assessment vocabulary. The focus of the course will be on specific types of assessments which are applicable to English Language Learners (ELL). How assessment can drive instruction for the ELL student will be a point of discussion. Laws regulating students as they take high stakes tests and other assessments that are part of a typical elementary school program will be addressed. Delivery mode: Florida non-traditional undergraduate.

ED 442 Autism: The Temple Grandin Perspective - 1 Hour

Dr. Temple Grandin, a professor at Colorado State University, is a world-renowned autism spokesperson and consultant to the livestock industry on animal behavior. She is widely celebrated as one of the first individuals on the autism spectrum to publicly share insights from her personal experience of autism. Dr. Grandin has written extensively from both her research in and her personal experience with autism. This course examines autism from Grandin's perspective through her writing and documentaries giving both general education and special education teachers insight into what strategies and approaches have worked best for her. Delivery mode: Florida non-traditional undergraduate.

ED 481 Field Study# 1 (Reading) - 1 Hour

In this course, students will work in a school setting in public or private school to complete tasks in the field that are directly tied to FLDOE ESOL endorsement and Competencies and Skills. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow for engagement of and experience with ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 482 Field Study #2 (Reading) - 1 Hour

In this course, students will work in a public or private school setting to complete tasks in the field that are directly tied to FLDOE Reading endorsement and Competencies and Skills in reading. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow the engagement of and experience with struggling readers and/or reading teachers with significant experience in reading instruction. Delivery mode: Florida non-traditional undergraduate.

ED 483 Student Teaching in the Elementary School - 10 Hours

Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. The first week will be a Reading Practicum. Weeks two through 12 are student teaching. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

Educational Ministries (EM)

EM 5110 Educational Ministry - 2 Hours

This course assists ministry leaders in understanding and functioning as practitioners who lead God's people toward maturity in Christ. Topics include: educational foundations and frameworks, teaching and learning, curriculum development, whole life discipleship, as well as generational and intergenerational ministries.

EM 5125 Teaching and Learning - 2 Hours

This course examines how Christian teachers can deepen their conceptual understanding and educational skills as they communicate gospel teaching in a variety of contexts. Topics addressed include maturing in Christ as a Christian teacher, developmental learning theories, teaching strategies, teaching the Bible, evaluation tools, teaching teachers, and the roles of both the teacher and the learner during the teaching and learning process. Available online.

EM 5510 Christian Formation & Journey - 1-2 Hours

This course focuses on the process of spiritual growth in the life of the believer, focusing on how the church has understood Christian spirituality and the process of Christ being formed in the believer. Special attention is given to the nature of the spiritual journey of the believer and the kind of educational interventions that are likely to enable spiritual growth in the people of God.

EM 5541 Youth and Emerging Adults in the Church - 1-2 Hours

This course explores the equipping of leaders of youth ages 11-18 and emerging adults ages 19-29. Biblical, educational, and philosophical foundations of holistic ministries in the church are explored. Research in youth culture, formative needs, competencies, adaptable skills, frameworks, and approaches needed for youth and emerging adult engagement will be addressed. Participants will gain core insights and develop personal practice for contextually ministering to youth and emerging adults enabling experiences of flourishing, connection, and belonging with and within the church. Available online.

EM 6000 Current Topics in Educational Ministries - 1-4 Hours

Select and specialized topics relevant to educational ministry.

EM 6110 Christian Leadership - 2 Hours

This course explores the theory and practice of Christian leadership through biblical, theological, and social science foundations. Topics include: developing the character and competency of leaders, strengthening contextual awareness in leading, fostering collaborative teams, leading change, managing conflict, and cultivating a life-giving systems approach to organizations.

EM 6260 Small Group Ministry in the Church - 1-2 Hours

This course examines the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, strategies for building group ministry in a local church, developing group dynamics, and the role and training of group leaders in guiding an effective group meeting.

EM 6265 Building Ministry Teams - 1-2 Hours

This course focuses on the role, effectiveness, structure, leadership, and impact of highly functioning teams in the church. Emphasis will be placed on team design, decision making, mission, relationships, the role of the team in the larger organization, assessing team effectiveness and performance, and team leadership. Offered on a two-year rotation.

EM 6270 Building Community in the Church - 1-2 Hours

This course focuses on building a culture of community in the local church. Includes having a basic theology of community, and an examination of existing models for building the community life of a congregation, including small group models, missional communities, classes, geography-based strategies, and medium-sized gatherings. Offered on a two-year rotation.

EM 6275 Developing Healthy Spiritual Leaders - 1-2 Hours

This course discusses strategies and practices for developing healthy spiritual leaders, and will explore various leadership development strategies used by churches and other organizations. Offered on a two-year rotation. A retreat fee will be assessed.

EM 6500 Curriculum Development - 1-2 Hours

This course prepares students to develop individual lessons and coherent curriculum products. Students will explore the application of curriculum theory and the learning sciences to curriculum development. While the skills and frameworks will be broadly applicable, the course will focus on the development of curriculum to support the mission of the church. Available online.

EM 7110 Spiritual Formation in the Family - 1-2 Hours

Spiritual Formation in the Family explores how the family environment is a fertile place of faith formation for all ages. Topics include exploring contemporary family structures, a biblical vision for family faith formation, the strategic partnership between church and home, and various methods and approaches for family faith formation. A special emphasis will include connecting with families through digital media and methods. Available online.

EM 7465 MA in EM Capstone - 0-4 Hours

The MA in EM Capstone is developed in consultation with the EM faculty adviser and may be a portfolio, internship, or applied ministry experience. Contact your EM faculty adviser for further details.

EM 7466 MA in EM Capstone Extension - 0 Hours

A one-semester extension for EM 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated. No credit.

EM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the Educational Ministries Department. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

Educational Studies (ES)

ES 7524 Children in the Church - 1-2 Hours

In this course participants investigate and develop a variety of options for contemporary educational and ministry experiences with children. Trends in the church's ministry to children will be considered. The variety of curricular and other resources, parachurch agencies, and networks that support children's ministry in the church will be explored.

ES 7535 Nurturing Families in the Church - 1-2 Hours

This course examines the nature of marital and family relationships in preparation for participants to understand these dynamics in their own families, in the families of those to whom they minister, and the impact of these on their ability to be effective ministers. The course concludes with a consideration of church as the family of God.

ES 7550 Local Church as System - 1-2 Hours

In this course, participants examine how local church bodies are interdependent systems of people and practices. Topics include local church life cycles, administrative practices that build gospel health, adaptive leadership, and cultivating gospel-centered teams and partnerships.

ES 7560 Program Planning Dynamics in the Church - 1-3 Hours

In this course, participants examine how gospel-centered leaders negotiate stakeholder interests toward advancement of God's Kingdom. Topics include identifying stakeholder interests, navigating power dynamics, and planning toward mission. Available online.

ES 7815 Change, Power, and Conflict - 1-2 Hours

This course explores the challenges of change, power, and conflict in relation to developing and transitioning Christian organizations (including but not limited to the local church). Participants will identify and clearly articulate common issues related to change, power, and conflict in organizations; create effective strategies and processes to address these issues; and foster personal attitudinal responses to change, power, and conflict that emanate from biblical wisdom.

ES 8000 Seminar: Current Issues in Educational Ministries - 1-4 Hours

Topics chosen deal with contemporary issues in Educational Ministries.

ES 8211 Teaching Others to Teach - 1-2 Hours

This course connects Bible teaching with equipping others to interpret and teach the Bible. Topics include utilizing Bible study tools and resources, employing sound interpretive principles, recognizing group dynamics, identifying Biblical genres, communicating Biblical themes, harnessing effective educational methods, and identifying creative teaching strategies.

ES 8240 Intergenerational Education in the Church - 1-2 Hours

In this course, participants examine current intergenerational theory and practice in light of Biblical texts and themes. Topics include generational developmental theories, personal mentoring and mentoring communities, and developing intergenerational teams.

ES 8258 Online Teaching and Learning - 1-2 Hours

This course assists participants to develop a philosophy and practice of online education for the educator. Topics include: planning online classes, designing online classes particularly for the adult learner, and implementing online classes with attention to the participant's context. Discussion will include the "flipped classroom", the abundance of content availability, access, and a philosophy of online teaching.

ES 8710 Social Intelligence and Leadership - 1-2 Hours

In this course, participants examine social intelligence and its relationship to leading organizations, teams, and individual organizational members. Social intelligence includes social awareness and relationship building skills that allow leaders to foster empathy, collaboration, and teamwork with others in their organizations. Participants critically reflect on the theological, theoretical, practical, and contextual aspects of this subject.

ES 8715 Appreciative Inquiry - 1-2 Hours

This course explores cultivating life-giving organizations through Appreciative Inquiry (AI). AI has been described as "The cooperative search for the best in people, their organizations, and the world around them. It involves systematic discovery of what gives a system 'life' when the system is most effective and capable in economic, ecological, and human terms." It is more than a set of tools or methods, but "a way of thinking and being" that leads to innovation for the flourishing and wholeness of larger systems or networks. In this course, we think critically and reflect theologically about the philosophy, theory, practices, and processes of AI.

ES 9000 Current Issues in Educational Studies - 1-3 Hours

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to the field of educational studies. Offered on demand.

ES 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. May be repeated for a maximum of twelve hours. Letter grade or Credit / No Credit.

ES 9110 Orientation to EDS Doctoral Studies - 1 Hour

The Educational Studies doctoral program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. This orientation course gathers new students into an understanding of the learning culture of the community, its values, core competencies, and expected learning outcomes. Offered Fall and Spring. Credit/No Credit.

ES 9150 Teaching in Higher Education - 2 Hours

Through Biblically shaped critical reflection, participants will examine the core elements of transformative learning theory and practice. Topics include critical reflection and the mind of Christ; personal and social change dynamics; whole person domain teaching and learning; and cultivating gospel healthy learning climates.

ES 9175 Leadership and the Development of Organizations - 3 Hours

The course will survey and analyze contemporary issues in developing and leading healthy organizations. Participants will engage in theological reflection regarding potential contributions from the field of Organization Development (OD) in leadership of organizations. Topics include organizational design; innovation; diagnosing and facilitating healthy organizational change; team building; collaborative leadership; leadership development and succession strategies; and the development of vision, mission and values using large group intervention strategies.

ES 9200 Adult Learning Foundations - 3 Hours

Participants will critically examine selected adult education theories and perspectives in light of Scripture and consider their application to the Christian adult educator's philosophy of educational ministry and practice. Topics include adult development, experiential education, critical educational theory, global models of adult learning, and transformational learning.

ES 9210 Curriculum Theory and Design - 2 Hours

An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction.

ES 9215 Art, Beauty, and Creativity - 1-2 Hours

The relationship of art, beauty, and creativity to learning from a Christian perspective is the nature of this course. Topics include biblical and theological foundations for art, beauty, and creativity; artfulness and culture making; cultivating the true, good, and beautiful in learning; and image bearing and the creative process in learning.

ES 9250 Modes of Higher Education - 2-3 Hours

An examination of the historic and contemporary higher education modes and/or issues with consideration for the present and future direction of higher education. Models such as Bible colleges, liberal arts colleges, theological institutions, universities, church-based education, online distance education, extensions, and non-traditional modes may be examined. Issues related to the present and future will be considered. Offered on a two to three-year rotation.

ES 9260 Fundraising Principles and Practices - 1-2 Hours

This course provides an overview of topics related to fundraising principles and practices in the context of Christian organizations and institutions. Topics include nurturing generous donors; cultivating an institutional culture of generosity; theology, money, and fundraising; and fundraising skill development.

ES 9275 Higher Education Administration - 2 Hours

The basic elements of academic administration: faculty resources, student affairs, finance and budget, board and presidential roles, library services, development and public relations. Particular application is made to Christian higher education institutions and to administrative relationships with parent organizations. Offered alternate years.

ES 9280 Assessment in Higher Education - 1-2 Hours

Faculty in higher education are mandated by external stakeholders to demonstrate effectiveness in the classroom and institutionally. Assessment objectives shape classroom curriculum, program outcomes, and institutional ethos. Administrators expect faculty to understand and practice assessment in their teaching and institutional work. Assessment in Higher Education will seek to explicate assessment in the classroom, through program outcomes, and institutional ethos.

ES 9305 Developing Emerging Leaders - 1-2 Hours

Utilizing a scholar-practitioner model, this course will survey and analyze contemporary theory, practices, and processes in developing emerging leaders. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentations and class discussions. Offered on a two to three-year rotation.

ES 9310 Mid-Career Leadership Development - 2 Hours

This course focuses on the theory, practices, and processes of developing mid-career leaders. Participants will be challenged to personally apply what they learn to their development as a leader. In addition, participants.

ES 9316 Innovation, Agility, and Leading Change - 2 Hours

Participants in this course will explore the theological, theoretical, practical, and contextual aspects of cultivating innovation, designing organizations for agility, and leading change in organizations. Topics include classic and current theories of change; diffusion of innovation; types of organizational change; barriers to change; large system intervention strategies; social intelligence and the management of change transitions; and practical strategies for change implementation. A seminar format will be employed, relying on participants' independent research and learning in preparation for class presentation and class discussions. Offered on a two to three-year rotation.

ES 9330 Developing Collaborative Teams - 1-2 Hours

Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching. Offered on a two to three-year rotation.

ES 9500 Psychological and Sociological Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the psychological and sociological underpinnings of educational theory and practice. Topics include major psychological and sociological theories; primary issues of educational psychology and sociology; and implications for contextualized teaching, learning, and educational practice.

ES 9510 Developmental Issues of Children, Youth, or Adults - 1-2 Hours

Participants will explore current developmental theories and issues related to children, youth, or adults rooted in redemptive image bearing. Topics include family of origin dynamics, learning disabilities, ministry to the whole person, and life transitions.

ES 9620 Education and Culture - 2 Hours

Examines the cultural values shaping Western and two-thirds world education systems. Greek versus traditional cultural value systems, learning styles, forms of logic, language structures, and other major cultural variances are considered with respect to educational function and purpose.

ES 9700 Biblical and Theological Formation of the Educator - 3 Hours

Because God's redemptive sovereignty is creation-wide, all aspects of life have eternal significance. Participants will address the implications of this revealed truth for life and educational ministry by examining Biblical, theological, historical, and contemporary resources. Topics include image bearing agency, vocational stewardship, worldview formation, and theologically shaped education.

ES 9725 Ethics in Education - 3 Hours

An examination of foundational principles in ethical thought, focusing on the source of ethical principles and the need for ethical absolutes. Discussion then focuses on ethical questions in education with emphasis on educational practices and ethics on institutional policies and culture. Offered alternate years.

ES 9750 Historical and Philosophical Foundations of Education - 3 Hours

Through Biblically shaped critical reflection, participants will investigate the historical and philosophical underpinnings of educational theory and practice. Participants will explore historic and contemporary philosophical streams from major western and non-western resources. Topics include key philosophers and educational theorists; primary issues of educational philosophy; and implications for contextualized teaching, learning, and educational practice.

ES 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity for 0-2 credits. These integrative and generative activities could take the form of teaching, consulting, guest lecturing, conference presenting, developing curriculum, coaching, grant or article writing, etc. All activities must be conducted after EDS PhD program matriculation. Participants normally will have completed 15 credit hours prior to registering for a PDP. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Potential PDP deliverables include course syllabi, strategic plans, outlines, slides, grant proposals, supervisor/advisor debriefs, reflection logs, articles, presentations, etc. Each EDS student is responsible to initiate conversations toward PDP planning with an appropriate EDS faculty member. Participants may propose non-Trinity or Trinity-related activities and opportunities. Credit/No Credit.

ES 9910 Foundations in Social Science Literature - 3 Hours

Participants will learn to conduct systematic literature reviews of the social science research literature that serve as a theoretical framework for research design. Linkages will be made primarily from sociology, anthropology, psychology, business management, and education to the participants' present research interests. Offered every year.

ES 9915 Social Science Research Design - 3 Hours

The twofold purpose of this course is to engage in theological reflection on the complementary aspects of general and special revelation, and to provide an overview of research design. More specifically, the overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Offered every year.

ES 9920 Qualitative Research Methods - 3 Hours

Prepares the participant to design and conduct fieldwork research in both Christian education and mission communities. Observation techniques and in-depth interviewing are the primary inquiry skills learned in order to discover the individual's perspective. Particular attention is given to the processes of gathering, recording, coding, and analyzing data in order to report rich descriptive findings and conclusions supported by the data. How qualitative research methodology is used to generate "grounded theory" is also examined.

ES 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9990 Dissertation Proposal Preparation - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/EDS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

English (ENG)

ENG 105 English Composition - 3 Hours

Develops fundamentals of academic writing, including idea development and the effective organization of expression of ideas. Literature may be included; grammar and usage may be included as needed. Delivery mode: online, Wisconsin prison initiative.

ENG 106 Critical Thinking and Composition - 3 Hours

Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. A major paper including research and documentation of sources is required. Literature may be included. Prerequisite for online and Florida undergraduate: appropriate scoring on writing placement test or PCS 108. Delivery mode: Florida undergraduate, online, and Wisconsin Prison Initiative.

ENG 111 Critical Thinking and Writing - 3 Hours

Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. Students will enhance skills in idea development and in the effective organization and expression of ideas. A major paper including research and documentation of sources is required. Grammar and usage may be included as needed. Prerequisite for Deerfield traditional undergraduate: ACT English score of 19 or more or SAT verbal score of 450 or more or successful completion of ENG 106. Prerequisite for online and Florida undergraduate: appropriate scoring on writing placement test or ENG 106. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Florida undergraduate, online.

ENG 115 Writing & Research - 3 Hours

A second-level writing course that further develops writing and critical thinking skills. Coursework emphasizes tools and logic of information access, documentation style, and critical use of source material. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

ENG 210X Business Communication - 3 Hours

This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 106 or equivalent. Cross-listed with COM 210X. Delivery mode: online.

ENG 222 Studies in Fiction - 3 Hours

Basic methods of reading and analyzing fiction: study of forms, techniques and modern critical approaches. Includes fiction by traditional Western and global authors. Prerequisite: ENG 106 or equivalent. Offered each year for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: online, Florida undergraduate, and Wisconsin Prison Initiative.

ENG 305 Argumentation and Persuasive Speaking - 3 Hours

This course is designed for students who wish to improve their ability to structure analytical arguments and communicate persuasively. Students will examine major theories of argumentation and persuasion as related to oral communication in cultural, political, organizational, and interpersonal settings. Special attention is given to audience analysis, message structure, and effective delivery of student's speeches, as well as practical analysis of rhetorical discourse in popular culture. Delivery mode: Florida undergraduate.

ENG 308 Nineteenth-Century Women Authors - 3 Hours

This course is an introduction to nineteenth-century literature written by women. It explores the ways women writers construct gender and identity, portray women's roles in culture and society, and develop their own creative expression. Since women writers of the nineteenth century are a diverse group, the authors studied in this course represent a variety of class, regional, racial, ethnic, and religious identities. This course also analyzes how women writers shape, challenge, or support our own worldviews. Delivery mode: Florida undergraduate.

ENG 355 Literature and Ideas - 3 Hours

Practical field experience, preferably off-campus, of at least 43 hours of supervised work including a strong writing component in an approved area of the communication field as established by the department. Does not satisfy the professional experience requirement for the English/Communication major. Delivery mode: Florida undergraduate.

ENG 400 Writing Fiction - 3 Hours

Analysis and practice of fiction writing techniques that culminates in the development of a portfolio of short stories. Classes follow a workshop format. Does not satisfy College Writing requirement. Offered on demand. Delivery mode: Florida undergraduate.

Geography (GEO)

GEO 100 World Geography - 3 Hours

An introduction to the discipline of human geography covering major regions of the world since 1945. Delivery mode: online.

Greek (GR)

GR 201 Elementary Greek I - 4 Hours

Introduction to phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Both GR 201 and GR 202 are required in order to apply to major. Delivery mode: online.

GR 202 Elementary Greek II - 4 Hours

Further study in phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Both GR 201 and GR 202 are required in order to apply to major. Prerequisite: GR 201. Delivery mode: online.

Health Sciences (HS)

HS 202 Nutrition - 3 Hours

Effects of nutrition on performance and health emphasizing various methods of nutritional analysis, effects of current dietary practices, basic behavior modification techniques, nutritional needs of competitive and special populations, ergogenic aids, and referral resources. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Wisconsin Prison Initiative.

Hebrew (HB)

HB 321 Elementary Hebrew I - 4 Hours

Essentials of biblical Hebrew grammar with emphasis on morphology, phonology, syntax, and vocabulary. Both HB 321 and HB 322 are required in order to apply to major. Delivery mode: Deerfield traditional undergraduate.

HB 322 Elementary Hebrew II - 4 Hours

Further consideration of Hebrew grammar and vocabulary with a focus on the Hebrew weak verb. Designed to prepare the advancing Hebrew student for exegetical study by a detailed consideration of Hebrew syntax and the reading of selected texts. Both HB 321 and HB 322 are required in order to apply to major. Prerequisite: HB 321 passed with a C- or better. Delivery mode: Deerfield Traditional undergraduate.

History (HI)

HI 101 History of Western Culture I - 4 Hours

The first in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic timeline as the organizing principle. This course will focus on antiquity through the Roman period. Delivery mode: Florida undergraduate.

HI 102 History of Western Culture II - 4 Hours

The second in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic timeline as the organizing principle. This course will deal with the medieval period, Renaissance, Reformation, and the beginning of the Enlightenment. Delivery mode: Florida undergraduate.

HI 103 History of Western Culture III - 4 Hours

The third in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic timeline as the organizing principle. This course will deal with the new republics, colonial period, Industrial Revolution, and the 20th century. Delivery mode: Florida undergraduate.

HI 121 United States History Through the Civil War - 3 Hours

A study of the political, social, economic, and cultural development of the United States from the discovery of America through the Civil War. For Education and Secondary Education majors, an overview of Illinois State History is included. Prerequisites: none. Offered fall semester of odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

HI 122 United States History Since the Civil War - 3 Hours

A study of the political, social, economic, and cultural development of the United States since the Civil War. For Education and Secondary Education majors, an overview of Illinois State History is included. Prerequisites: none. Offered spring semester of even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

HI 201 World Civilizations to 1600 - 3 Hours

A study of Western and non-Western cultures from antiquity through the Protestant Reformation. Emphasis on the development of the classical and medieval West and an introduction to major world cultures and religions. Prerequisites: none. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Florida undergraduate.

HI 202 World Civilizations Since 1600 - 3 Hours

A study of Western and non-Western cultures from 1600 through the present. Emphasis on the rise and decline of the modern West, its imperialism, and the emergence of modernized Western nations in the twentieth century. Prerequisite: none. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: online.

HI 321X American Church History - 3 Hours

A survey of the history of Christianity in America from the colonial period to the present. Special attention is paid to the Protestant evangelical tradition. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with BRS 321X.

HI 323 The History of African American Religious Experience - 3 Hours

A study of the forging of two religious cultures - one African, one European - into a uniquely African American religious culture. The reciprocal nature of the relationship between the social, political, and economic environment of the United States and the institution of "Slave Religion" will be explored to determine the impact of each on the other. Delivery mode: Florida undergraduate.

HI 340X History of Christianity - 3 Hours

A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Cross-listed with BRS 340X. Delivery mode: Florida undergraduate.

HI 375 Topics in American History - 3 Hours

An examination of selected topics in the social, economic, political, and cultural development of the United States from the colonial era to the present. May be repeated for credit if topic concentration differs. Delivery mode: Florida undergraduate.

Homiletics (HM)

HM 6200 Theology and Methodology of Biblical Preaching - 2 Hours

This course lays the biblical and theological foundations for preaching and develops preaching skills with an emphasis on faithfulness, contextualization, clarity, and spiritual power. Successful students are able to defend a biblical theology of preaching and craft biblically faithful sermons and have learned strategies to overcome common pitfalls in preaching. Students expound two preaching portions, one from a New Testament epistle and one from an Old Testament text. Students receive constructive feedback from a professor and peers. Must register for HM 6201 in same semester. Offered Quad A.

HM 6201 Preaching Lab - 0-2 Hours

Lab sessions-must be taken concurrently with HM 6200. Offered Quad B.

HM 7215 Preaching with Genre Sensitivity - 2 Hours

This course considers preaching biblical texts with genre-sensitivity. Students learn the hermeneutical and homiletical demands of narrative, poetic, and prophetic genres and are given the opportunity to prepare and deliver sermons from narrative, poetic, or prophetic texts. Prerequisite: HM 6200.

HM 7220 Preaching and Pastoral Issues - 2 Hours

This course exposes students to preaching settings that demand unique pastoral wisdom and affect sermonic preparation and delivery. Students learn the unique nuances of preaching in scenarios such as, but not limited to, funerals and weddings, evangelistic gatherings, and crises that shake one's community. Students have the opportunity to prepare and deliver sermons in these circumstances. Prerequisite: HM 6200.

HM 7316 Preaching and Systematic Theology - 2 Hours

This course provides a teaching practice and laboratory to give students tools, models, and opportunities integrating the disciplines of Systematic Theology and preaching.

HM 7410 Learning from Minoritized Preaching Traditions - 2 Hours

This course examines non-majority culture preaching traditions in the U.S. context. Students engage with preaching theories and sermons from these traditions in order to learn from and reflect on their own traditions and contexts. As a result, students consider how they can read and preach biblical texts in faithful and contextually meaningful ways. Students are given the opportunity to prepare sermons for a particular ministry context. Special attention is given to African American, Asian American, and Latin homiletical traditions. Prerequisite: HM 6200.

HM 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

HM 8000 Seminar: Current Issues - 1-3 Hours

Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics and sermon delivery. Pre- or corequisite HM 6200.

Human Performance and Wellness (HPW)

HPW 180 Introduction to Health and Wellness - 3 Hours

The study of the quality of life involving dynamic interaction and interdependence among the individual's wellbeing, mental and emotional reactions, and the social complex in which the individual exists.

Coursework includes theory of health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Includes laboratory and personal application experiences. Delivery mode: Florida undergraduate, online.

Human Rights (HR)

HR 5110 Introduction to Human Rights - 3 Hours

This is an introductory course surveying the concepts, terminology, and history of human rights. The theological and historical origins of the international legal instruments and institutions involved in international human rights will be explored.

Interdisciplinary Studies (ID)

ID 4010 Introduction to German - 2 Hours

An introduction to German vocabulary, grammar, and the reading of German texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered summer.

ID 4011 Theological German I - 2 Hours

An introduction to German theological vocabulary, review of grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4010, at least one year of college/university German, or consent of instructor. Offered summer.

ID 4012 Theological German II - 2 Hours

Further study of German theological vocabulary, grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4011. Offered summer.

ID 4021 Theological French I - 3 Hours

An introduction to French vocabulary, grammar, and the reading of French theological texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. No prerequisite. Offered fall.

ID 4022 Theological French II - 3 Hours

Further study of French theological vocabulary, grammar, and readings from selected theological literature in French. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4021. Offered spring.

ID 5000 Biblical Theology and Interpretation - 2 Hours

A survey of biblical theology, including methodological issues of debate during the last two centuries. Emphasis on the Bible's storyline, examining how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Finally, the relationship of biblical theology with other disciplines, especially exegesis and systematic theology, is considered. Required for all MA in MHC, and MDiv students. Should be taken during first year of enrollment.

ID 5001 Foundations for Integrative Thought - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

ID 5002 Foundations for Cultural Engagement - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought.

ID 5061 Latin I - 2 Hours

Latin I is the first of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. No audits. Offered on demand.

ID 5062 Latin II - 2 Hours

Latin II is the second of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. Prerequisite ID 5061. No audits. Offered on demand.

ID 5080 Formation Group - 0 Hours

Formation Group is an intentional weekly experience under the leadership of a faculty member. Formation Groups seek to grow together in biblical wisdom, in the grace of God, and in relationships and relational skills. MDiv students must register for two semesters prior to candidacy, generally the first two semesters of enrollment; MA students may register for two semesters in lieu of one PT 5090 Field Education requirement. Additional semesters by MDiv or non-MDiv students with or without registration are encouraged. Regular attendance necessary for credit, only two absences permitted. Credit / No Credit. Offered fall and spring.

ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours

Selected topics of general or interdisciplinary interest.

ID 6500 Understanding the Social and Cultural Contexts of Ministry - 2 Hours

Employing theories and methods from anthropology and sociology, this course aims to equip the student to exegete and critically analyze the socio-cultural context of today's changing world from a biblical and theologically informed perspective. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding cultures/societies and the church's call to be an effective and prophetic witness in the contemporary world. Students will acquire context-oriented understandings and skills that will inform their ministry strategies and practices.

ID 6910 Research Methods - 1 Hour

The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

ID 7375 Clinical Pastoral Education - 1-2 Hours

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience, with subsequent submission of a summary report, is available for Trinity elective credit. May be repeated. Credit/No Credit.

ID 7467 MA Theological Studies Capstone Proposal - 0 Hours

The Capstone Proposal class will guide MATS students through the process of writing a proposal for either an integrative paper or project. At the conclusion of this course, students will have an initial proposal which they can build upon with their faculty reader. Offered for credit/no-credit.

ID 7468 MA (Theological Studies) Capstone - 2 Hours

A program capstone for MA (Theological Studies) students designed to integrate the general theological education received by the program participant. The capstone may be an integrative paper or a project as defined in the Academic Handbook and will reflect approximately eighty-four clock hours of work. Counts as half-time academic status. Letter grade only.

ID 7469 MA (Theological Studies) Capstone Extension - 0 Hours

A one-semester extension for ID 7468. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated. No Credit.

ID 7478 MA Capstone Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ID 7480 MA Capstone Integrative Paper - 0-2 Hours

Participants in MA programs requiring a capstone integrative paper register for this course (MA/ICS). Specific paper requirements should be obtained from the department. Counts as half-time academic status. Letter grade or Credit / No Credit as required by the program.

ID 7481 MA Capstone Integrative Paper Extension - 0 Hours

A one-semester extension for ID 7480. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. May not be repeated. No Credit.

ID 7501 Guided Research - 1-6 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ID 7750 Study Tour - 1-4 Hours

Study tour sponsored by the university involving travel to a site of biblical or historic Christian interest, or a ministry-based study tour. May be substituted for a required OT or NT course by petition.

ID 7900 Theological Research Methods - 2 Hours

The techniques for gaining bibliographical control over the literature of theological subjects, as well as attention to the planning, preparation, and writing of theses are covered in this class. Credit / No Credit. Offered fall and spring.

ID 8100 Scholarship and the Christian Mind - 2 Hours

This course introduces students to central themes and issues related to academic ministry in secular and Christian universities and seminaries. Students will explore and engage in topics including: vocational stewardship in the academy; Christian worldview and intellectual life; the history and philosophical foundations of the modern university; Christian faithfulness and fruitfulness in academic teaching and research. Each of these topics will be considered in light of students' personal gifts and vocational direction with the aim of exploring how their evangelical Christian faith might inform their teaching and scholarship.

ID 9200 Integrative THS Seminar I - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on a (set of) biblical text(s) (OT and/or NT) with special focus on the theological issues raised in the text(s). Two THS faculty will lead the course, one in biblical studies (OT/NT) and one in theological studies (ST/HT). The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

ID 9300 Integrative THS Seminar II - 4 Hours

This seminar course is intended to promote significant cross-disciplinary study, reflection, and interaction on the dissertation projects of the students in the course, with special focus on the theological issues raised in the dissertation. Two THS faculty will lead the course, one in biblical studies (OT/NT) and one in theological studies (ST/HT). The course will consist primarily of papers and responses presented by the students along with open ended class discussion.

Interdisciplinary Studies (IDS)

IDS 105 Foundations for Adult Learning - 3 Hours

A focus on the knowledge, skills, attitudes, and values required to maximize the benefit of education for adults. Concepts include the basic principles of adult development, learning approaches, personality, and work/life management. The ideas of Christian liberal arts education, learning in community, and lifelong learning as spiritual journey are explored. Various assessments and self-exploration tools are used to aid goal-setting, writing placement, and advising. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

IDS 106 Trinity Service Learning - 0-1 Hours

Trinity Service Learning seeks to develop students' ethic of service, sense of social responsibility, and commitment to civic engagement. Through service, students will grow in their capacity to love and serve individuals and communities, within and outside Trinity, both locally and globally. Students will use their skills and abilities to make a difference in real-world settings, and will put their faith into action. Opportunities may include service in on-campus activities and programs, a local church, community programs, mission trips, and summer camp leadership. Some paid or stipend positions may count if the position involves direct service to others in a leadership capacity. Students must register for IDS 106 in the semester of their project, complete a planning form, submit a reflection by the due date, and be evaluated by their supervisor. Zero-credit option is offered only on a pass-no-credit basis, repeatable for obtaining a Service Learning completion. Requires a minimum of 12 hours of service. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate. One-credit option is offered only on a pass-no-credit basis, repeatable for obtaining a Service Learning completion. Requires a minimum of 45 hours of service. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

IDS 150 Foundations of Christian Thinking and Living - 3 Hours

This course equips Trinity College students to live as active and thoughtful believers on campus and in society at large. It orients students to the unique features of Christian liberal arts education at Trinity College, examines the core doctrinal elements of the Christian faith, and investigates what it means to live Christianly in the world today. Required of all Trinity College students. This course must be taken at Trinity. Offered each semester for TIU-Florida; other modes as scheduled. Delivery mode: TIU-Florida and online.

IDS 180 One Mission, Many Stories - 3 Hours

This course orients students to distinctive features of Christian liberal arts education at Trinity College, examines the core doctrinal elements of the Christian faith as expressed in the TIU/Evangelical Free Church of America statement of faith, explores the evangelical mission of the Church and investigates what it means to live Christianly in the world today. Required of all Trinity College students. This course must be taken at Trinity. Delivery mode: online.

IDS 290 Critical Topics in the 21st Century - 3 Hours

Students will explore one or more issues that have significant bearing on the world today, identifying contributing factors, applying biblical principles, discussing implications, and reaching informed conclusions. Class topics may include but are not limited to poverty, climate change, social justice, technology, healthcare, education, the arts and immigration. Delivery mode: online, Wisconsin Prison Initiative.

IDS 365 Acadeum Online Consortium - 1-4 Hours

The Acadeum Course Sharing program offers the opportunity for students to take online courses from other CCCU institutions within the Acadeum partner network, making a wider range of courses available to students. Approval of the academic dean is required. May be repeated for credit if content differs. Additional information is available in the Academic Dean's office. Delivery mode: online.

Law (LA)

LA 505a Legal Institutions and Values - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Greek and Roman law to the sources and impact of the English common law. Delivery Mode: Traditional Juris Doctor.

LA 505x Legal Institutions and Values - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Greek and Roman law to the sources and impact of the English common law. Delivery Mode: JD Flex Track.

LA 521 Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Delivery Mode: Traditional Juris Doctor.

LA 521x Contracts 1 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 1 covers remedies, offer, acceptance, discerning the agreement, parol evidence rule, Statute of Frauds, multi-party transactions, and enforceability. Delivery Mode: JD Flex Track.

LA 522a Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery Mode: Traditional Juris Doctor.

LA 522x Contracts 2 - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts 2 covers consideration, promissory estoppel, warranties and conditions, breach, and defenses. Delivery mode: JD Flex Track.

LA 523 Contracts Drafting - 1 Hour

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery Mode: Traditional Juris Doctor.

LA 523a Contracts Drafting - 2 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery Mode: Traditional Juris Doctor.

LA 531a Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. The course also provides an opportunity for critical examination of statutes at an early stage in the law student's career. Delivery Mode: Traditional Juris Doctor.

LA 531x Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. The course also provides an opportunity for critical examination of statutes at an early stage in the law student's career. Delivery mode: JD Flex Track.

LA 541 Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Delivery Mode: Traditional Juris Doctor.

LA 541x Torts 1 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 1 focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Delivery Mode: JD Flex Track.

LA 542 Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: Traditional Juris Doctor.

LA 542x Torts 2 - 3 Hours

This course covers the civil laws governing compensation for injury to person and property. Torts 2 studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law. Delivery Mode: JD Flex Track.

LA 543 Open Development in Cambodia: Human Trafficking and Economic Development - 2-4 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543b Human Trafficking and Economic Development (Asia) - 2 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543c Human Trafficking and Economic Development (Asia) - 3 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 543d Human Trafficking and Economic Development (Asia) - 4 Hours

This is an advanced course in human trafficking and economic development. Students analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates biblical principles into the curriculum. Thus, this course has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews, and economic factors and development to human rights and human trafficking. Delivery Mode: Traditional Juris Doctor.

LA 559 Legal Research and Writing 1: Objective Writing - 3 Hours

This course introduces students to fundamental legal reasoning, research (both online and book/hard copy), and writing skills in the context of objective legal documents. Students learn to identify, use, and analyze primary and secondary legal authorities to solve legal problems, and how to structure and draft legal memoranda. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560b Legal Research and Writing 2: Persuasive Writing - 3 Hours

This course helps students develop their analytical, writing, and research skills in the advocacy context. Students produce litigation documents including a pre-trial motion and an appellate brief. Students are also required to participate in an oral argument competition to practice oral advocacy skills. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560d Legal Writing: Litigation Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in civil litigation, such as the drafting of demand letters, complaints, answers and other responsive pleadings, discovery, discovery responses, law and motion and pre-trial documents. It focuses upon areas of legal writing commonly associated with and required in civil litigation. It is designed to simulate attorney case handling in a civil litigation setting. Students will be provided with a class hypothetical based upon a real civil case and will be taught how to handle the case as a practicing attorney. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 560e Legal Writing: Transactional Skills - 3 Hours

This course is designed to provide legal writing experience to students interested in transactional civil practice. It focuses upon areas of legal writing commonly associated with and required in transactional civil practice, such as, opinion letters, letters to opposing counsel, commonly utilized contractual provisions, mutual settlements and releases, clauses related to indemnification and hold harmless agreements, anti-competition provisions, and confidentiality agreements. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 561 Mastering the MBE 1 - 1 Hour

This course focuses on Contracts, Criminal Law, Criminal Procedure, and Torts for the Multistate Bar Examination portion of the California Bar Exam. Students review the substantive law, practice extensively, develop time management strategies, and identify areas for improvement. Delivery Mode: Traditional Juris Doctor.

LA 562 Mastering the MBE 2 - 1 Hour

This course focuses on Civil Procedure, Constitutional Law, Evidence, and Property for the Multistate Bar Examination portion of the California Bar Exam. Students review the substantive law, practice extensively, develop time management strategies, and identify areas for improvement. Delivery Mode: Traditional Juris Doctor.

LA 567 Mastering the Performance Test - 1 Hour

This course focuses on the California Bar Exam Performance Test. In this course, we will develop time management strategies and approaches for how to organize and outline the test. Additionally, this course will provide the opportunity to complete several Performance Tests and receive personalized feedback. Delivery Mode: Traditional Juris Doctor.

LA 599x FYLSX Skills - 3 Hours

This course consists of a substantive law review of each subject tested on the California First-Year Law Students' Examination (FYLSX). In addition to the review of the substantive law, students receive extensive practice at both essay exam writing and multiple choice questions. This practice provides integration of the law and exam skills and is the means by which students earn their grades in this course. Approaches, checklists, and writing techniques are the focus throughout the course to enhance issue spotting, analysis, and application skills, which are necessary skills to pass the FYLSX. Delivery mode: JD Flex Track.

LA 600i Constitutional Law 1 - 3 Hours

This course covers the structure and powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the states, as well as an introduction to due process and equal protection. Delivery Mode: Traditional Juris Doctor.

LA 601i Constitutional Law 2 - 3 Hours

This course covers selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery Mode: Traditional Juris Doctor.

LA 613 Professional Responsibility and Ethics - 3 Hours

This course covers the laws governing lawyers' professional conduct. These laws are studied through ethics codes, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system; zealous representation; lawyer-client confidentiality; conflicts of interest; competency in providing legal services; ethics for prosecutors, judges, and litigation; solicitation of clients; lawyer advertising; and pro bono obligations. Students focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. Additionally, the ethics aspect of the course examines the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives. Delivery Mode: Traditional Juris Doctor.

LA 613x Professional Responsibility and Ethics - 3 Hours

This course covers the laws governing lawyers' professional conduct. These laws are studied through ethics codes, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system; zealous representation; lawyer-client confidentiality; conflicts of interest; competency in providing legal services; ethics for prosecutors, judges, and litigation; solicitation of clients; lawyer advertising; and pro bono obligations. Students focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. Additionally, the ethics aspect of the course examines the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives. Delivery Mode: JD Flex Track.

LA 661 Property 1 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 1 focuses on the nature of ownership and possession, bailment, donative transfers, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Delivery Mode: Traditional Juris Doctor.

LA 662 Property 2 - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Property 2 focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, mortgages, eminent domain, and regulatory takings. The course may include exposure to intellectual property. Delivery Mode: Traditional Juris Doctor.

LA 671i Evidence 1 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Evidence 1 covers common law and statutory principles and policy considerations underlying rules of evidence, admission and exclusion, relevancy and materiality, opinion evidence, authentication, the best evidence rule, judicial notice, public policy exclusions, and presumptions and burden of proof. Trial situations are simulated, students argue for and against the admission of evidence under the rules, and the course explores how evidence has an impact on tactical trial decisions. The course addresses the Federal Rules of Evidence and the California Evidence Code, including any distinctions between the two. Delivery Mode: Traditional Juris Doctor.

LA 672i Evidence 2 - 3 Hours

This course covers the standards regulating admissibility of evidence in both civil and criminal trials. Evidence 2 covers privileged communications, the hearsay rule and its exceptions, and impeachment and rehabilitation. Trial situations are simulated, students argue for and against the admission of evidence under the rules, and the course explores how evidence has an impact on tactical trial decisions. The course addresses the Federal Rules of Evidence and the California Evidence Code, including any distinctions between the two. Delivery Mode: Traditional Juris Doctor.

LA 673b Civil Procedure 1 - 3 Hours

This course covers aspects of civil litigation, including an introduction to the court system, personal and subject matter jurisdiction, venue, and the role of state law in federal courts. The course also discusses remedies and pleading. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674b Civil Procedure 2 - 3 Hours

This course covers aspects of civil litigation, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules. Delivery Mode: Traditional Juris Doctor.

LA 674d E-Discovery - 1 Hour

This course introduces students to this increasingly competitive world and provides a basic understanding of the legal and technological issues surrounding the use of electronically stored information (ESI), and the practical parameters of eDiscovery and electronic case management. Students will learn what electronic discovery is, and how the Federal Rules of Civil Procedure, the Federal Rules of Evidence, and case law affect this aspect of litigation. This course will discuss what an attorney and his team need to consider when handling ESI prior to and during the litigation process, how to manage the cost of production and processing, and how those considerations should affect an attorney's thought process when working with this type of information. Students will also learn how preservation obligations and spoliation claims can come into play. Lastly, the course explores the developing issues and new rules and practices involving the application of e-discovery, digital evidence and computer forensics issues in litigation and general practice. Delivery Mode: Traditional Juris Doctor.

LA 675a Alternative Dispute Resolution - 3 Hours

This course provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students are also given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students are given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 675i Alternative Dispute Resolution - 2 Hours

This course provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students are also given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students are given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 702a Business Associations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery Mode: Traditional Juris Doctor.

LA 753 Trial Practice - 3 Hours

This is a practical skills course in advocacy that introduces students to the fundamental components of a typical civil and criminal trial. It requires students to perform exercises involving each component, and try a mock civil or criminal case from provided problem materials. The course requires student participation in discrete exercises, including jury voir dire, opening and closing statements, presentation and objections to evidence, and direct and cross-examination. Course meets practical skills requirement. Prerequisites: LA671i and LA672i Delivery Mode: Traditional Juris Doctor.

LA 763 Family Law - 3 Hours

This course studies the legal aspects of the relationships associated with marriage and parenthood, including spousal and parental rights and responsibilities, children's rights, marital dissolution, annulment, unmarried cohabitation, child custody, illegitimacy, adoption, and guardianship. Delivery Mode: Traditional Juris Doctor.

LA 764 Community Property - 2 Hours

This course focuses on the principles of California's community property system, contrasting those principles with the treatment of assets in common law jurisdiction. This course analyzes how California classifies different types of assets which a couple might acquire during the course of a marital relationship. In particular, we will discuss how California classifies personal injury awards, pensions, disability benefits, professional degrees, bonuses, credit acquisitions, and jointly-titled assets. Practical problems and solutions are emphasized. Delivery Mode: Traditional Juris Doctor.

LA 783i Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery Mode: Traditional Juris Doctor.

LA 783x Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery Mode: JD Flex Track.

LA 790b Jurisprudence - 3 Hours

This course requires substantial reading in each of the following general categories: Classical natural law, contemporary natural law, Law and Economics, critical studies, postmodernism, law of the family, and critical gay theories. Minor readings also required in legal positivism. The class also should provide the students with a working familiarity with Thomas Aquinas' Treatise on Law, Oliver Wendell Holmes' The Path of the Law, and John Rawls' A Theory of Justice. Delivery Mode: Traditional Juris Doctor.

LA 803 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery Mode: Traditional Juris Doctor.

LA 822a Remedies - 3 Hours

This course analyzes the judicial remedies available in the American system of jurisprudence. The course familiarizes students with compensatory and punitive damages, preliminary and permanent injunctions, restitution and unjust enrichment, rescission, declaratory judgments, attorneys' fees, and pre-judgment interest. The course will also cover claims for and defenses to quiet title, reformation, fraudulent conveyances, subrogation, contribution, indemnity, and replevin. The course will also include discussions of recent developments in the law of American remedies as well as important practical issues regarding enforcing money judgments, initiating and prosecuting contempt proceedings, and obtaining writs of attachment and other pre-judgment remedies. The course will conclude with discussions of equitable and other remedies available to defendants, such as unclean hands, unconscionability, waiver, estoppel, laches, statutes of limitations, and California SLAPP laws. Delivery Mode: Traditional Juris Doctor.

LA 870 Civil Litigation Skills - 2-3 Hours

This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Successful completion of Evidence 1 & 2 and Civil Procedure 1 & 2 are prerequisites for this course. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 870a California Civil Procedure and Evidence - 2 Hours

This course examines the California Code of Civil Procedure and the California Evidence Code, and contrasts them with the Federal Rules of Civil Procedure and the Federal Rules of Evidence. The course is designed to prepare students to address these content areas on the California Bar Examination. Delivery Mode: Traditional Juris Doctor.

LA 870b Civil Litigation Skills - 3 Hours

This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Course meets practical skills requirement. Prerequisites: LA 671i, LA 672i, LA 673b, and LA 674b. Delivery Mode: Traditional Juris Doctor.

LA 872 Advanced Legal Writing: Skills and Strategies - 2 Hours

This course is designed to strengthen students' legal writing skills. Students will learn to choose the right words, organize their thoughts, and convey arguments as precisely and succinctly as possible. Coursework will include exercises, revisions of existing legal documents, peer editing, and several writing projects. The course will also review and reinforce, through additional practice, the principles of effective research and writing, including citation. Delivery Mode: Traditional Juris Doctor.

LA 891b Juvenile Dependency - 3 Hours

This course focuses on the principles of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. There are evidentiary, civil procedure, constitutional law, and criminal law crossovers. This course extensively covers the WIC code and all relevant case law, child welfare and foster care system, Due Process rights of families in that system, and the specific roles of parent's counsel, minor's counsel, and county counsel. Students demonstrate knowledge of the Due Process rights of families in that system, and the specific roles of parent's counsel, minor's counsel, and county counsel by presenting evidence and arguments in mock proceedings of detention hearings, jurisdictional and dispositional hearings, statutory review hearings, and hearings to terminate parental rights. Delivery Mode: Traditional Juris Doctor.

LA 901 Introduction to International Human Rights - 3 Hours

This course introduces the student to the history, theory, and legal development for the systematic protection of human rights throughout the world. The course considers the theological and philosophical foundations of human rights; the primary sources of human rights law; the role of non-State actors, including nongovernmental organizations like Amnesty International and Human Rights Watch; important debates regarding legitimacy, compliance, efficacy, national sovereignty, responses to mass violence, universal jurisdiction, and more. It also equips students to critically examine the strengths and weaknesses of the human rights protection system from a Christian perspective. Delivery Mode: Traditional Juris Doctor.

LA 910 The Right to Life and the Law - 3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as abortion, euthanasia, and infanticide. The course includes a survey of Supreme Court and other judicial decisions pertaining to these issues. Delivery Mode: Traditional Juris Doctor.

LA 914 Rights of Minorities and Indigenous Peoples - 3 Hours

This course explores international legal mechanisms to protect the rights of minorities, and especially of indigenous peoples. Delivery Mode: Traditional Juris Doctor.

LA 916a Human Trafficking - 1 Hour

This course will examine trials of domestic human trafficking cases, from jury selection to closing argument, as well as the legal challenges to combating this crime. Students learn about the current understanding of human trafficking in California and the advocacy against human trafficking, including the recruitment of victims, the typical trafficker, and the laws that affect trafficking and its prosecution. Delivery Mode: Traditional Juris Doctor.

LA 916c Human Trafficking: Prosecution of Domestic Cases - 1 Hour

This class focuses on the advocacy and trial aspects of prosecuting domestic human trafficking cases from jury selection to closing argument. Students learn about the central understanding of human trafficking in California and the advocacy against it. This includes the realities of human trafficking from recruitment of victims, the typical trafficker, the laws that affect trafficking, and the prosecution of trafficking. The course gives a basic overview of a human trafficking jury trial and discusses how to advocate for or against the trafficker during trial. Delivery Mode: Traditional Juris Doctor.

LA 919 International Forum on Human Rights (Europe) - 2 Hours

This course is held in Europe in conjunction with the annual program of the International Institute of Human Rights. The course introduces the theological and philosophical foundations of human rights, including the history, theory, and legal development of human rights protections. Students hear from experts in the field, and visit numerous sites important to the study of human rights. May be repeated for credit as topics vary. Delivery Mode: Traditional Juris Doctor.

LA 920a International Institute of Human Rights (Europe) - 4 Hours

This course, held annually in Strasbourg, France, covers recognition and protection of human rights under international law. The course introduces the international and regional systems for protection of human rights, and considers the primary sources of human rights law and important debates regarding legitimacy, compliance, efficacy, national sovereignty, and more. The course enables students to interact with human rights lawyers, judges, government officials, academics, and activists from around the world. The course is presented in conjunction with the International Forum on Human Rights. Delivery Mode: Traditional Juris Doctor.

LA 922 Public International Law - 3 Hours

This course introduces students to the fundamentals of international law and the way it functions (or fails to function) in global society, covering: the history and sources of international law; the relationship between international law and domestic law; state sovereignty, territory, and jurisdiction; immunities; state responsibility; the use of force, self-defense, terrorism, and peaceful settlement of disputes; the law of the sea and the environment; the law of human rights, armed conflict, and international crimes; and more. The course will rely on important cases, treaties, and other instruments, as well as films and news reports, to examine traditional problems and current events. The course would be an excellent introduction for students who plan to go, or who would like to but cannot go, to Cambodia or Strasbourg. Delivery Mode: Traditional Juris Doctor.

LA 923b International Criminal Law - 1 Hour

This course examines issues in the field of international criminal law which encompass individual responsibility for conduct that is labeled as criminal under international law, nation-state responsibility for conduct that may be considered a crime under international law, and individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution, trial and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law including genocide, war crimes, and crimes against humanity. Delivery Mode: Traditional Juris Doctor.

LA 953 Legal Internship - 1-6 Hours

Internships/Externships combine academic training in lawyering skills and professional responsibility with practical experience working for a judge, district attorney, public defender, government agency or non-profit law office. Interns/Externs work under the supervision of experienced practicing attorneys or judges who provide guidance and training in research, writing, and practical lawyering skills. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 957 Law Practice Management - 2 Hours

This course covers the practical aspects of opening a law practice, forms of practice, legal assistants and the use of systems for professional and business functions, timekeeping and fees, bookkeeping, client relationships, the law office staff manual, library and retrieval systems, calendar and monitor systems, essential equipment and law office layout, and developing a practice. The course also discusses the business and ethical issues and the personal pressures encountered in the solo or small firm practice. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 957a Law Practice Management - 3 Hours

This course covers the practical aspects of opening a law practice, forms of practice, legal assistants and the use of systems for professional and business functions, timekeeping and fees, bookkeeping, client relationships, the law office staff manual, library and retrieval systems, calendar and monitor systems, essential equipment and law office layout, and developing a practice. The course also discusses the business and ethical issues and the personal pressures encountered in the solo or small firm practice. Finally, this course covers the methods, standards, and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The course objective is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients. Course meets the practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 958 Law as a Vocation - 1 Hour

This course explores the foundations of the lawyer's calling. Participants will discuss the foundations of the idea of "professionalism," the religious roots of the idea of "calling" in the context of ordinary work outside the local congregation, and the implications for these ideas on a philosophy of lawyering. The course will also address the practical consequences of the fundamental view of the lawyer's vocation. Delivery mode: Traditional Juris Doctor.

LA 959g Trinity Mediation Clinic - 2 Hours

This clinical course operates in conjunction with the Orange County Superior Court and Waymakers. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of a Trinity Law School professor who is a professional mediator and licensed attorney. As mediators, the students act as third-party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to integrate peacemaking principles into their own legal practice. Course meets practical skills requirement. Prerequisite: LA675a. Delivery Mode: Traditional Juris Doctor.

LA 959i Trinity Law Clinic - 1-2 Hours

The Trinity Law Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and primarily serves the residents of the mission. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Students participating in the clinical program are expected to be present at the Village of Hope in Tustin every Friday during the semester from 8:30 a.m. to 4:30 p.m. to meet with Rescue Mission clients. Occasionally, meeting times may vary due to data entry or appointments that require more attention. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959j Trinity Law Clinic - 1-2 Hours

The Trinity Law Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and primarily serves the residents of the mission. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Students participating in the clinical program are expected to be present at the Village of Hope in Tustin every Friday during the semester from 8:30 a.m. to 4:30 p.m. to meet with Rescue Mission clients. Occasionally, meeting times may vary due to data entry or appointments that require more attention. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959k Trinity Mobile Legal Clinic - 1 Hour

The Mobile Legal Clinic provides students the opportunity to participate in an off-campus poverty law clinic while earning elective credit. The program is a partnership with the Orange County Rescue Mission and operates as a "law office on wheels," primarily serving the residents of the Mission's facilities around Orange County. The program is designed to give students hands-on experience providing legal advice and services to the poor of Orange County under the direction and supervision of a Trinity Law School professor and licensed attorney. Students will observe and conduct client interviews, research legal issues, complete and file court forms, and in various ways assist clients in pursuing resolution to their legal issues. Legal issues vary widely, but often include family law, criminal law, and debt collection relief. Select students may participate in this program, and are chosen through an application and interview process. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 959n Trinity Religious Liberty Clinic - 1 Hour

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959o Trinity Religious Liberty Clinic - 2 Hours

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research- and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959t Trinity Mediation Clinic - 3 Hours

This clinical course operates in conjunction with the Orange County Superior Court and Waymakers. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of a Trinity Law School professor who is a professional mediator and licensed attorney. As mediators, the students act as third-party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to integrate peacemaking principles into their own legal practice. Course meets practical skills requirement. Prerequisite: LA 675a. Delivery Mode: Traditional Juris Doctor.

LA 959u Trinity Religious Liberty Clinic - 3 Hours

This clinical course is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This research and writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in Constitutional law. Students are exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students' research and writing will directly contribute to important religious freedom matters. Course meets practical skills requirement. Prerequisites: LA 600 and LA 601. Delivery Mode: Traditional Juris Doctor.

LA 959v Trinity Immigration Clinic - 3 Hours

The Trinity Immigration Clinic provides an opportunity for students to address immigration issues for underserved populations. Under the supervision of a Trinity Law School professor and supervising attorney, this clinic works with non-profit non-government organizations (NGO) to provide legal services in areas such as asylum, Temporary Protected Status, Adjustment of Status, removal, and other immigration-related issues. The clinic includes instruction on representation, case analysis, interviewing, case preparation, and generally on serving client needs. Course meets practical skills requirement. Prerequisite: LA 995f. Delivery Mode: Traditional Juris Doctor. Remote/Online.

LA 960 Administrative Law - 3 Hours

This course covers the basic principles of administrative law, including issues of delegation of legislative and executive power to agencies, statutory and constitutional due process, statutory interpretation by agencies, standards of judicial review of agency decisions, and the prerequisites of judicial review. This class is especially useful for understanding the rights of individuals, interest groups, and regulated business entities when they confront rules or enforcement actions by regulatory agencies (e.g., Environmental Protection Agency, Occupational Safety and Health Administration, Social Security Administration, Federal Trade Commission, Federal Communications Commission, and Bureau of Indian Affairs). Delivery Mode: Traditional Juris Doctor.

LA 962a Intellectual Property - 3 Hours

This course examines patents, copyrights, trademarks and trade dress, and trade secrets. In particular, this course analyzes what is required to obtain each type of intellectual property (IP) right, what is required to infringe each type of IP right, what defenses are available to accused infringers of each type of IP right, and what remedies for infringement are available to IP rights holders. Delivery Mode: Traditional Juris Doctor.

LA 962d Intellectual Property - 1 Hour

This course examines patents, copyrights, trademarks, trade secrets, and other intellectual property rights. The course analyzes the rights and remedies associated with each type of intellectual property that it covers, as well as the relationships between different types of intellectual property. Delivery Mode: Traditional Juris Doctor.

LA 970 Independent Study/Guided Research - 1-6 Hours

This course offers individualized research on an approved topic under the supervision of a law professor. The Registrar must approve any independent study. Delivery Mode: Traditional Juris Doctor.

LA 982a Law and Literature: Revenge, Justice, and Mercy - 1 Hour

This course examines the nature of law and justice through the medium of literature. We will explore how literature addresses revenge and mercy, and their place in the pursuit and achievement of justice, particularly in our legal system. Readings will include Shakespeare's Merchant of Venice, Aeschylus' Agamemnon, short stories from Flannery O'Connor and Andre Dubus, and selections from Holy Scripture. Delivery Mode: Traditional Juris Doctor.

LA 984c Religion and the Law - 3 Hours

This is an advanced course that examines critical issues of law and religion, including the theological foundation of law and the legal foundation of theology, the relationship between church and state, religious civil liberties, religious discrimination and accommodation, and the principles of law and regulations relating to churches and religious organizations. Delivery Mode: Traditional Juris Doctor.

LA 984d Law, Religion, and Public Policy - 3 Hours

This course surveys the interaction between law, religion, and public policy as a basis for forming individual patterns of public engagement and establishing habits toward good citizenship. Topics range from the interaction of law and religion, the role of faith in forming legal judgment, and the public engagement of the church in the contested public square. Delivery Mode: Traditional Juris Doctor.

LA 987 SHRM-CP/SCP Exam Prep - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, TLS offers this course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the JD degree. This course covers HR strategy, talent acquisition, employee engagement and retention, learning and development, total rewards, and the structure of the HR function. Additionally, this course examines organizational effectiveness and development, workforce management, employee and labor relations, technology management, managing a global workforce, risk management, corporate social responsibility, and U.S. employment law and regulations. Delivery Mode: Traditional Juris Doctor.

LA 988a Criminal Law and Psychology - 1 Hour

This course covers the psychology of criminal trial practice, encompassing the strategy of evaluating and presenting criminal cases. It will discuss the science and practice of preparing a criminal case, from arraignment through sentencing, incorporating both the prosecution and the defense perspective. Topics include initial case assessment; interpersonal dynamics between clients, victims, and witnesses; using experts; selecting case theory; and the psychology of jury selection. Delivery Mode: Traditional Juris Doctor.

LA 988b Domestic Violence Law - 1 Hour

This course provides an overview of domestic violence issues, teaches critical thinking through analysis of domestic violence topics, and demonstrates how the issue of domestic violence arises within a variety of legal settings, through examining both the historical aspects and the latest developments in each of these settings. Delivery Mode: Traditional Juris Doctor.

LA 989 Moot Court - 1-2 Hours

This course allows students to gain practical advocacy skills through researching, drafting, and arguing an appellate brief. The course may not be repeated for credit. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 991 Law Review - 1-3 Hours

This course allows students to participate in the publication of The Trinity Law Review. The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 991a Law Review - 1 Hour

This course allows students to participate in the publication of The Trinity Law Review. The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 992a California Dependency Law - 1 Hour

This course focuses on the principles of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. There are evidentiary, civil procedure, constitutional law, and criminal law crossovers. This course extensively covers the WIC code and all relevant case law; child welfare and foster care system; Due Process rights of families in that system; and the specific roles of parent's counsel, minor's counsel, and county counsel. Delivery Mode: Traditional Juris Doctor.

LA 992b California Dependency Practice - 1 Hour

This course focuses on the practices of California's Juvenile Dependency law system as found in the Welfare and Institutions Code, particularly section 300 filings. Students demonstrate knowledge of the Due Process rights of families in that system and the specific roles of parent's counsel, minor's counsel, and county counsel by presenting evidence and arguments in mock proceedings of detention hearings, jurisdictional and dispositional hearings, statutory review hearings, and hearings to terminate parental rights. Prerequisite: LA 992a. Delivery Mode: Traditional Juris Doctor.

LA 993F Fundamentals of Federal Taxation - 3 Hours

This course examines the basic structure of federal income taxation. The course examines in detail the definition of gross income, fringe benefits, ordinary tax rates, and other tax policy considerations. In addition, the course examines the characterization of gains and losses from property and relevant deductions. The course also provides an overview of federal taxation of real estate transactions, taxation of business entities, estate and gift taxes, international taxation, and other related areas of federal taxation. Delivery Mode: Traditional Juris Doctor.

LA 994b Employment Law - 3 Hours

This course explores fundamental employment rights, public policies, and laws that regulate the workplace. The aim is to provide students with basic employment law concepts and vocabulary that will permit them to be sufficiently knowledgeable to identify employment law issues and engage in initial risk analysis. Topics will include employee and employer status, employment-at-will, employment contracts, disparate treatment, disparate impact, sex-based harassment/stereotype sex discrimination, age discrimination, religious discrimination, disability and leave laws, retaliation/whistleblowers, public policy/employment torts, privacy, employment duties, wage and hour, procedural matters, and remedies. The focus of the course will be on federal law such as Title VII, the Americans with Disabilities Act, and the Age Discrimination and Employment Act (some California laws will be highlighted as well). The final project will require students to analyze a substantive legal issue and provide a damages assessment. Please note: This course does not cover traditional labor law (e.g., collective bargaining or labor-management relations) or employee benefits. Delivery Mode: Traditional Juris Doctor.

LA 995al Accounting for Lawyers - 1 Hour

This course covers the methods, standards and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The objective of the course is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995f Immigration Law - 3 Hours

This course explores the foundation of immigration law and policy. The student will examine statutes, regulations, policy, and cases which form the basis of the law. The course emphasizes both a substantive understanding and practical application of the law with a review of the historical and legislative evolution of U.S. immigration law and policy. Delivery Mode: Traditional Juris Doctor.

LA 995nb Negotiation for Law and Business - 2-3 Hours

This course will survey negotiation skills in general including the areas of strategy, tactics, and planning. Specifically, the course will also consider relationships between the parties; multi-party negotiations; information bargaining; initial proposals; how to narrow differences; closure; competitive, cooperative and problem solving tactics together with negotiation counseling, alternative dispute resolution and identities in the context of culture, gender and race. Students will be called upon to complete reading assignments and prepare for and participate in in-class negotiation exercises. Course meets practical skills requirement. Delivery Mode: Traditional Juris Doctor.

LA 995np Law of Nonprofit Organizations - 3 Hours

This course is a study of nonprofit firms and the nonprofit sector. Topics include a survey of the role of nonprofits, theories and justifications of the nonprofit form, nonprofit statutes and other laws pertaining to nonprofits (e.g., the regulation of charitable solicitations), the formation, operation and dissolution of nonprofits, and tax and tax policy issues related to nonprofits. Delivery Mode: Traditional Juris Doctor.

LA 998b Domestic Violence - 1 Hour

This course provides an overview of domestic violence issues, teaches critical thinking through analysis of domestic violence topics, and demonstrates how the issue of domestic violence arises within a variety of legal settings, through examining both the historical aspects and the latest developments in each of these settings. Delivery Mode: Traditional Juris Doctor.

LA 998e Advanced Exam Approaches and Skills - 3 Hours

This skills-oriented course is designed to enhance the development of approaches to the essay, performance-style, and multiple choice components of the California Bar Exam. Emphasis is on the Multistate Bar Exam-tested subjects, the refinement of skills employed in identifying issues, utilizing effective approaches, and organizing answers for purposes of essay exam writing, joined with tactical approaches to selecting best responses to multiple-choice questions, the non-multiple-choice essay, and performance style subjects tested on the California Bar exam. The students are given the opportunity to build their skills in approaching the issues and organizing effective answers through participation in practice exams and workshops. This course is specifically NOT a substitute for bar-review courses undertaken near the end of, or after the conclusion of, the student's law studies. Rather, these courses are offered as a substantive course for advanced students to further develop and refine their exam issue spotting, analysis, organizational, and writing skills. Delivery Mode: Traditional Juris Doctor.

LA 999cr 42 USC Section 1983: Civil Rights Violations - 1 Hour

This course examines 42 U.S.C. section 1983, which allows individuals to sue the government for civil rights violations. We will discuss when and how one can sue the government and which governmental immunities may preclude lawsuits against it. We will explore the topic through doctrinal analysis, popular literature, and cinema. Delivery Mode: Traditional Juris Doctor.

LA 999g Civil Disobedience and the Christian Lawyer - 1 Hour

This course briefly covers which law binds the conscience of a Christian by an exploration of biblical exegesis and philosophical theology. We will discuss whether one ought to obey unjust laws through the study of ancient literature and film. Students will have an opportunity to study what happens when the legal institutions themselves are under attack both domestically and abroad. Questions will be explored such as whether a lawyer can or should engage in civil disobedience from an ethical and pragmatic standpoint; and, if civil disobedience is undertaken, under which circumstances it should be undertaken and how one should prepare oneself and one's clients for such an undertaking. Delivery Mode: Traditional Juris Doctor.

LA 999i Client Interviewing and Counseling - 2 Hours

The course will focus on the legal principles and skills involved in interviewing clients and witnesses and counseling clients in the course of litigation, dispute resolution, and decision making. Establishing an effective lawyer-client relationship requires that you gather information relevant to decisions to be made by your client, analyze the decision to be made, advise your client about the decision, and implement the decision. Additional topics include addressing cultural differences and interviewing and counseling clients with mental and physical disabilities, children, criminal defendants, and organizational clients. Students will participate in simulations of interviewing and counseling and will discuss the related ethical and professionalism concerns underlying the lawyer-client relationship. Delivery Mode: Traditional Juris Doctor.

LA 999w Workers' Compensation - 3 Hours

This course presents general statutory principles of workers' compensation theories throughout state jurisdictions. Content includes the history of the workers' compensation system, the nature of work injuries including accident and disease, compensation and benefits delivery, and courts and administrative rules and procedures. Delivery Mode: Traditional Juris Doctor.

LA 999y Civil & Criminal Sexual Misconduct - 1 Hour

This program covers a broad range of conduct that can qualify as civil or criminal sexual misconduct. From words, to actions, to electronic communication and social media, it examines a variety of different ways in which misconduct could subject a person, entity, or agency to legal liability. This program discusses the different internal and legal remedies for different types of sexual harassment and the accompanying behavior, along with how each process is initiated and the potential hurdles, including Statutes of Limitations and jurisdictional issues. This program discusses the blurred lines between sexual harassment and sexual assault, both behaviorally and legally. It discusses both verbal and physical boundary violations including personal questions, physical contact, inappropriate requests, and online boundary probing. Participants learn how to spot red flags and warning behaviors before conduct progresses to sexual assault. This program also covers the red flag relational dynamics involved in both types of invasive behavior, and how sexual harassers often graduate to committing sexual assault through insidious boundary violations. This program also addresses best practices to ensure a safe, harassment-free workplace for everyone through early detection, effective investigation, and an environment of empowerment and support. Delivery Mode: Traditional Juris Doctor.

LA 999z Reading People & Judging Credibility - 1 Hour

This course will reveal in an entertaining and interactive format, how to perceive the most important clues about other people, what it means, and how to use the information you glean in the practice of law. Delivery Mode: Traditional Juris Doctor.

Leadership (LR)

LR 170X Leadership Dynamics - 3 Hours

This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with PSY 170X. Delivery mode: Deerfield traditional undergraduate.

LR 173 Emerging Leadership I - 1 Hour

Students will explore principles and practices of leadership with emphasis on Christian Leadership. Through a series of activities, assignments and meetings in small groups, course participants will strengthen transferable leadership skills that they can use in every place that God sends them. Practical experience will be gained by students representing Trinity by partnering in service with other leaders and promoting the values of the university to demonstrate their growth and development as a leader. Prerequisite: Admittance into Emerging Leaders Program and permission of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 174 Emerging Leadership II - 2 Hours

Students in this course will gain practical leadership experience by planning and conducting leadership events both on and off campus. Participants will be challenged to apply principles in organizing, group dynamics, motivation, delegation, and conflict resolution. In addition to the experiences offered in the Emerging Leaders program, students will complete a series of assignments designed to help them in their personal Christian leadership development. Prerequisites: LR 173 Emerging Leadership I and permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 220 Practicum in Leadership - 1 Hour

This practicum is for students who hold approved leadership positions but who are not in executive roles. Qualifying leadership experiences must involve at least 20 hours of leadership responsibilities during a semester. Students are required to keep a leadership journal as well as complete a reflection paper and research paper dealing with topics related to leadership. Students will adhere to internship standards. May be repeated. Prerequisite: Permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 350 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

LR 378X Servant Leadership - 3 Hours

This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X or LR 173 & LR 174 or PSY 140. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with PSY 378X. Delivery mode: Deerfield traditional undergraduate.

LR 420 Practicum in Advanced Leadership - 1 Hour

This practicum is up for students who hold executive leadership positions in approved on-campus activities. Qualifying leadership experiences must involve at least 45 hours of practical leadership experience along with significant responsibility/oversight of others. Students will adhere to TIU internship standards including keeping a leadership journal, meetings with a Leadership Coach, and the completion of a reflection paper. May be repeated. Prerequisite: permission of instructor. Delivery mode: Deerfield traditional undergraduate.

LR 440 Practical Leadership Capstone - 1 Hour

This course challenges students to synthesize their leadership coursework and activities to prepare them for professional leadership positions. Students will reflect upon their leadership and growth and gain a greater appreciation of their individual leadership styles through tools such as ePortfolios, Personal Development Plans, Leadership Practices inventory, and integration papers. Upon completion of the course, students will receive an endorsement letter documenting their involvement in the Practical Leadership Program and citing their individual leadership strengths. Prerequisites: Senior standing and permission of instructor. Course fee required. Delivery mode: Deerfield traditional undergraduate.

LR 470X Leadership Dynamics Practicum - 1-6 Hours

An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practical experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, leadership emphases or minor in leadership. Offered each semester. Cross listed with PSY 470X. Delivery mode: Deerfield traditional undergraduate.

LR 5001 Foundations for Integrative Thought in Leadership - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and godly stewardship in the workplace. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in leadership in the light of biblical principles. Offered face to face at Deerfield and Florida, and online.

LR 5002 Foundations for Cultural Engagement in Leadership - 3 Hours

This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture regarding influence, transformation, and effectiveness in leadership. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought about leadership. Offered face to face at Deerfield and Florida, and online.

LR 5010 Introduction to Leadership Dynamics and Perspectives - 1 Hour

This course defines leadership and develops an initial set of skills for the study, research, assessment, and development of learning within the leadership arena. Offered face to face/remote.

LR 5020 Ethical Frameworks and Leadership Integrity - 3 Hours

This course surveys the ethical, philosophical, and practical dimensions of the leadership domain. Students will gain a foundation in the ethical challenges of leaders past and present, and leadership theory criticism. The course also surveys the biblical narrative from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and stewardship in the workplace.

LR 5080 Creativity, Decision Making, and Innovation - 3 Hours

This course reviews state-of-the-art theoretical and applied models of creativity and innovation as they apply to the assessment process. Students develop both the skills and the mindset to understand the critical nature of decision making as it relates to growth – personally and organizationally. In addition, the course examines decision-making processes that impact culture, systems, conflict resolution, and rewards that motivate and incent creativity and innovation.

LR 5300 Contemporary Issues in Leadership-Global Leadership Summit - 2 Hours

The need of developing a Biblical and practical strategy for leadership in organizations, non-profits, and international networks is the content of this "wrap-around" course. Students will also address several key issues facing leaders today and develop a customized plan for their organization's work. This course is conducted in cooperation with attendance at the Global Leadership Summit, but is the full responsibility of the Trinity Graduate School of Trinity International University. May be repeated in succeeding years. Offered Online.

LR 5570 Organizational and Team Communication - 3 Hours

A study of communication in the context of informal and formal teams, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings.

LR 5820 Global and Cultural Leadership - 3 Hours

Students in this course explore the variety of ways our world has become, and is increasingly becoming, interconnected while simultaneously remaining fragmented and how these two forces impact leadership dynamics.

LR 5890 International Practicum - 3 Hours

The fieldwork in this practicum is designed to provide supervised experience in an international Christian setting to help students develop and reflect on leadership. The opportunity is intended to provide exposure to different cultural, philosophical, and practical bases for functioning effectively in an international leadership setting.

LR 6020 Vision, Strategy, and Culture Development - 3 Hours

Students in this course are challenged to develop both the mindset and skill set of communications in various organizational situations. Specifically, the course focuses on the importance of evaluating the working assumptions of contemporary culture and investigates several models for Christian engagement with culture. The course focuses on the power of vision and strategy, reinforced and lived out in transformative culture. The course encourages the positive formation of a biblical worldview as a foundation for wise interaction with contemporary thought about leadership.

LR 6030 Leadership and Effective Financial Management - 2 Hours

This course investigates the personal and organizational ethics and processes of financial management. Topics include gaining skills in budgeting, acquiring wealth, utilizing capital, managing resources, and gaining a faith-based accountability in handling finances.

LR 6050 Organizational Change and Transformation - 3 Hours

This course examines the role of the organizational leader as a transformative change agent and a framework for understanding how to drive change through others in the organization. The course addresses topics such as leading change, adaptation of roles for organizational effectiveness, and developing other leaders.

LR 6100 Topics in Leadership - 1-3 Hours

Selected topics as announced. Course may be repeated with different topics.

LR 6130 Leadership Research - 2 Hours

This course is designed to equip learners with the basic skills in both qualitative and quantitative research techniques, including assessing initiative outcomes in applied organizational contexts.

LR 6150 Applied Leadership Project - 1-3 Hours

This course is used as the applied project component of either a previously taken undergraduate course or a graduate course without an included project. Students will conduct an approved mentor-directed project in a leadership role related to course. Leadership program director approval required. May be repeated for credit.

LR 6520 Developing, Coaching and Empowering Leaders - 3 Hours

Course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students learn coaching skills, become familiar with coaching models, are exposed to a variety of assessment techniques, and reflect on ethical and other professional issues in the world of coaching and mentoring. Another vital element of this course is to empower and release leaders to grow in effective delegation and increased responsibilities. Offered spring semester.

LR 6550 Driving Organizational Effectiveness and Results - 3 Hours

This course examines people systems and processes with the view of laying a foundation of operations that achieves outcomes, fosters collaboration, and promotes significant engagement in the endeavors of the organization. Offered fall semester.

LR 6720 Followership - 2 Hours

This course is a study of leadership through understanding the leader-follower relationship. This increasingly important dynamic to the leadership domain will examine the significance of how subordinates can and should ethically relate to their superiors and the impact this relationship dynamic has on an organization.

LR 6750 Understanding and Exploring Entrepreneurial, Intrapreneurial, and Joint Venture Organizations - 3 Hours

Understanding and prompting a perspective of exploration and entrepreneurship is the thrust of this course. It lays a foundation to develop the attitude and skills for organizational and personal effectiveness in this field. Offered spring semester.

LR 6760 Entrepreneurial Organizational Design and Development - 3 Hours

This course examines the formation of a structure for planning which promotes creative endeavors in the organization. It examines such topics as risk management, the acceleration of the learning organization, and other factors that an entrepreneurial environment demands. Offered spring semester.

LR 6770 Leading Start-Ups and New Organizational Forms - 3 Hours

Innovation in the organization is the focus of this course, especially in relation to start-up business, ministry, and global endeavors. The course also focuses on renewal of existing organizations to develop the attitude and skills for the future. Offered fall semester.

LR 6811 Social and Cultural Understanding for Leadership - 2 Hours

This course will equip students to investigate diverse social and cultural contexts with attention to macro level issues such as globalization, ethnicity, and poverty, as well as the more interpersonal dynamics of culture-based differences regarding communication, values, lifestyles, and leadership. Special attention is paid to critical self-awareness and the impact of cultural difference within an organization.

LR 6880 Organization Development & Design - 2 Hours

Selected topics in organization development and design as announced. Course may be repeated with different topic.

LR 6890 Managing & Reproducing Multi-Site Organizations - 2 Hours

Selected topics in multi-site organizations as announced. Course may be repeated with different topic.

LR 6920 Transformational Leadership and Nonprofit Social Enterprises - 3 Hours

The content of the course focuses on helping learners develop the skills and abilities for effective human resource management including developing job descriptions, interviewing and selection, development, and separation. Special attention will be given to using volunteers in nonprofit organizations. Offered spring semester.

LR 6940 Essentials of Nonprofit Financial Management - 3 Hours

This course helps students address the financial needs specific to nonprofit organizations including bookkeeping, cash management, budgeting, financial statement interpretation, fundraising, capital campaigns, grant writing, and donor relationships. Offered spring semester.

LR 6960 Driving Operational Excellence in Nonprofit Organizations - 3 Hours

The specifics of working for a nonprofit organization are presented. Content includes strategic planning and various issues in nonprofit constituency management. These include the development and utilization of volunteer boards of directors, volunteer recruitment and management, and media and crisis management. Offered fall semester.

LR 7400 Leadership Comprehensive Examination - 0 Hours

This course is for students who opt for taking additional leadership coursework in place of writing a capstone. Procedures for an extensive pass/fail examination over the content and practical material of the MA in Leadership program are available from the program director. The comprehensive exam should be taken in the last semester before graduation. Offered every semester.

LR 7468 Leadership Capstone Literature Review - 1-2 Hours

This is a guided research course in the area of a student's particular interest and is intended to facilitate the research process of the capstone project or integrative paper. This would generally be taken the semester before the capstone or integrative paper and would help to facilitate the proposal process. Offered every semester.

LR 7478 Leadership Capstone Project - 2-3 Hours

A student may choose to do a final project in a research-based practicum requiring a practical leadership component or an integrative paper for their capstone. This should be chosen in collaboration with a faculty advisor. The research and project or integrative paper will be presented before student colleagues and faculty readers. The capstone will reflect approximately eighty-four clock hours of work (for 2 credit hours) or 126 clock hours of work (for 3 credit hours). Counts as half-time academic status in Florida. Offered every semester.

LR 7486 Leadership Capstone Extension - 0 Hours

A one-semester extension for LR 7478. Enrollment with consent of the faculty member of record. Extension fee. No Credit.

LR 7501 Guided Research in Leadership - 1-3 Hours

This elective provides an opportunity to conduct a major project (typically writing a major paper) on a leadership topic of special interest. Students may arrange such a course in any term with an appropriate faculty advisor. May be repeated for credit.

Master of Legal Studies (MLS)

MLS 400 Human Resources Compliance - 3 Hours

This course examines the institutional models and regulatory schemes governing the management of employees in the workplace. Topics include a survey of the creation, maintenance and termination of the employment relationship, employee/employer duties, employment protections, torts in the workplace, workplace privacy and workplace safety and health. Delivery mode: traditional graduate, online, and accelerated.

MLS 410 Staffing and Compensation Administration - 3 Hours

This course examines the planning for and implementation of the management of the hiring and compensation of employees. Topics include wage and hour regulations, workers' compensation, unemployment compensation, personal leave laws, other employment benefits regulations and Federal pre-emption of state wage and benefit laws. Delivery mode: traditional graduate, online, and accelerated.

MLS 414 Employment Discrimination - 3 Hours

This course examines the legal rules and public policies surrounding employer practices and employee claims sounding in discrimination against members of protected classes or in hostility in the workplace. Topics include the state and federal regulations governing employment discrimination; employer planning, best practices and prevention of claims; and the legal processes for determination and redress of discrimination in the workplace. Delivery mode: traditional graduate, online, and accelerated.

MLS 415 Labor Law and ADR - 3 Hours

This course examines the legal and policy implications of employee organization, bargaining and dispute resolution. Topics include employee organization -formal or informal, collective bargaining laws and processes, state and Federal regulation of organizing and bargaining, and arbitration of labor and employment disputes. Delivery mode: traditional graduate, online, and accelerated.

MLS 421 Performance Assessment - 3 Hours

This course examines the institutional models for assessing the efficiency and contractual performance of employees. Topics include organizational planning for and implementation of standards and expectations on the part of employees and management, the efficient, fair, and ongoing assessment of management and worker performance, and the imposition of rewards for satisfactory performance and the remediation for under-performance. Delivery mode: traditional graduate, online, and accelerated.

MLS 450 SHRM-CP/SCP Exam Prep: Core HR Strategies and Functions - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, T:S offers this two-part course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the MLS degree. MLS 450 covers HR strategy, talent acquisition, employee engagement and retention, learning and development, total rewards, and structure of the HR function. MLS 450 is a prerequisite for MLS 451; MLS 451 must be taken within the same calendar year as MLS 450. Delivery mode: traditional graduate, online, and accelerated.

MLS 451 SHRM-CP/SCP Exam Prep: Organizational Effectiveness and Risk Management - 3 Hours

This course combines expert instruction with the official Society for Human Resource Management (SHRM) certification preparation tool: the current SHRM Learning System. As an official SHRM Education Partner, TLS offers this two-part course which is a comprehensive and effective way to prepare for success on the SHRM-CP or SHRM-SCP exam while completing the MLS degree. MLS 451 covers organizational effectiveness and development, workforce management, employee and labor relations, technology management, managing a global workforce, risk management, corporate social responsibility, and U.S. employment law and regulations. Prerequisite MLS 450. MLS 451 must be taken within the same calendar year as MLS 450. Delivery mode: traditional graduate, online, and accelerated.

MLS 505 Philosophy and Theology of Justice - 3 Hours

This course surveys foundational sources in history, philosophy, Christian theology, and the Bible as the basis for law, justice, and governmental order in the United States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 521 Contracts - 3 Hours

This course studies the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Topics include remedies, offer, acceptance, discerning the agreement, the parol evidence rule, Statute of Frauds, flaws in the agreement process, unconscionability, third-party interests, enforceability, consideration, promissory estoppel, performance and non-performance, warranties and conditions, breach, and defenses. Delivery mode: Traditional graduate, online, and accelerated.

MLS 523 Contract Drafting and Analysis - 3 Hours

This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract. Delivery mode: Traditional graduate, online, and accelerated.

MLS 531 Criminal Law - 3 Hours

This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property. Delivery mode: Traditional graduate, online, and accelerated.

MLS 540 Human Trafficking - 3 Hours

This course is an overview of the global issue of trafficking in persons for forced labor or sexual exploitation; examination of factors that contribute to the issue and how it is being addressed through legal, economic and other solutions. The course will also examine applicable international conventions and the United States policy responses to human trafficking. Delivery mode: Traditional graduate, online, and accelerated.

MLS 541 Torts - 3 Hours

This course examines common and modern law dealing with compensation for injuries to persons and property. Topics include intentional torts and defenses, negligence and defenses, strict products liability, strict liability, defamation, invasion of privacy, nuisance, misrepresentation, vicarious liability, survival actions, wrongful death, immunities, and torts affecting businesses and familial relationships. Delivery mode: traditional graduate, online, and accelerated.

MLS 543 Human Trafficking and Economic Development--Cambodia - 3 Hours

This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combatted in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking. Delivery Mode: Traditional Graduate.

MLS 558 Legal Fundamentals - 3 Hours

This course introduces American law, including the sources of law, the constitutional system, and the judiciary. This course gives an overview of major legal doctrines in the United States, with a special emphasis on Civil Procedure, Property Law, Constitutional Law, Criminal Law, and Criminal Procedure. Delivery mode: traditional graduate, online, and accelerated.

MLS 565 Juvenile Law and Delinquency - 3 Hours

This course is designed to provide a comprehensive understanding of important issues surrounding juvenile delinquents and different stages of prosecution of these crimes. Topics include theories of causations of delinquency, gangs, drugs, interventions, court procedures, different types of consequences available for punishment, search and seizure, and interrogation of juveniles. Delivery mode: Traditional graduate, online, and accelerated.

MLS 567 Race, Ethnicity, Gender, and Criminal Justice - 3 Hours

This course examines the ways in which race, ethnicity, and gender impact the offender through the criminal justice system. The course considers crimes and justice patterns, overrepresentation of racial and ethnic minorities, policies, and reintegration into society. Delivery mode: Traditional graduate, online, and accelerated.

MLS 568 Race, Ethnicity, Class, and Criminal Justice - 3 Hours

This course examines the ways in which race, ethnicity, and class impact the offender through the criminal justice system through both a cultural and Christian worldview. The course considers the relationship between law enforcement and communities of color as well as how one's race, ethnicity, and/or class may affect prosecutorial discretion when it comes to charging, plea bargaining, sentencing, the death penalty, and indigent counsel. Additionally, this course examines the use of imprisonment in the United States as well as reentry into the community. Delivery mode: Traditional graduate, online and accelerated.

MLS 570 Forensic Mental Health - 3 Hours

This course provides an overview of the laws pertaining to the evaluation of a criminal defendant's mental health and how the diagnosis of a mental illness may impact juvenile and adult criminal proceedings. Topics covered include the role of forensic mental health experts, mental defenses and trial practice. Delivery mode: Traditional graduate, online, and accelerated.

MLS 572 Victimology and Restorative Justice - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. The course will focus on the Christian view of reconciliation and the reintroduction. Delivery mode: Traditional graduate, online, and accelerated.

MLS 573 Cyber Criminology - 3 Hours

This course covers the relationship between victims and their offenders, interaction between victims and the criminal justice system, the impact of crime on victims' families and the reintroduction of offenders to society. Delivery mode: Traditional graduate, online, and accelerated.

MLS 575 Law and Theory of Corrections - 3 Hours

This course introduces students to penology, probation, punishment theory, and trends in alternatives to institutionalization. Delivery mode: Traditional graduate, online, and accelerated.

MLS 600 Constitutional Law - 3 Hours

This course covers the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States. Delivery mode: Traditional graduate, online, and accelerated.

MLS 660 Property - 3 Hours

This course focuses on the acquisition, disposition, and use of personal and real property. Topics include the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law, transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. Delivery mode: Traditional graduate, online, and accelerated.

MLS 670 Alternative Dispute Resolution - 3 Hours

This course provides students with foundational skills for helping people resolve conflict outside of court using peacemaking principles. In this intensive-style Christian Alternative Dispute Resolution course, students are taught to utilize critical thinking and peacemaking principles necessary for resolving personal conflict, and to practice personal peacemaking skills. Personal peacemaking is a prerequisite to acquiring advanced skills necessary for assisting others resolve conflict through Christian Mediation and Arbitration. Delivery mode: Traditional graduate, online, and accelerated.

MLS 675 Mediation - 3 Hours

This course will present the use of third party intervention as an alternative collaborative process for dispute resolution. Analysis of the skills needed to be an effective mediator. Ethical and practical limitations on the use of mediation. This course will include simulated mediation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 680 Negotiation Theory and Practice - 3 Hours

The course covers the theory and practice of negotiation as a process to reach contractual agreements and resolve disputes. The course examines negotiation strategies, Christian principles and ethical issues to develop a Christian approach to negotiation. This course will include simulated negotiation exercises. Delivery mode: Traditional graduate, online, and accelerated.

MLS 685 ADR in the Workplace - 3 Hours

Exploration of the background and the types of Alternative Dispute Resolution (ADR) procedures that are used in both the union and non-union workplace to resolve labor and employment disputes. This course introduces students to the ADR mechanism such as negotiation, mediation and arbitration long used and widely accepted in the unionized setting for more than 100 years and grown drastically in the non-union sector for the recent years. The course examines the common law, including the U.S. Supreme Court decisions, and statutory law dealing with arbitration and mediation issues arising from the workplace. Delivery Mode: Traditional graduate, online, and accelerated.

MLS 686 Cross Cultural Dispute Resolution - 3 Hours

This course will examine the impact of cultural differences on resolution of interpersonal and international disputes. Examines cultural differences such as long-term versus short-term horizons, risk aversion and individual/community expectations. Delivery mode: Traditional graduate, online, and accelerated.

MLS 691 Conflict Management in Business and Nonprofit Organizations - 3 Hours

This course presents an overview of the litigation process and its advantages/disadvantages in dispute resolution. The course will also focus on how organizations have effectively developed and institutionalized programs tailored to manage conflict among employees and managers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700 Introduction to Bioethics - 3 Hours

This course is an overview of the ethical issues in health care and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 700b Intensive Bioethics Institute - 3 Hours

This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered as in-person 6-day intensive at the Deerfield, IL campus (BE 5100). Delivery mode: Traditional graduate, online, and accelerated.

MLS 702 Business Organizations - 3 Hours

This course covers the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710 Current Issues in Bioethics - 3 Hours

This course addresses the current state of the law regarding a wide range of bioethical issues. With the help of case discussions, the course addresses questions such as how the law of bioethics responds to changes in moral, social, and political landscapes, and the proper role of law in shaping bioethical views and practices. Delivery mode: Traditional graduate, online, and accelerated.

MLS 710a Bioethics National Conference - 3 Hours

The annual national/international bioethics conference provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. This is a 3-day in-person intensive held at the Deerfield, IL campus (BE 5900). Delivery mode: Traditional graduate, online, and accelerated.

MLS 710b Bioethics Regional Conference - 3 Hours

The regional bioethics conferences held by Trinity International University in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. This is a 3-day in-person intensive course (BE 5800). Delivery mode: Traditional graduate, online, and accelerated.

MLS 720 Landmark Cases in Bioethics - 3 Hours

This course covers the many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Delivery mode: Traditional graduate, online, and accelerated.

MLS 750 Bioethics Seminar - 3 Hours

This is a topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. BE 7700 is the equivalent of this course (3-day intensive after Bioethics National Conference in Deerfield, IL in June). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760 Bioethics and Public Policy - 3 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy as they become familiar with basic federal and state governmental structures and legislative processes. Delivery mode: Traditional graduate, online, and accelerated.

MLS 760a The Public Policy Context - 1 Hour

This course covers the explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with MLS 760b. Offered as guided study at the Deerfield, IL campus (BE 5499). Delivery mode: Traditional graduate, online, and accelerated.

MLS 760b Bioethics and Public Policy - 2 Hours

This course is an interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square; important cases and bioethics commissions; and other documents. Students will have the opportunity to create a public policy strategy. Offered as a two-unit course for students familiar with basic federal and state governmental structures and legislative processes. Students must take MLS 760a concurrently with this course. Offered online and face-to-face at the Deerfield, IL campus (BE 5500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 783 Criminal Procedure - 3 Hours

This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination. Delivery mode: Traditional graduate, online, and accelerated.

MLS 790 Advanced Bioethics Institute - 3 Hours

This course is a methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15-20 top Christian bioethicists address special areas of expertise. This course is a 6-day intensive offered at the Deerfield, IL campus only (BE 6500). Delivery mode: Traditional graduate, online, and accelerated.

MLS 800 Wills, Trusts, and Estates - 3 Hours

This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered. Delivery mode: Traditional graduate, online, and accelerated.

MLS 830 Legal and Ethical Issues in Fundraising for Nonprofits - 3 Hours

This course examines the various approaches nonprofit organizations take to fundraising, including solicitation of monetary donations, in-kind gifts, planned giving and joint ventures with for profits. The legal implications of fundraising in each of these contexts, including the oversight of professional fundraisers will be addressed. The development of ethical standards for fundraising and the impact they have on the legal environment of fundraising will be addressed. Delivery mode: Traditional graduate, online and accelerated.

MLS 850 Exempt Organizations - 3 Hours

This course surveys government regulation and oversight of nonprofit organizations by federal and state tax agencies, and addresses the attorney's role in annual reporting requirements, managing unrelated business income, and bequests to charities. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 855 Religious Organizations - 3 Hours

This course addresses the unique legal issues faced by religious organizations, with an emphasis on government regulation of religious organizations, the unique legal issues faced by churches, political activism by charities, and the handling of deputized giving and foreign charitable work. Nonprofit Law is a prerequisite for this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 860 Strategic Planning - 3 Hours

This course provides an overview and applications of strategic planning theories, methods, and group processes in different nonprofit organizational environments. The course will emphasize the application of strategic planning specifically to the mission, fundraising, operations and human resources of charities. Delivery mode: traditional, online, and accelerated.

MLS 861 Nonprofit Law - 3 Hours

This course is the foundation course for studying nonprofit and tax-exempt organizations, with an emphasis on governance issues. The course addresses formation, board responsibilities, fundraising, operations and dissolution. Application for tax exempt status and annual informational tax returns are surveyed in this class. Delivery mode: Traditional graduate, online, and accelerated.

MLS 870 International Non-Governmental Organizations - 3 Hours

This course will explore the world of international nongovernmental organizations (NGOs) by reviewing the types of, and institutional issues related to, NGOs. Delivery mode: Traditional graduate, online, and accelerated.

MLS 901 International Criminal Law - 3 Hours

This course examines issues in the field of international criminal law, which encompass: individual responsibility for conduct that is labeled as criminal under international law; nation-state responsibility for conduct that may be considered a crime under international law; and, individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law, including genocide, war crimes, and crimes against humanity. Delivery mode: Traditional graduate, online, and accelerated.

MLS 905 The Theory and Law of Armed Conflict - 3 Hours

This course studies the law of armed conflict (also known as the law of war and international humanitarian law) applicable in times of both international and non-international armed conflict, examining both the right of states to use force (*jus ad bellum*) and the rules governing conduct during conflict (*jus in bello*). Issues to be addressed include: the history, sources (e.g., treaty and custom), principles (e.g., proportionality, distinction), and application of this law; the obligations and protections of state and non-state combatants, non-combatants, civilians, and prisoners; permissible means and methods of warfare; and occupation and neutrality. Delivery mode: Traditional graduate, online, and accelerated.

MLS 910 The Right to Life and the Law - 3 Hours

This course studies the complex medical, social, legal, and ethical issues raised by topics such as: abortion, embryonic research, IVF, infanticide, and euthanasia. The course includes a survey of U.S. Supreme Court and other U.S. and international judicial decisions pertaining to these issues. Delivery mode: Traditional graduate, online, and accelerated.

MLS 913 The Rights of Vulnerable Persons: Women, Children and the Impoverished - 3 Hours

This course is a survey of the international treaties and bodies intended to protect the rights of women, children, and families. Issues to be addressed include pertinent international instruments and principles of international law relating to gender-based discrimination; violence against women; children's rights to privacy, education, and information; pornography; enslavement and servitude; child soldiers; and the implications of religious liberties on the family. Delivery mode: Traditional graduate, online, and accelerated.

MLS 914 The Rights of Minorities - 3 Hours

This course surveys international and regional efforts to articulate and protect the human rights of ethnic, racial, religious, linguistic, and national minorities, persons with disabilities, and indigenous groups. Related issues such as identity, autonomy, self-determination, xenophobia, nationalism, and racism will be addressed. Delivery mode: Traditional graduate, online, and accelerated.

MLS 916c Human Trafficking: Prosecution of Domestic Cases - 1-3 Hours

This class will focus on Domestic Human Trafficking. However, it will also focus on the advocacy and all aspects of trial presentation of Domestic Human Trafficking cases from jury selection to closing argument. Students will learn about the current understanding of Human Trafficking in California and the advocacy against Human Trafficking. This understanding includes the realities of Human Trafficking from recruitment of victims, the typical trafficker, the laws that effect trafficking and the prosecution of trafficking. This course will also give a basic overview of a human trafficking jury trial and discuss how to advocate for or against the human trafficker during trial. The first session will be a tutorial on domestic human trafficking with a broad overview of the subject including case studies from real situations. The second session will largely be a performance exam in which each student will perform the closing argument that they have prepared as if it were a real case to present to a jury. We will then discuss each presentation. Delivery mode: traditional graduate, online, and accelerated.

MLS 920 International Institute of Human Rights - 4 Hours

This course covers the legal foundations for recognition, protection, and advocacy of human rights under international law. This unique course is taught over five weeks in June and July in The Hague, Netherlands and in Strasbourg, France. The course is presented in conjunction with the annual program of the International Institute of Human Rights, giving students the opportunity to study and network with law students, practitioners, and advocates from around the world. This also provides students with a first-hand experience of the competing views of human rights theories and practices. Delivery Mode: Traditional Graduate.

MLS 921 International Forum on Human Rights - 2 Hours

This course (held in The Hague, Netherlands and Strasbourg, France) is presented in conjunction with the annual program of the International Institute of Human Rights. Students will investigate and discuss the jurisprudence of human rights, including its history and development, as well as the theological and rival philosophical foundations for reflecting on the nature and scope of human rights. The doctrines of God, human nature, and the nature of civil society are of particular interest, as well as those concerning the Church, the family, the State, and vocation. Delivery Mode: Traditional Graduate.

MLS 923 Introduction to International Human Rights Law - 3 Hours

This course provides an introduction to international human rights law. Topics include the foundational and historical development of human rights, and the development of international and regional legal systems to protect human rights. Delivery mode: Traditional graduate, online, and accelerated.

MLS 951 Religious Liberty and the Law - 3 Hours

This is an advanced course that examines critical issues of law and religion both in the United States and internationally. Issues to be addressed include the theological foundation of law and the legal foundation of theology; the relationship between church and state; religious discrimination and accommodation; prohibitions on blasphemy, apostasy, and defamation; persecution of and by religion; and the principles of law and regulations relating to churches and religious organizations, schools, and the military. Delivery mode: Traditional graduate, online, and accelerated.

MLS 962 Real Estate Transactions - 3 Hours

This course presents the basic statutory and common law principles of the fundamental elements of a real estate transaction including arranging the deal, performing the contract, closing the contract, assuring title, financing the purchase, federal income tax considerations, and condominium and other communal arrangements for home ownership. Delivery Mode: Traditional graduate, online, and accelerated.

MLS 995 Genocide and the Law - 3 Hours

This course introduces students to the laws governing the crime of genocide. Topics include efforts to name and identify incidents as genocide, and then to prosecute and punish the perpetrators. Students will also investigate specific occurrences of genocide in the Ottoman Empire, Nazi Germany, Cambodia, Rwanda, Darfur, Iraq and Syria, and other places. Delivery mode: Traditional graduate, online, and accelerated.

Mathematics (MA)

MA 117 Mathematics in the Modern World - 3 Hours

This is a general education course designed especially for non-science majors. The course will further develop the quantitative skills and reasoning ability of such students. It will serve as an introduction to some of the great ideas and relevant applications found within the discipline of mathematics. Includes problem-solving strategies, functions and their graphs, probability, statistics, and the mathematics of finance. Additional topics may include Fibonacci numbers, cryptography, infinity, fractals, chaos, tiling, knots, voting theory, game theory, and fairness. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400); or MA 116. Delivery mode: online, and Wisconsin Prison Initiative.

MA 119 College Algebra - 3 Hours

This course deals with concepts related to algebra, equations and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Offered on demand for Florida undergraduate. Delivery mode: Florida undergraduate.

MA 200 Mathematical Concepts - 4 Hours

This course is designed especially for elementary education majors. Content includes all concepts normally emphasized in the contemporary elementary school. Special concern is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Delivery mode: Florida non-traditional undergraduate.

MA 204 Mathematics for Elementary Educators - 3 Hours

This course is designed especially for elementary education majors. Content includes All concepts normally emphasized in the contemporary elementary school. Special attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education Math requirement of the college. Delivery mode: Florida non-traditional undergraduate.

MA 280X Introductory Statistics - 3 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and Florida undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (Florida undergraduate business majors take PSY 280X as part of the major.) Delivery mode: Online and Florida undergraduate.

MA 445 Internship - 1-6 Hours

The opportunity to work in a business or professional organization to analyze and interpret data, to develop concepts, and to engage in problem solving. Prerequisites: Instructor approval and permission of the Dean of the College. Delivery mode: Deerfield traditional undergraduate.

MA 450 Independent Study - 1-4 Hours

Research and specialization studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 498 Professional Experience - 0-1 Hours

A supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Mental Health Counseling (MH)

MH 5120 Substance Abuse Counseling - 3 Hours

The course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. Offered at the Florida campus.

MH 5120R Substance Abuse (Reading) - 3 Hours

This course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. Offered at the Florida campus.

MH 5140 Principles of Guidance and Counseling - 3 Hours

A course covering the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools. Offered at the Florida campus.

MH 5145 School Consultation Procedures - 3 Hours

A course focusing on developing specific techniques in consultation. The various aspects of a school guidance program are integrated. Particular reference is made to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing. Offered at the Florida campus.

MH 5145R School Consultation Procedures (Reading) - 3 Hours

School Consultation Procedures (Reading)

MH 5210 Counseling Skills Training - 3 Hours

An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis on the acquisition and use of some of the basic skills of counseling. Offered at the Florida campus.

MH 5310 Counseling Theories - 3 Hours

Classical and current theories of counseling will be studied and evaluated in the light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. Offered at the Florida campus.

MH 5400 Foundations of Mental Health Counseling - 3 Hours

This is an orientation to the various dimensions of mental health counseling. It provides an overview of the variety of roles, functions and credentialing available to the mental health worker in society and in the church. The central theme to explore is what it means to pursue a professional identity, answer a vocational calling and nurture a Christian theological understanding of ethical practice in a pluralistic culture.

MH 6015 Community Counseling - 3 Hours

This course focuses on the central theoretical perspectives of community psychology, the role of interpersonal therapeutic relationships, and the efficiency of system-level preventative interventions. With this orientation, professionals can help individuals in need and work to remedy community problems, while serving to assist both individuals and society in general. Offered at the Florida campus.

MH 6015R Community Counseling (Reading) - 3 Hours

Community Counseling (Reading)

MH 6110 Career Counseling - 3 Hours

This class will deal with the many facets of career counseling. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals. Offered at the Florida campus.

MH 6130 Group Counseling - 3 Hours

The processes, principles, and techniques related to contemporary forms of group counseling will be explored. There is an experiential component built into this course to foster the development of group leadership skills. Prerequisite: MH 5210. Offered at the Florida campus.

MH 6140 Counseling Exceptional and At-Risk Children - 3 Hours

A course covering the etiology and characteristics of exceptionalities of children at risk for underachieving and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals. Offered at the Florida campus.

MH 6520 Human Growth and Development - 3 Hours

A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. Offered at the Florida campus.

MH 6530 Child & Adolescent Counseling - 3 Hours

A survey of the physical, intellectual, emotional, and social development of children and adolescents. Therapeutic skills are discussed and practiced in and out of the classroom. The importance of family relationships is given special emphasis. Offered at the Florida campus.

MH 6610 Human Sexuality - 3 Hours

This course will deal with the physiological, psychological, and spiritual aspects of human sexuality with particular emphasis on counseling-related issues, including the assessment and treatment of sexual dysfunction and addiction. Offered at the Florida campus.

MH 6625 Theoretical Foundations of Marriage & Family Therapy - 3 Hours

An examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. Introduction of several of the major techniques currently employed in the field. Offered at the Florida campus.

MH 6650 Multicultural Issues in Counseling - 3 Hours

A study of communication issues arising out of counseling between persons of different cultures or subcultures. Emphasis is given to overcoming cultural barriers and to understandings and techniques designed to enhance intercultural communication. Offered at the Florida campus.

MH 6710 Psychology and Theology - 3 Hours

A survey of issues, theories, approaches, methods, problems, and criticisms of the integration of psychology and theology. The course will sample current counseling approaches, literature, and case studies to familiarize the student with the process of integration and to facilitate personal skill development in this area. Offered at the Florida campus.

MH 6710R Psychology & Theology (Reading) - 3 Hours

Psychology & Theology (Reading)

MH 6720 Ethics & Issues in Counseling - 3 Hours

Ethical standards of the major professional counseling associations are considered, including the American Association of Marriage and Family Therapists, the American Counseling Association, and the American Psychological Association. Theoretical and practical applications of ethical guidelines to a variety of counseling situations are discussed. Issues related to the professional practice of counseling and therapy are included. Offered at the Florida campus.

MH 6911 Guidance & Counseling Practicum I - 3 Hours

This practicum is designed to provide students an opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: Program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

MH 6912 Guidance & Counseling Practicum II - 3 Hours

This practicum is designed to provide students a continued opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: MH 6911; Program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

MH 7140 Crisis Counseling - 3 Hours

A consideration of the theory and practice of crisis intervention. Emphasis is placed on the theoretical and practical application of dealing with developmental and situational crises from a Christian perspective. Offered at the Florida campus.

MH 7210 Psychological Testing - 3 Hours

Principles and techniques of test administration and interpretation, including measures of aptitude, personality, and psychopathology. Prerequisite: Undergraduate statistics course. Offered at the Florida campus.

MH 7450 Psychopathology - 3 Hours

An advanced course on the etiology, classification, and treatment of human psychopathology. Offered at the Florida campus.

MH 7478 Counseling Psychology Capstone Project - 3 Hours

Independent study culminating in a counseling psychology-related project, as arranged with the program director or designate. Students should register for this course the semester that they start the project. This course counts as half-time status. Offered at the Florida campus.

MH 7480 Counseling Psychology Capstone Integrative Paper - 3 Hours

Independent study culminating in an integrative paper. Students should register for this course the semester they start the paper. Offered at the Florida campus.

MH 7486 Counseling Psychology Capstone Extension - 0 Hours

A one-semester extension for MH 7478 or MH 7480. Counts as half-time student status when registrant affirms that a minimum of twenty hours per week are invested in the capstone. Capstone Extension fee required when not in enrolled in other courses. Offered at the Florida campus. No Credit.

MH 7501 Guided Research in Counseling Psychology - 1-3 Hours

Independent study as arranged with a graduate school faculty member. Offered at the Florida campus.

MH 7900 Psychological Research Methods - 3 Hours

Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. Offered at the Florida campus.

MH 7910 Advanced Research Methods - 3 Hours

This course will consider more complex research designs and techniques. It will include information about statistics and statistical computer packages. Required for students who write a thesis. Prerequisite: MH 7900 Psychological Research Methods. Offered at the Florida campus. Three hours.

MH 7950 Counseling Practicum - 3 Hours

This practicum is designed as a pre-internship fieldwork experience. It will provide students with practical supervised experience in various counseling settings. The student will average 20+ hours per week onsite. This course may be repeated for credit. This course counts as half-time credit. Prerequisites: Program candidacy and permission of department. Offered at the Florida campus.

MH 7961 Internship in Counseling I - 3 Hours

This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the first semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: Program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

MH 7962 Internship in Counseling II - 3 Hours

This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the second semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: MH 7961; program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

MH 7963 Advanced Counseling Practicum - 3 Hours

This practicum is designed to provide post-internship counseling experience for advanced students. Students will average 20+ hours per week on site. This course may be repeated for credit. Prerequisites: MH 7961 and MH 7962, permission of department. This course counts as half-time status. Offered at the Florida campus.

MH 7969 International Counseling Experience - 3 Hours

This course is designed for those participating in non-licensure counseling experience, primarily in international settings. International students and others who are not seeking U.S. licensure but who may benefit from a supervised international counseling experience may apply. Individual onsite supervision is required. Prerequisites: MA in MH candidacy and consent of the department. Offered at the Florida campus.

MH 7985 Counseling Psychology Thesis - 3 Hours

Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Prerequisites: MH 7910 Advanced Research Methods, program candidacy, and permission of program director. Offered at the Florida campus.

MH 7986 Counseling Psychology Thesis Extension - 0 Hours

Up to three semesters extension for MH 7985 may be granted when progress is being made on the thesis and with the consent of the Program Director. This counts as half-time student status when registrant affirms that a minimum of twenty hours per week is invested in the capstone. Extension fee required when not enrolled in other courses. No Credit.

MH 8000 Current Studies in Counseling and Psychology - 1-3 Hours

Topics selected deal with significant issues related to counseling and psychology. Recent titles include Adjunctive Treatment Topics and Domestic Violence: Abuse Across the Lifespan. Offered at the Florida campus.

Mission and Evangelism (ME)

ME 5000 Global Mission and the Local Church - 2 Hours

Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church.

ME 5001 Evangelism and the Local Church - 2 Hours

This course introduces the biblical, theological, historical, and practical foundations of evangelism in word and deed. Students will be equipped to engage others in gospel conversations and prepared to lead churches and Christian organizations to participate in God's mission of reaching their contexts with the good news.

ME 5050 Perspectives on the World Christian Movement - 3 Hours

The course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined. Perspectives is offered as an occasional course at various locations throughout the year. Contact the Extension Office for details.

ME 6410 History of the Expansion of Christianity - 2 Hours

A study of the expansion of Christianity from Pentecost to the present. Particular attention is given to an examination of the modern Protestant mission movement.

ME 6610 Anthropology for Ministry - 2 Hours

Application of anthropological and sociological insights for ministry in diverse cultural settings, with special attention to fundamentals of culture communication and contextualization. The course will focus anthropological understanding particularly on congregational contexts and ministry.

ME 6760 Theology of Mission & Evangelism - 2 Hours

The many Old and New Testament texts that provide theological foundations for the global mission of the church are examined. Basic issues that confront the missionary will be investigated, as well as the more complex and contemporary issues. The course provides the student with various perspectives and strategies for dealing with the Trinity, the Great Commission, the call and motivation for ministry, and the problems of dialogue, syncretism, universalism, and ecumenism.

ME 6963 Principles of Discipleship - 2 Hours

A practicum with attention given to the way Christian disciples are developed, with practical guidelines for implementing discipleship, both as a personal lifestyle and within the context of the local church. Prerequisite: must have completed at least six semester hours.

ME 7300 World Religions - 2 Hours

Historical survey of the origin and growth of the major world religions, beliefs, practices, and worldviews of the major traditions will be examined, with special attention given to comparison and contrast with Christian beliefs and practices.

ME 7450 The Church in Latin America, Africa, and Asia since 1500 - 2 Hours

A broad overview of the significant shift of the center of Christianity from the West to Latin America, Africa, and Asia. While consideration is given to early modern Roman Catholic missions and nineteenth and twentieth century Protestant missions, particular attention is focused on the role of indigenous Christians in the emergence and development of national churches.

ME 7465 Intercultural Ministries Internship - 1-2 Hours

The MA/ICS Capstone of an applied experience, required for students with limited cross-cultural experience. The internship is designed for the formation of cross-cultural ministry identity under the guidance of field mentors. Qualified mentors must be approved by the Chair of the Mission and Evangelism Department.

ME 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ME 7478 MA Project - 0-3 Hours

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ME 7485 MA Thesis - 0-3 Hours

MA thesis writers register for ME 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ME 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ME 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ME 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ME 7510 Missional Church - 2-3 Hours

This course explores the missional church in light of a theology of God's mission in the world, and post-Christian context. Special attention is given to various streams of missionality, community engagement of the gospel in word and deed, missional communities, disciple making, discernment, and leadership.

ME 7710 Gospel in Cultural Context - 2-3 Hours

This course addresses the task of making faithful disciples and developing transformational ministries that are both faithful to scripture and appropriate to specific cultural contexts. Models of integrating biblical interpretation and cultural exegesis are introduced and applied to a variety of issues such as evangelism, cultural traditions and norms, social justice, worship and ecclesial forms. Case studies of contextualization in diverse cultural settings are examined.

ME 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ME 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ME 8000 Seminar: Current Issues in Mission and Evangelism - 1-4 Hours

Topics chosen deal with significant issues in mission and/or evangelism. Opportunity provided for seminar discussion and for the presentation of advanced research papers.

ME 8210 Intercultural Communications - 2-3 Hours

This course focuses on the theory and practice of interpersonal communication across cultural lines. Specifically designed for those involved in intercultural ministry, the course focuses attention on language and culture, culture shock, ethnocentrism, paternalism, nonverbal communication, contextualization, and dynamics of change. The focus will, of course, be on the communication of the gospel itself interculturally.

ME 8215 Teaching Across Cultures - 2-3 Hours

An examination of factors contributing to effective teaching and learning when teacher and learners are from different cultures. Cultural influences upon cognitive style, logical processes, worldview, social relations, modes of learning, and learning environments will be analyzed. Implications for teaching in specific cultural settings will be drawn with attention to learning outcomes and cognitive development.

ME 8230 Global Church Planting and Development - 2-3 Hours

This course examines both theologically and practically the planting and development of healthy, reproducing congregations in various cultural settings. Methods, models, strategies, and particular challenges are discussed. Offered annually.

ME 8250 Leadership Development and Culture - 2-3 Hours

The course will investigate theological, philosophical and anthropological foundations of leadership and culture. These foundational issues will inform the practice of developing multicultural leaders and working under leaders from different cultures. Special emphasis will be given to the missionary role of multicultural leadership in a world where missionaries from every country of the world are partnering with missionaries and church leaders from every country of the world.

ME 8300 Global Theologies - 2-3 Hours

This seminar examines the roots and current developments of Christian theologizing within the context of world Christianity. It seeks to help students explore the nature and methodology of theology in the contemporary world, the effects of culture and intercultural differences on the theological process and the development of globally informed theology. Students are encouraged to develop and approach to Christian theology that is relevant, orthodox, and creative, and to cultivate a lifelong commitment to scholarship and writing.

ME 8315 Christian Encounter with Islam - 2-3 Hours

A study of Muhammad; the Qur'an; and the history, culture, and theology of Islam, together with modern trends and its confrontation with Christianity in order to develop appropriate Christian ministries in Muslim contexts.

ME 8317 Global Migration and Diaspora of Faith Communities - 2-3 Hours

This seminar course examines historical patterns and current dynamics of global migration, sociologically analyzing contributing factors. In particular, the course will examine how today's growing phenomenon of global migration impacts diaspora religious communities and global missions, identifying both new missional opportunities and concerns.

ME 8325 Culture, Ethics, and Social Change - 2-3 Hours

Understanding of human cultural and psychological realities related to culture, ethics, values, and social change. This includes topics such as sin, guilt, shame, conscience, and morality. Cultural and psychological understandings are integrated with biblical and theological understandings to communicate the gospel and to disciple believers in a manner which is intelligible, subjectively relevant, and meaningful to people of specific cultures.

ME 8380 Religion in the Modern World - 2-3 Hours

The past three centuries have produced far-reaching social and intellectual transformation, initially in the West and now increasingly worldwide, which have significantly affected traditional religions and also produced an array of new religious movements and alternative spiritualities. Modernization, secularization, globalization, colonialism, and nationalism, as well as various counter-modernizing movements, all have had an impact upon current religious realities. Theoretical issues in the relevant literature, as well as specific application to particular Islamic, Hindu, or Buddhist contexts, will be considered. Implications of these patterns for Christian ministry and mission will be explored.

ME 8390 Gospel, Cultures, and Church in Western Contexts - 2-3 Hours

This course exposes students to the literature and issues related to reaching people, engaging cultures, and rethinking the Church in Western Contexts. Attention will be given to various postmodern and post Christendom historical currents and dynamics affecting ministry and mission today, including pluralism, globalization, secularism, popular culture, ethnic diversity, post colonialism, and the rise of diverse spiritualities. Social science research on the religious development and diversity among emerging adults will especially be emphasized. The gospel will then be examined theologically and historically as it relates to the diversity of spirituality in the modern world. Fresh expressions and innovative leaders of contemporary missional church movements will serve as case studies of this engagement between gospel and cultures in the West.

ME 8450 History of Evangelism - 2-3 Hours

An examination of evangelism throughout the history of the Church. Special attention is given to particular Christian movements and personalities, highlighting contributions to gospel proclamation and witness of the Church in word and deed. Application of selected practices are considered for evangelism in contexts today.

ME 8500 Missional Disciple-making - 2-3 Hours

This course examines the way Christian disciples are formed, with particular attention to biblical and practical foundations for making disciples that include contextual, missional engagement, with the goal of mission in the world. Students examine various models of disciple making, especially those practiced today within the missional church movement.

ME 8730 Theology of Religions - 2-3 Hours

A seminar focusing on the biblical and theological understanding of non-Christian religions. Participants will examine the critical issues facing the church in light of biblical teaching and current conflicting ideas and theories regarding human religions. Attention will be given to religious diversity among humans, truth, and salvation in religions.

ME 8815 Ethnicity: Modes of Inquiry and Analysis - 2-3 Hours

This seminar focuses on the importance of ethnicity for mission, theology and ministry. Participants employ anthropological, historical, biblical, and theological approaches to the exploration of ethnicity as they develop skills required for Christian life and work in a world of ethnic diversity. Ideally, the seminar on Race and Theology should follow.

ME 8875 Church, Mission, & Community Development - 2-3 Hours

Seminar participants are introduced to the community development literature and critically examine how it relates to the church's responsibility to engage in a mission to the poor that is distinctly holistic – an approach based on Christ's ministry. Particular emphasis is placed on the role of nonformal education in facilitating development. Offered alternate years.

ME 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for ME 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.)

ME 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for ME 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ME 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ME 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ME 9000 Contemporary Issues in Intercultural Studies - 4 Hours

Topics chosen deal with contemporary issues in missions. Recent seminars include Cross-Cultural Theology and Intercultural Competencies for Missionaries.

ME 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ME 9050 Prolegomena: Missiology as a Discipline - 2 Hours

This seminar provides an introduction to the academic discipline of missiology and principles of missiological research and writing. It includes an overview of classical and current publications in the field and an examination of the integrative relationship between theology, history, and the social sciences in Christian mission. Students will also receive an orientation to the TEDS PhD ICS study program.

ME 9060 Theories and Methods of Missiological Research - 4 Hours

An introduction to various approaches to the academic study of missiology, from qualitative and quantitative empirical methods to theological and historiographic methods. Academic writing, use of library and archival sources, ethics in research and related topics will also be addressed. To be taken during the first 24 credit hours of the PhD ICS program.

ME 9260 Teaching Missions and Evangelism in Higher Education - 2 Hours

A Praxis-oriented course involving actual teaching experience under the guidance of an experienced professor to prepare students for teaching mission and/or evangelism in higher educational settings. Included also is an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation. Student for it as a reading course in consultation with the PhD/ICS program director.

ME 9325 Sociology for Mission and Evangelism - 4 Hours

An introduction of the field of sociology and the contributions it makes to the discipline of missiology. Attention will focus on issues such as globalization, new religious movements, gender, social capital, communication and media. Theoretical foundations and methodological questions will be introduced, and practical implications for ministry will be explored.

ME 9400 History of the Expansion of Christianity - 4 Hours

A study of major missiological themes throughout the history of the global expansion of the church, with special emphasis on the modern Protestant missionary movement. Writings of exemplary mission historians will be examined for their contribution to our understanding of contemporary trends in world mission practice and strategy. Attention will be given to the missionary encounter with culture in its various historical contexts.

ME 9610 Anthropology for Missions and Evangelism - 4 Hours

An introduction of the field of anthropology and the contributions it makes to the discipline of missiology. The seminar encourages participants to develop a model they can use in studying and ministering in specific societies and cultures. Attention is given to a study of the issues involved in cross-cultural communication, contextualization, and social transformation in evangelism and church planting in cross-cultural settings.

ME 9700 Theology of Mission & Evangelism - 4 Hours

A doctoral seminar focusing on the theology of mission in the Old and New Testaments with special attention to the operation of the Trinity, the missio Dei, the purpose and tasks of mission, church and mission, the nature and necessity of evangelism, historical developments in theology of mission, and current theological issues in Christian mission.

ME 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

ME 9922 Qualitative Research Methods - 4 Hours

This course teaches various qualitative methods oriented towards intercultural mission and congregational ministry: participant observation, interviewing, how to write field notes, the use of audio and video in field settings, how to 'code' verbal data, and so on. Other topics include ethical issues in research, the place of theory in qualitative research, proposal writing for qualitative research, and recent controversies over how one 'represents' others in one's writings. Recommended prerequisite: ME 9060.

ME 9970 Orientation for Comprehensive Exam and Dissertation - 1 Hour

This course is taught as a workshop addressing the purpose, expectations and methodology of preparing for the comprehensive exam, dissertation proposal, and dissertation writing. It includes class instruction, reading of exemplary field statements and proposals, and active participation in the various oral hearings. Counts as full-time student status when concurrently enrolled for 2 hours of ME 9975 or 6 regular course credit hours, affirms that a total minimum of thirty-five hours per week are invested in study, and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when the student is concurrently enrolled for 1 hour of ME 9975 or 3 credit hours of regular course work, the registrant affirms that a total minimum of fifteen hours per week are invested in study, and the requisite form has been completed at the time of registration in the Academic Doctoral Office.

ME 9975 Comprehensive Exam Preparation - 1-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/ICS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9990 Dissertation Proposal Preparation - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/ICS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Music History (MUH)

MUH 121 Music Appreciation - 3 Hours

A study of the basic elements and history of music and of techniques of listening. Listening assignments will be given. Designed for the student with little or no background in music. Delivery mode: Online, Florida undergraduate.

New Testament (NT)

NT 5000 Introduction to the New Testament - 3 Hours

Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered spring.

NT 5001 Introduction to the New Testament 1 - 2 Hours

Introductory survey of Matthew through Acts. This course meets the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program.

NT 5002 Introduction to the New Testament 2 - 2 Hours

Introductory survey of Romans through Revelation. This course meets the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program.

NT 5100 English Bible - 2 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the New Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

NT 5131 Beginning Greek 1 - 2 Hours

Introduction to phonology, morphology, grammar of New Testament Greek, and vocabulary development. Designed for students with little or no background in beginning Greek. May not be audited unless already taken for credit at Trinity.

NT 5132 Beginning Greek 2 - 2 Hours

Further introductory study in phonology, morphology, grammar of New Testament Greek, and vocabulary development. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 5131.

NT 5133 Beginning Greek 3 - 2 Hours

Final introductory study in phonology, morphology, grammar of New Testament Greek, and vocabulary development. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 5132.

NT 5251 Greek Exegesis 1 - 2 Hours

Study in the use of Greek for the interpretation of the New Testament. Students review morphological paradigms, expand their Greek vocabulary, survey the theory and practice of lexical semantics, identify proper exegetical methodology, and understand intermediate Greek syntax and grammar. Special attention is given to the analysis of Colossians 1-2. Students are encouraged to register for the same section of NT 5251 and NT 5252 each semester. Prerequisite NT 5133 or a pass on Trinity's Greek proficiency test (usually reflecting two years of undergraduate Greek).

NT 5252 Greek Exegesis 2 - 2 Hours

Further study in the use of Greek for the interpretation of the New Testament. Students review intermediate Greek grammar and syntax, survey the theory and practice of textual criticism, strengthen their Greek vocabulary, exegete 1 Peter 1-2, and develop phrasing diagrams of selected passages they exegete. Students are encouraged to register for the same section of NT 5251 and NT 5252 each semester. Prerequisite: NT 5251.

NT 5253 Exegesis for Preaching - 2 Hours

This course, taught by the NT and PT departments, develops skills for interpreting New Testament passages for sermon preparation. Students exegete passages from various New Testament genres, relate exegetical analysis to the larger biblical narrative, and develop exegetical outlines and summaries of the biblical texts they study. Prerequisites: NT 5001 and NT 5002, NT 5252, and HM 6200.

NT 6261 Interpreting the Synoptics - 2 Hours

A study of the Synoptics with emphasis on developing the skills necessary to be effective interpreters of these texts. Students evaluate various critical approaches to the Gospels and to the life of Christ, recognize the historical reliability of the Synoptics, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6262 Interpreting Pauline Epistles - 2 Hours

A study of the Pauline Epistles with emphasis on developing the skills necessary to be effective interpreters of these texts. Students examine the life, mission, and theology of the Apostle Paul, evaluate the individual letters in their relationship to apostolic history and the life of the church, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6263 Interpreting Acts and General Epistles - 2 Hours

A study of Acts and the General Epistles with emphasis on developing the skills necessary to be effective interpreters of these texts. Students examine the theology of Acts and the General Epistles, evaluate the individual books in their relationship to apostolic history and the life of the church, analyze central theological themes, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 6264 Interpreting Johannine Literature - 2 Hours

A study of the Johannine literature with emphasis on developing the skills necessary to be effective interpreters of these texts. Students evaluate the differences between the Fourth Gospel and the Synoptics, assess the different hermeneutical approaches to Revelation, analyze the theological contribution of each Johannine writing, exegete selected Greek passages, and further refine the methodological skills they learned in NT 5251 and NT 5252. Prerequisites: NT 5001 and NT 5002 with a grade of C-or better, or passing the NT portion of the Standard Bible Content Test; and NT 5252.

NT 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7485 MA Thesis - 0-2 Hours

MA thesis writers register for NT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

NT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for NT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

NT 7501 Guided Research - 1-2 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

NT 7600 Individual NT Book Study - 2-4 Hours

Examination of the structure and theology of a specific NT book (e.g., Matthew, 1-2 Corinthians, Romans, Hebrews), with special attention to exegesis of specific passages. The distinctive emphases of the book are considered: including (for example) the person and work of Christ, the history of interpretation, the use of the OT, etc., depending on the chosen book. Prerequisite: NT 5252.

NT 7695 Hermeneutics - 2-3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

NT 7720 Backgrounds Early Christianity - 2-3 Hours

Surveys the history and theology of the period from the close of the Old Testament canon in the fifth century B.C. to the time of Christ, with special emphasis on the literature (including an introduction to primary texts, both Jewish and Greco-Roman) and the social history of the early Roman Empire.

NT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

NT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

NT 7977 ThM Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7980 MA Major Research Paper - 0-1 Hours

MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/NT or MA/BL). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

NT 8000 Seminar: Current Issues - 2-4 Hours

Issues of importance in New Testament history, criticism, interpretation, and theology discussed in a seminar setting. Some seminars may have prerequisites; students should consult with the professor and view class details prior to enrolling.

NT 8210 Lukan Writings - 2-4 Hours

History and theology in the Gospel of Luke and the Book of Acts. Special attention is given to narrative structure. Passages are selected from both books for study in depth. Prerequisite: NT 6261, NT 6262, NT 6263 or NT 6264.

NT 8220 Revelation and Apocalyptic Literature - 2-4 Hours

This course seeks to study the Book of Revelation from four perspectives: antecedents (the meaning and use of 'apocalyptic' in the ancient world), models (Jewish and Hellenistic apocalyptic works), exegesis (the study of individual texts), and biblical theology (the study of themes in the Book of Revelation). Prerequisites: NT 6264 or concurrent enrollment.

NT 8430 History of NT Interpretation - 2-4 Hours

A survey of the history of criticism of the New Testament primarily from the late eighteenth century to the present. Particular emphasis on the development of critical methodologies, relationships between critical approaches and worldview, and evangelical responses to the key movements. Prerequisites: NT 6261, NT 6262, NT 6263, or NT 6264 or concurrent enrollment.

NT 8720 Advanced Greek Exegesis - 2-4 Hours

Intensive exegetical study of a selected book (usually Acts, 2 Corinthians, the Pastoral Epistles, or Hebrews) or series of texts, evaluating the methods and conclusions of representative commentaries in light of recent studies in grammar and textual criticism. Prerequisites: NT 6261, NT 6262, NT 6263, or NT 6264, or concurrent enrollment. May be repeated as the instructor varies.

NT 8721 Advanced Greek Grammar - 2-4 Hours

Studies in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion. Prerequisites: NT 5262 (with an A- or better); and NT 6261, NT 6222, NT 6263, or NT 6264, or concurrent enrollment. May be repeated as the instructor varies.

NT 8911 New Testament Research - 2 Hours

An introduction to the primary sources, the secondary literature, and the major issues related to doctoral level New Testament studies. Students will become familiar with the scholarly editions of Hebrew, Aramaic, Latin, and Greek texts of the Old and New Testament as well as of the contemporary literature of the Hellenistic and Greco-Roman period, and with the lexicons, dictionaries, encyclopedias, and commentaries which scholars use in order to translate and interpret these texts. The major issues and methods of New Testament research are introduced in a discussion of the Synoptic Gospels, the Gospel of John, the Book of Acts, Paul's Letters, the Catholic Epistles, and revelation, the history of New Testament research, the history of the early church in the first century, and the theology of the New Testament. Students are expected to read at least Hebrew and Greek, preferably also Aramaic and Latin, as well as French or German. Required course for entering students (does not count as a seminar).

NT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for NT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded "C-" or better to receive credit for the paper.)

NT 8985 ThM Thesis - 0-3 Hours

ThM thesis writers register for NT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

NT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for NT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

NT 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

NT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

NT 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

NT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/THS program participants may repeat it once. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9990 Dissertation Proposal Prep - 1-3 Hours

An independent study facilitating student preparation for the dissertation proposal. PhD/THS program participants may repeat this course once for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Old Testament (OT)

OT 5000 Introduction to the Old Testament - 4 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall.

OT 5001 Introduction to the Old Testament 1 - 2 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, methods in Old Testament study, and the theology of the Old Testament. The course covers the books of Genesis through Esther. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program.

OT 5002 Introduction to the Old Testament 2 - 2 Hours

An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, methods in Old Testament study, and the theology of the Old Testament. The course covers the books of Job through Malachi. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Competency courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program.

OT 5050 Geography of Bible Lands - 2 Hours

Examination of the geography of Bible lands, including an analysis of the physical topography of natural regions and ancient sites, an assessment of political and territorial subdivisions, and a diachronic unfolding of those events that have transpired in the land that lend themselves to geographic explanation. The course will suggest and illustrate how some large blocks of biblical material, as well as several entire canonical books, can be significantly nuanced with historical and theological texture as a result of discerning the spatial dimensions embedded in the text.

OT 5075 Biblical Archaeology - 2 Hours

The relationship between archaeological data and the Old Testament is investigated with special interest in current problems in the field of biblical archaeology, such as the origins of Israel and the United Monarchy. The science of archaeology, fieldwork, and research methods are introduced.

OT 5100 English Bible - 2 Hours

Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the Old Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

OT 5131 Elementary Hebrew 1 - 2 Hours

Essentials of biblical Hebrew grammar with emphasis on morphology and phonology of nominal forms, as well as vocabulary. OT 5131, OT 5132, and OT 5133 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity.

OT 5132 Elementary Hebrew 2 - 2 Hours

Further consideration of Hebrew grammar and vocabulary with a focus on the Hebrew verb. Designed to prepare the advancing Hebrew student for consideration of Hebrew syntax and the reading of selected texts. OT 5131, OT 5132, and OT 5133 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5131 passed with a C- or better.

OT 5133 Elementary Hebrew 3 - 2 Hours

Continued study of Hebrew grammar and vocabulary with a focus on Hebrew syntax. Designed to prepare the advancing Hebrew student for exegetical study by more advanced consideration of Hebrew syntax and reading of selected texts. OT 5131, OT 5132, and OT 5122 are taught as a sequence. Students must register for the same section all three sessions. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5132 passed with a C- or better.

OT 5251 Hebrew Exegesis 1 - 2 Hours

Students learn how to use biblical Hebrew for exegetical study of Old Testament texts. Using the book of Jonah as a case study, attention is given to semantics, as well as syntax and structure. Students are equipped to move from observation and analysis to synthesis and exposition. May not be audited. Prerequisite: OT 5133 passed with a C- or better.

OT 5252 Hebrew Exegesis 2 - 2 Hours

As a continuation of OT 5251 students learn how to use biblical Hebrew for exegetical study of the Old Testament by exploring selected texts. Attention is given to semantics, as well as syntax and structure. Students are equipped to move from observation and analysis to synthesis and exposition. May not be audited. Prerequisite: OT 5251 passed with a C- or better.

OT 6000 Current Studies in Old Testament - 1-4 Hours

Topics selected deal with significant issues related to Old Testament studies. May be repeated for credit.

OT 6261 Interpreting the Pentateuch - 2 Hours

Building on OT 5251 and OT 5252, students develop exegetical competence in the Pentateuch (Genesis through Deuteronomy). Students apply learned exegetical methodology to various genres within these books. Working in selected narrative and legal texts, students examine key structural, contextual, thematic, critical, and theological issues. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better) or passing the OT portion of the Standard Bible Content Test.

OT 6262 Interpreting the Former Prophets - 2 Hours

Building on OT 5251 and OT 5252, students develop exegetical competence in the Former Prophets (Joshua, Judges, Samuel, Kings). Students apply learned exegetical methodology to various genres within these books. Working in selected narrative and poetic texts, students examine key structural, contextual, thematic, critical, and theological issues. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better or passing the OT portion of the Standard Bible Content Test.

OT 6263 Interpreting the Latter Prophets - 2 Hours

Utilizing skills acquired in OT 5251 and OT 5252, students further develop exegetical competence in the Hebrew text of the Latter Prophets (Isaiah, Jeremiah, Ezekiel, the Twelve, and Daniel). The course advances the student's understanding of Hebrew poetry and its forms and techniques. Working in selected poetic and narrative texts, students examine key structural, contextual, thematic, critical, and theological issues. Students apply learned exegetical methodology to various genres within these books. May not be audited. Prerequisites: OT 5252, OT 5001, and OT 5002 with a grade of C- or better or passing the OT portion of the Standard Bible Content Test.

OT 6264 Interpreting the Writings - 2 Hours

Culminating on the skills attained in OT 5251 and OT 5252, students cultivate increased exegetical competence in the Hebrew text of the poetic and wisdom books (Psalms, Job, Proverbs, Song of Songs, Ecclesiastes, Lamentations) and post-exilic narratives Ezra/Nehemiah, Esther, Chronicles). Advanced consideration of Hebrew poetry facilitates work in selected poetic and narrative texts. Students examine key structural, contextual, thematic, critical, and theological issues. Students apply learned exegetical methodology to various genres within these books. May not be audited. Prerequisites: OT 5251, OT 5252, OT 5001, and OT 5002 with a grade of C- or passing the OT portion of the Standard Bible Content Test.

OT 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7485 MA Thesis - 0-2 Hours

MA thesis writers register for OT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

OT 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for OT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

OT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

OT 7510 Hebrew Reading Skills - 2 Hours

Guided reading in selected passages to develop facility with Hebrew vocabulary and modes of expression, provide continued review of phonology, morphology, syntax, and semantics, and improve reading comprehension. May be repeated for credit. May not be audited. Prerequisite: OT 5133.

OT 7513 Old Testament Theology - 2 Hours

A study of the approaches to the theology of the Old Testament in the last century in an effort to engage critically with recent proposals and develop skills for reading the Old Testament theologically.

OT 7514 Ancient Near Eastern Religions - 2 Hours

A comparative study of religions of the ancient Near East, with special treatment of Mesopotamian, Egyptian, Levantine, and Israelite traditions. Various religious studies methodologies are introduced and sources for studying Ancient Near Eastern religions are examined. Topics are studied comparatively with the Israelite traditions, such as cosmology, temples, priests, popular religion, and death/after-life.

OT 7515 History of Israel - 2 Hours

An investigation of the study of the history of Israel from the origins of the nation to the end of the period of the Hebrew Bible.

OT 7516 History of the Ancient Near East - 2 Hours

An orientation into the world of the ancient Near East which surveys the social, economic, and political history of that region with emphasis on its relation to the Old Testament. Integrated with this material are geography, archaeology, and the study of institutions as these contribute to an understanding of ancient Near Eastern history.

OT 7517 Dead Sea Scrolls and the Bible - 2 Hours

A study of select readings from the Dead Sea Scrolls in Hebrew alongside the archaeological finds from Qumran and first century Palestine. Particular attention is given to the contributions that this corpus makes to biblical studies, textual criticism, and the beliefs and practices of intertestamental and New Testament Judaism, as well as early Christianity. Prerequisite: OT 5252.

OT 7610 Biblical Aramaic 1 - 2 Hours

Reading of the Aramaic portions of Daniel 2-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5252.

OT 7611 Biblical Aramaic 2 - 2 Hours

Reading of the Aramaic portions of Ezra 4-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5252, OT 7610.

OT 7614 Extrabiblical Aramaic - 2 Hours

Reading of Aramaic papyri and inscriptions from the first seven centuries of the first millennium B.C., as well as selected Aramaic Targums. Comparison of phonology, morphology, and syntax with biblical Aramaic. May not be audited. Prerequisite: OT 5252.

OT 7620 Akkadian 1 - 2 Hours

Introduction to the Sumero-Akkadian cuneiform script of ancient Babylonia and Assyria and inductive study of the essentials of the grammar. Reading of selections from the Code of Hammurabi, the Epic of Gilgamesh, the Babylonian Creation Epic, and the Neo-Assyrian royal inscription, with comparisons to the Hebrew Bible. May not be audited. Prerequisite: OT 5252.

OT 7621 Akkadian 2 - 2 Hours

Continuation of OT 7620. May not be audited. Prerequisite: OT 7620.

OT 7622 Akkadian 3 - 2 Hours

Continuation of OT 7621. May not be audited. Prerequisite: OT 7621.

OT 7630 Ugaritic 1 - 2 Hours

Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5252.

OT 7631 Ugaritic 2 - 2 Hours

Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5252 and OT 7630.

OT 7640 Syriac 1 - 2 Hours

Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 5252.

OT 7641 Syriac 2 - 2 Hours

Continued study of Syriac grammar and reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 5252, OT 7640.

OT 7655 West Semitic Inscriptions - 2 Hours

A study of selected extra-biblical Hebrew, Moabite, Philistine, Ammonite, and Phoenician inscriptions according to their epigraphic contexts. Particular attention will be given to issues of genre, culture, religion, and history as related to the Hebrew Bible. Prerequisite: OT 5252.

OT 7680 Literature of the Ancient Near East - 2 Hours

A study of literature from the Ancient Near Eastern world with special emphasis on literature that is important for reading the Old Testament in its context. The course includes an informed reading in translation of selected texts in representative genres of literature from the various Ancient Near Eastern cultures. The student develops a methodology for sound comparison with the corresponding biblical genres.

OT 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

OT 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

OT 7977 ThM Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7980 MA Major Research Paper - 0-1 Hours

MA/BL participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/BL). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit/No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

OT 8000 Seminar: Current Issues - 2-3 Hours

Topics chosen deal with significant issues in Old Testament content, history, introduction, and/or interpretation, and seminar discussion and presentation of advanced research papers. May not be audited. Prerequisites determined by seminar topic.

OT 8210 Hebrew Exegesis: Genesis - 2-3 Hours

Consideration of the historical, historical-critical, interpretative, and theological issues in Genesis in the context of careful exegesis of selected passages. May not be audited. Prerequisite: OT 5252.

OT 8230 Hebrew Exegesis: Psalms - 2-3 Hours

Overview of the Psalter's structure, major genres, themes, theology, and exegesis of representative psalms. May not be audited. Prerequisite: OT 5252.

OT 8250 Hebrew Exegesis: Isaiah - 2-3 Hours

A textual-linguistic study of selected portions of the Hebrew text of Isaiah. May not be audited. Prerequisite: OT 5252.

OT 8720 Hebrew Exegesis: Select Book - 2-3 Hours

Exegesis of selected texts with special attention to relevant theological issues. Attention to the book's structure, central themes, and historical, cultural, and literary contexts may also be included. May be repeated for credit. Prerequisite: OT 5252.

OT 8723 Old Testament Textual Criticism - 2-3 Hours

Introduction to the textual critical study of the Old Testament and its relationship to other areas of Old Testament study. Consideration is given to the goals and methodology of Old Testament textual criticism and the ancient versions as translations. Analysis of selected texts, comparing the readings of the Masoretic Text with selected ancient versions. Prerequisite: OT 5252.

OT 8729 Advanced Hebrew Studies: - 2-3 Hours

Study of linguistic, methodological, and historical issues related to the Hebrew language. Course titles include Advanced Hebrew Syntax, Historical Hebrew Grammar, Hebrew Lexicography and Semantics, and Postbiblical Hebrew. May be repeated for credit. Prerequisite: OT 5252.

OT 8950 Old Testament Research and Methods - 2 Hours

The course provides an introduction to critical issues, secondary literature, and methods for advanced biblical and theological study of the Old Testament and its world. The course prepares students for the research and writing of a master's thesis or doctoral dissertation pertaining to Old Testament literature and history, as well as that of its Ancient Near Eastern milieu. Prerequisite: OT 5252. May not be audited.

OT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for OT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C-' or better to receive credit for the paper.)

OT 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for OT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

OT 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for OT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

OT 9001 Guided Research - 1-3 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

OT 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

OT 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No credit.

OT 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9991 Dissertation Research - 1-3 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Pastoral Theology (PT)

PT 5090 Field Education - 0 Hours

Field-based ministry experience is vital to the development of Trinity students. Field education experiences are an opportunity to integrate academic work with practical ministry experience. All field education experiences are mentored experiences. Mentoring provides an opportunity to invest in the next generation of Christian leaders and ministries are enriched by having a student serve in a church or parachurch setting. Students are required to complete 40-45 hours of service (3-5 hours per week of ministry for a thirteen-week semester) for each Field Education course. Contact the Office of Supervised Ministry for orientation materials and details on fulfillment requirements. Field Education may be taken as an elective in any master's program by students who want to reflect on the pastoral implications of their academic work. Repeatable indefinitely. Credit/No Credit.

PT 5100 Spiritual Formation for Ministry - 2 Hours

The most critical item you can bring to Christian leadership is your own spiritual maturity. You cannot effectively lead others into what you have not first experienced for yourself. For fruitful Christian service, it is vital to know God and how to walk with Him. This course helps students to understand and apply a biblical and theological understanding of how one grows in the knowledge and grace of God through Jesus Christ. Specifically, students: 1) Understand and engage in a biblical theology of spiritual formation, 2) Apprehend the importance of utilizing the "means of grace" for growth in godliness, 3) Integrate the theoretical with the practical to enrich one's personal and devotional life, 4) Explore a wide array of Scriptural practices that have proven useful toward spiritual maturity, and 5) Develop a Personal and Professional Development Plan.

PT 5155 Church Planting Boot Camp - 2 Hours

Church Planting Bootcamp provides an introduction to the major start-up issues the planter faces. The objective is to provide a theological foundation and practical ministry skills that will enable the planter to start healthy, growing, reproducing churches. Four stages of church planting: preparation, conception, development, and birth stage are explored. Offered each May.

PT 6000 Current Studies in Pastoral Theology - 1-3 Hours

Topics selected deal with significant issues related to pastoral theology.

PT 6280 Christian Worship - 2 Hours

An introduction to Christian worship particularly in the liturgical leadership of the church. This course gives attention to the theology and history of Christian worship. It also examines the interplay between worship and culture, worship styles, and corporate worship planning. The course 1) equips students with a biblical theology and historical understanding of Christian worship and 2) develops skills in planning and leading Christian worship services that are God-honoring, biblically faithful, and contextually engaging.

PT 6300 Introduction to Chaplain Ministries - 2 Hours

The course will assist participants in exploring and evaluating various chaplaincy options as full or part-time ministry vocations. Though primary emphasis will be given to military and institutional chaplaincies (hospital, hospice, prison, etc.), other options will also be discussed including corporate, law enforcement, National Park, university, and Civil Air Patrol.

PT 6500 Money and Ministry - 2 Hours

This course helps students, ministry staff and pastors grow in sensitivity and knowledge about how to navigate financial challenges common in a variety of ministry settings. The course is designed to be flexible and developmental in nature, since each participant will come to the course with varying levels of financial knowledge, experience, and competency. The goal is to build upon the different foundations each participant will be bringing to the course, and tailor assignments in a variety of ways to help each participant grow in understanding and wisdom.

PT 7225 The Essence of Biblical Leadership - 2 Hours

In recent years the issue of leadership has occupied a great deal of our thinking and attention. There is no shortage of resources and seminars on the subject. To be sure, there needs to be the infusion of fresh, godly, biblical leadership who are filled with the compassion of Christ and who are committed to advancing His Cause. But what is distinctively Christian leadership? What does the Bible teach about leadership? What is the relationship between leadership and our effectiveness in ministry? These and other questions will be addressed in the course.

PT 7290 Pastoral Practices - 2 Hours

An introduction to the practices of pastoral ministry particularly in the shepherding care of the church. This course includes attention to the theology of spiritual care and the practical outworking of pastoral work including but not limited to conducting weddings and funerals, administering the Lord's Supper and baptism, and offering spiritual consolation in the care of souls. The course 1) develops competency in engaging in select pastoral practices within the church and 2) increases pastoral aptitude in caring for the spiritual needs of people.

PT 7410 Denominational History & Polity - 2 Hours

Designed for students seeking a greater understanding of, or anticipating possible placement within, a particular Christian denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. This is an independent study course, enabling the student to work with a pastor/ administrator from, and study the history and polity of, a denomination other than the EFCA. To register for this course, the student must contact the professor of record to receive clearance. Before registering, the student must select a denominational representative, and the representative must be approved by the professor of record according to TEDS standards for supervision.

PT 7415 Evangelical Free Church History and Polity - 2 Hours

Designed for students seeking a greater understanding of the EFCA or anticipating possible placement within the denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. Students are challenged to consider these distinctives in relation to their own concepts of ministry context and potential.

PT 7481 Internship 1 - 2-3 Hours

This course is the first internship experience for MDiv students. The internship program is designed to foster the formation of ministerial identity through a blend of guided ministry experiences, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Interns are supervised in a ministry context by qualified mentors approved by the Office of Supervised Ministries. Students are required to complete 100 hours of field experience per credit hour. Students enrolled in 2 or more hours during any semester of Internship are granted half-time academic status. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisite: approval from the Director of Supervised Ministries.

PT 7482 Internship 2 - 2-3 Hours

This course is the second internship experience for MDiv students. It provides an expansion of the student's ministry experience, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Students are required to complete 100 hours of field experience per credit hour. This course requires a continuation of the same ministry site and mentor as PT 7481 unless granted an exception by the Director of Supervised Ministries. Students enrolled in 2 hours during any semester of internship are granted half-time academic status. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisite: PT 7481.

PT 7483 Internship 3 - 1-2 Hours

This course is the third internship experience for MDiv students under the previous catalog. It provides an expansion of the student's ministry experience, mentoring from qualified practitioners, and reflective assignments. Students are required to complete 100 hours of field experience per credit hour. This course requires a continuation of the same ministry site and mentor as PT 7481 and PT 7482 unless granted an exception by the Director of Supervised Ministries. Students enrolled in 2 or more hours during any semester of internship are granted half-time academics status. Prerequisites: PT 7481, PT 7482.

PT 7484 Intensive Internship - 4-6 Hours

This course is for MDiv students fulfilling their entire internship requirements in one semester. This internship option is typically reserved for students who are in a full-time ministry setting (30-45 hours per week). The internship program fosters the formation of ministerial identity through a blend of guided ministry experiences, mentoring from qualified practitioners, reflective assignments, and an Internship Huddle. Interns are supervised in a ministry context by qualified mentors approved by the Office of Supervised Ministries. Students are required to complete 100 hours of field experience per credit hour. Students enrolled in 3 or more credit hours during any semester of internship are granted full-time academic status. Prerequisites: approval from the Director of Supervised Ministries.

PT 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PT 7977 ThM Comprehensive Exam - 1 Hour

A department-specific major comprehensive exam required in some ThM concentrations. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the exam is passed; No Credit if the exam is failed or not completed.

PT 8000 Current Issues - 2 Hours

Seminar discussion and advanced individual research on significant issues in pastoral theology.

PT 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for PT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.)

Philosophical Theology and Apologetics (PR)

PR 6000 Current Studies in Philosophy of Religion - 1-4 Hours

Topics selected deal with significant issues related to philosophy of religion.

PR 6410 History of Phil of Religion 1 - 2 Hours

This course covers ancient and medieval philosophy of religion and ends with discussion of the rationalists Descartes, Spinoza, and, Leibniz.

PR 6411 History of Phil of Religion 2 - 2 Hours

This course begins with study in the early modern period with the empiricists (Locke, Berkeley, and Hume) and continues with an examination of the contemporary period.

PR 7330 Philosophers of Religion and of Religious Significance - 2-3 Hours

In-depth consideration of the philosophy of an important religious thinker such as Augustine, Aquinas, Kierkegaard, Tillich, and Hartshorne, or of an important nonreligious thinker such as Plato, Aristotle, Descartes, Hume, Leibniz, Kant, Hegel, Nietzsche, Russell, or Wittgenstein, whose thought strongly influenced religious and theological issues. May be repeated for credit.

PR 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PR 7705 Religious Epistemology - 2-3 Hours

Examination of the ways of knowing and tests for truth with special emphasis on the problems of religious knowledge and their implications for theological issues.

PR 7715 Theism - 2-3 Hours

Study in the existence and nature of God with emphasis on theistic arguments (ontological, cosmological, teleological, and moral) and on the internal coherence of such divine attributes as necessity, omnipotence, and omniscience.

PR 7750 Philosophical Issues in Religious Pluralism - 2-3 Hours

Consideration of the major epistemological and metaphysical issues for philosophy of religion arising from the discussions on religious diversity and religious pluralism. The views of influential philosophers such as John Hick, William Alston, Keith Ward, and others are examined, as well as responses to their work.

PR 8000 Seminar: Current Issues - 2-4 Hours

Analyses of selected issues in philosophy of religion and their implications for Christian thought. Examples include the following: questions concerning the concept of God, the nature and possibility of the miraculous, freedom and determinism, religion and science, phenomenology, and the historicity of the resurrection of Christ.

Philosophy (PH)

PH 170 Logic - 3 Hours

A study of the principles of correct reasoning. This course will consider induction, deduction, informal fallacies, traditional logic, and symbolic logic.

PH 180 Introduction to Philosophy - 3 Hours

An introduction to philosophy that focuses on the principal issues in the theory of knowledge, metaphysics, ethics, and the construction of worldviews. Delivery mode: online, Florida undergraduate.

PH 182 Ethics - 3 Hours

An introduction to problems and concepts in ethical theory, plus a consideration of contemporary moral problems.

PH 290X Christian Apologetics - 3 Hours

Introduction to the major intellectual challenges facing Christianity, and examination of the means and methods Christians have used to address these challenges. Proofs for God's existence and a broad range of philosophical approaches for defending the Christian faith. Cross-listed with BRS 290X.

PH 363X Survey of Religious Diversity - 3 Hours

A survey of the world's major religions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Cross listed with BRS 363X. Delivery mode: online.

Physical Science (PS)

PS 101 Earth Science - 4 Hours

A basic course in concepts of astronomy, meteorology, and geology. Laboratory is included. A laboratory fee is required. Delivery mode: Florida undergraduate.

Political Science (POL)

POL 250 American Government - 3 Hours

This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles are specifically considered. Special attention is also paid to the historical development of governmental institutions in America. Delivery mode: online, Florida undergraduate.

POL 255X Constitutional Law - 3 Hours

An examination of the American constitutional system with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions. Offered spring semester even years for Deerfield traditional undergraduate; other modes as scheduled. Cross listed with CRJ 255X. Delivery mode: Florida undergraduate.

POL 350 Topics in Political Science - 3 Hours

A seminar focusing on a selected topic in political science. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 375 Topics in Law and Government - 3 Hours

A seminar focus on a selected topic such as church and state relations or the First Amendment and American democracy. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 445 Internship - 2-4 Hours

Practical, supervised field experience in law, government, or public service. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

POL 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the need of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Preparation for College Studies (PCS)

PCS 106 Preparation for College Study - 3 Hours

This course is designed to prepare freshmen students to meet the challenges of college study. It provides an overview of the intellectual demands of college education, assists students in assessing their personal learning attributes and improving their practical academic skills, and introduces elements of critical analysis. Required for all Deerfield traditional undergraduate students whose ACT English score is 16 or less and whose SAT verbal score is 400 or less; Florida undergraduates will be placed in the program based on the advice of the Admissions Committee. Delivery mode: Florida undergraduate.

PCS 107 Preparation for College Study, Nonnative - 3 Hours

This course is designed to prepare international students and nonnative speakers of English to meet the educational and cultural demands of the American college classroom. The course provides insight into cultural factors that underlie assumptions and knowledge, methods of instruction, interaction with instructors, and other areas that affect academic performance. Stress is placed on assisting students to produce academic work that conforms to American collegiate standards. This course is required for international students and students whose native language is not English. Delivery mode: Florida undergraduate.

PCS 108 Critical Reading and Writing for College - 3 Hours

This course is designed to help students practice the critical skills in reading that are central to academic writing and discussion. The course provides students the opportunity to read, discuss, apply, integrate, and critique material from various academic disciplines, and offers instruction in committing their thoughts to writing. Required for entry into ENG 111 for all Deerfield traditional undergraduate students whose ACT English score is 18 or less or whose SAT verbal score is 410 or less. Delivery mode: Florida undergraduate, and Wisconsin Prison Initiative.

PCS 109 Reading and Writing Tutorial - 3 Hours

This course integrates the reading and writing processes in an intensive, small-group setting. Particular emphasis is placed on continuing the development of critical skills and planning and writing papers that respond to collegiate requirements. For Deerfield traditional undergraduate students, this course continues the work of PCS 106 or PCS 107; students enrolled in PCS 109 must be concurrently enrolled in ENG 111 immediately following the completion of PCS 106 or PCS 107 with a grade of C- or higher. Florida undergraduate students may take this course concurrently with ENG 111. Delivery mode: Florida undergraduate.

Psychology (PSY)

PSY 140 Introduction to Psychology - 3 Hours

A survey of the field of psychology: major orientations (neurobiological, behavioral, cognitive, psychoanalytic, and humanistic); historical developments; views of personhood; scientific procedures; and relevance to everyday life. Prerequisite for all 300- and 400-level psychology courses, with exceptions by permission of appropriate instructor, or online or Florida undergraduate advisor. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, Florida undergraduate, and Wisconsin Prison Initiative.

PSY 141 Psychology Seminar - 1 Hour

This course is designed for students in psychology to develop their use of information technology and become familiar with psychological resources and report writing techniques. Students will also develop coping skills useful in their academic endeavors, as well as investigate the diverse career and educational paths for those graduating with an undergraduate degree in psychology. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 170X Leadership Dynamics - 3 Hours

This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with LR 170X. Delivery mode: Deerfield traditional undergraduate.

PSY 210 Life Planning - 3 Hours

A personal investigation of the development tasks of young adulthood coupled with an exploration of vocational development. Emphasis is placed on personal application and growth. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 220 Interpersonal Skills Training - 3 Hours

A skills training approach to the development of interpersonal relationships. Students learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students have the opportunity to evaluate their interpersonal style, receive input from each other, and make changes in the way they interact with others. Prerequisites for Deerfield traditional undergraduate: Three credit hours in Psychology and at least sophomore standing. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, and Wisconsin Prison Initiative.

PSY 230 Crisis Intervention - 3 Hours

A lecture/discussion seminar dealing with issues of people in crisis, crisis intervention, stress, and stress management. Emphasis will be on the practical aspect of helping people in distress. Prerequisite: Three credit hours in Psychology and at least sophomore standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, Florida undergraduate, online.

PSY 240 Human Sexuality - 3 Hours

Interdisciplinary examination of the physiological, cultural, and psychological bases of human sexual behavior with attention devoted to the student's development of a personal perspective toward sexuality that integrates Christian faith and moral integrity. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 250 Contemporary Issues Psychology - 3 Hours

A seminar composed of student and faculty desiring to pursue a topic of mutual interest. Preference will be given to issues that are timely and that involve the relating of psychology to the needs of society or the resolution of conflicts within the field of psychology. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 251 Topics in Counseling Psychology - 3 Hours

A seminar focusing on a selected topic specific to the area of counseling psychology. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 255 Psychology of Addiction - 3 Hours

A survey of various forms of addictive behavior (drug, alcohol, sex, gambling, food, relationship, and others). Numerous theoretical approaches to addiction and the addictive personality are considered. Individual, family, group (including Twelve Step programs), behavioral modification, and other possible treatment interventions are assessed. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, Florida undergraduate, and Wisconsin Prison Initiative.

PSY 260X Educational Psychology/Human Development - 3 Hours

A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with learning and the factors that influence motivation and engagement of children and adolescents. The learning and motivation of diverse populations is addressed through the lens of Universal Design for Learning. Prerequisite: ED 101 or three credit hours in psychology and at least sophomore standing. Cross-listed with ED 260X. This fulfills one (1) service learning requirement (equivalent to IDS 106) if the course is completed with a grade of C or higher and the required service hours are documented. Offered fall semester. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

PSY 280X Introductory Statistics - 3 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and Florida undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (Florida undergraduate business majors take PSY 280X as part of the major.) Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

PSY 282 Introduction to SPSS - 1 Hour

Examination of SPSS for Windows, including topics in statistical analysis and data management useful to social science majors. Not appropriate for students who have taken or are enrolled in PSY 285X. Offered each semester. Computer fee for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 285X Statistics - 4 Hours

An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Cross-listed with MA 285X. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 300 Personality Theories - 3 Hours

This course acquaints students with theories and theorists having the greatest impact on the understanding of human personality. Some theories covered will be those developed by Freud, Jung, Adler, Rogers, Erikson, and Allport. Personality assessment, current personality research, and philosophical approaches to theory-building will also be discussed. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 305 Organizational Psychology - 3 Hours

Experientially based survey of the psychological principles that apply to social and organizational situations. Practicality is emphasized for those in supervisory, management, or leadership responsibilities in any setting (e.g., church, business, government). Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

PSY 310 Abnormal Psychology - 3 Hours

A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and physiological approaches. Prerequisite: PSY 140. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 315 Life Assessment - 3 Hours

This course focuses on the development of self-understanding and preparation for the future. Issues of background, personality and temperament, learning style, identity, life experience and vocation will be examined. The role of autobiography as a means for self-assessment will be explored. Delivery mode: Florida undergraduate.

PSY 320 Theories of Learning - 3 Hours

A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to a variety of contexts. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 330 Developmental Psychology - 3 Hours

An interdisciplinary study of human development from childhood through adolescence. Physical, cognitive, and personality development will be examined. Prerequisite: PSY 140. Cannot be counted for credit in conjunction with PSY 337. Delivery mode: Florida undergraduate.

PSY 335 Child Development - 3 Hours

A study of human development as the product of both maturational and environmental influences. Emphasis is on the theories and research findings that pertain to preadolescence. Biological and environmental factors regarding physical, perceptual, cognitive, social, moral, and emotional development will be discussed. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 337 Psychology of Adolescence - 3 Hours

An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view, while application will be encouraged for students who plan to work with adolescents. Special emphasis will be placed on the characteristics and needs of early adolescents and the role of professionals in the assessment, coordination, and referral of students to health/social service. Prerequisite: PSY 140; Education majors may substitute ED 260X/PSY 260X for PSY 140 as a prerequisite. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 339 Adult Development - 3 Hours

A study of human development encompassing adolescence through old age. Physical, perceptual, cognitive, social, and emotional changes will be considered along with major issues and life decisions faced during adulthood. Prerequisite: PSY 140. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 336.) Delivery mode: Deerfield traditional undergraduate and Florida undergraduate.

PSY 345 Internship I - 1-6 Hours

Provides the students with opportunities to apply various principles of psychology learned in previous coursework to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as psychology elective hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 346X Research Methods and Design - 3 Hours

This course introduces students to the uses and varieties of research methods in the social sciences. Students gain experience in designing and interpreting research and become sophisticated consumers of research by recognizing strengths and limiting liabilities of research methods. At the end of the course, students should feel comfortable reading and reviewing the research of others, and be capable of proposing and carrying out their own research projects. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and PSY 285X. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 340.) Delivery mode: Online and Florida undergraduate.

PSY 350X Social Psychology - 3 Hours

A study of the interrelationships between the individual and social groups. Topics include the formation of attitudes and attitude change, the nature of groups and group processes, and theoretical perspectives of social psychology. Prerequisite: PSY 140 or SOC 101. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Online.

PSY 355 Group Dynamics - 3 Hours

An interdisciplinary course in the social psychology of small groups, with emphasis on understanding and analyzing patterns of group interaction. A study of social forces that lead to group formation, leadership, decision making, problem solving, cohesion, and disintegration. Prerequisites: SOC 101 or PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 356 Conflict Management - 3 Hours

This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. Prerequisite: PSY 140. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 360X Introduction to Social Work - 3 Hours

A study of social casework principles, procedures and philosophy and welfare history and administration, related to a biblical view of humanity and the helping process. Prerequisite: PSY 140 or SOC 101. Offered fall semester in even-numbered years for Deerfield traditional undergraduate.

PSY 371 Dynamics of Group Behavior - 4 Hours

Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches will be considered. Group formation, teams, group roles, decision making, problem solving, conflict resolution, cohesion and disintegration are explored. Prerequisites: IDS 105, at least three credits in English composition, and at least sophomore standing. Delivery mode: Florida undergraduate.

PSY 372 Cognitive Behavioral Psychology - 3 Hours

An exposure to the philosophy and methodology of psychology as a cognitive behavioral science. Methodological, radical, and contemporary cognitive behaviorism will be presented, with emphasis on social learning theory, cognitive psychology, self-efficacy theory, and the psychology of consciousness. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 374 Physiological Psychology - 3 Hours

A study of the physiological bases of behavior. Topics include sensory coding, the control of movement, sexual development, hunger and thirst, vision and hearing, sleep, emotions, learning and memory, language, and mental disorders. The role of physical and psychological causes of behavior and their interaction are also considered. Prerequisite: PSY 140. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 375X Foundations of Christian Counseling - 3 Hours

Principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis is placed on the unique contribution of biblical truths to counseling. Cross-listed with CM 375X. Delivery mode: Florida undergraduate, Wisconsin Prison Initiative, and Online.

PSY 378X Servant Leadership - 3 Hours

This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X or LR 173 & LR 174. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross listed with LR 378X. Delivery mode: Deerfield traditional undergraduate.

PSY 381 Counseling Theories - 3 Hours

Introduction to both classical and current theories of counseling - evaluating them in light of Scripture, reason, and practical relevance. Prerequisite: PSY 140 and PSY 300. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

PSY 382 Crisis Counseling - 3 Hours

Introduction to the theory and practice of crisis intervention. Issues such as grief and trauma are explored from both professional and Christian perspectives. Prerequisite: PSY 140. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

PSY 383 Marital Counseling - 3 Hours

A survey of various theoretical and methodological approaches to marital counseling. A particular emphasis is given to assessment strategies, problem diagnosis, and intervention techniques. Prerequisite: PSY 140. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

PSY 384 Parent Education - 3 Hours

A survey of various theoretical and methodological approaches to educating parents in working with children from infancy through adolescence. A particular emphasis is given to understanding, relating to, disciplining, and encouraging children throughout their lives. Delivery mode: Florida undergraduate and Wisconsin Prison Initiative.

PSY 400 Therapeutic Psychology - 3 Hours

This course familiarizes the student with the major theoretical approaches to counseling and psychotherapy and the various disciplines involved in psychological treatment. The therapy process is examined in terms of the role of the therapist and client, material frequently addressed in therapy, some of the techniques employed, psychotherapy research, and ethical issues related to counseling. The student will examine these topics as a prospective service-provider, as well as a potential consumer of psychological services. Prerequisite: PSY 300 or PSY 310. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 420X Advanced Interpersonal Skills Training - 3 Hours

An advanced course in interpersonal relationships that explores elements of group leadership. Students have an opportunity to train other students in relationship skills, to lead groups, and to receive supervision from the professor. Prerequisite: PSY 220, and invitation of the instructor.

PSY 430 Psychology of Religion - 3 Hours

An overview of the research into the psychology of religion as it relates to social, economic, political, and personal behavior. Provides a theoretical framework for assessing religion, for exploring the development and role of personal faith through the lifespan, and for understanding the social and organizational frameworks for religious and moral behavior. Prerequisite: a minimum of 9 hours of psychology coursework and junior or senior standing. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 440 Integration of Psychology and the Christian Faith - 3 Hours

A discussion seminar on foundational integrative methodologies regarding the discipline of psychology and Christian faith. Emphasis will be on practical applications to situations confronting the Christian today. Prerequisite: a minimum of 15 hours of psychology coursework. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and Florida undergraduate.

PSY 441 Psychology Senior Seminar - 1 Hour

Capstone course for the Psychology major (or the Social Science major for students focusing on courses in Psychology). This course prepares students for making the transition to vocation and/or graduate study, reviews the APA guides for ethics and publication form, assesses basic knowledge in the field of psychology and stabilizes the student's perspective on the integration of psychology and their Christian faith. Prerequisite: senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 445 Internship II - 1-6 Hours

Provides the students with advanced opportunities to apply various principles of psychology learned in previous coursework or a previous internship experience to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as psychology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 450 Independent Study - 1-4 Hours

Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 460 Thesis - 3-6 Hours

Independent research designed and conducted under psychology faculty supervision and completed as a professional style paper. Prerequisite: PSY 340. Offered to individual students with senior standing on demand for Deerfield traditional undergraduate. Permission of department required. Delivery mode: Deerfield traditional undergraduate.

PSY 470X Leadership Dynamics Practicum - 1-6 Hours

An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practical experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Cross-listed with LR 470X. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Sociology (SOC)

SOC 101 Introduction to Sociology - 3 Hours

A study of the basic structures of human society including social forces that hold groups together or pull them apart. Social institutions such as family, education, religion, and political economic systems are examined using sociological tools of analysis. Delivery mode: Florida undergraduate.

SOC 221 Marriage and the Family - 3 Hours

Marriage and the family in historic and contemporary society, including the changes in family structure, function, and roles. The problems of dating, courtship, and marriage in modern American society are presented and related to biblical principles. Delivery mode: online and Florida undergraduate.

SOC 222 Social Problems - 3 Hours

A study of the principles of social disorganization and the application of these principles to an analysis of selected social problems. Delivery mode: Florida undergraduate.

SOC 232 Social Movements - 3 Hours

This course focuses on theoretical domains in the sociological study of social movements and general social processes rather than on specific movements. Substantive work on specific movements is used to explain issues such as mobilization, tactics, and ideology, as well as how the social context in which a movement takes place matters. Delivery mode: Florida undergraduate, online.

SOC 330 Race and Ethnic Relations - 3 Hours

This course provides a sociological perspective on intergroup relations between different ethnic groups. Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. Delivery mode: Florida undergraduate.

SOC 335 Urban Sociology - 3 Hours

An examination of the urbanization process, the dynamics of the urban "explosion" and its implications worldwide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of urban policies designed to address those problems are also considered. Students are given first-hand exposure to the urban environment. Prerequisite: SOC 101 or permission by online or Florida undergraduate advisor. Delivery mode: Florida undergraduate.

Spanish (SP)

SP 121 Elementary Spanish - 4 Hours

Pronunciation, conversation, reading, and grammar. Collateral reading with reports during the second semester. As far as possible, the course is conducted in Spanish. Credit for both semesters is required in order to apply to general education foreign language competency. Delivery mode: online.

SP 122 Elementary Spanish - 4 Hours

Pronunciation, conversation, reading, and grammar. Collateral reading with reports during the second semester. As far as possible, the course is conducted in Spanish. Credit for both semesters is required in order to apply to general education foreign language competency. Delivery mode: online.

Systematic Theology (ST)

ST 5201 Theology I: The God of the Gospel - 3 Hours

This course establishes the foundations for systematic theology, reflecting upon the triune God and the God-world relation. It introduces theological methodology and treats the doctrines of general and special revelation, particularly that of Holy Scripture. The course also engages theology proper (the divine perfections and personal attributes of the Holy Trinity) and the works of God in creating and providentially caring for the cosmos, including humans.

ST 5202 Theology II: The Gospel of God - 3 Hours

This course focuses on the gospel, the economy of salvation, the incarnation of the Son, and the Holy Spirit. The course begins by treating the human condition as now fallen, and sin as the backdrop of the gospel. Attention then turns to the work of Christ, particularly the atonement and accomplishment of redemption as the content of the gospel. The course then considers the application and consummation of redemption by examining the work of the Holy Spirit, the nature, mission, and destiny of the church as the gathered people of God as the climax of the gospel. The course concludes with a consideration of how the gospel story ends, for believers and unbelievers in the glory of God's being all in all in the new heaven and the new earth. Prerequisite: ST 5201.

ST 5211 Theology 1: The God of the Gospel: From the Father - 2 Hours

This course is the first of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. It begins by introducing systematic theology as a spiritual and intellectual discipline for knowing God, evaluating Christian life and thought, and living well with others to God's glory. It next examines the nature, sources, norms, and method of theology. This is followed by a study of how God makes himself known through general and special revelation, with special attention to the doctrine of Scripture, including the notions of inspiration and inerrancy. The high point of the course is the doctrine of God or theology proper, which includes both God in himself (the divine perfections and persons of the Trinity) and God in relation to the world (the works of creation and providence).

ST 5212 Theology 2: The God of the Gospel: Through the Son - 2 Hours

This course is the second of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. The course covers a wide span of theological doctrine with specific attention to Christology. It begins with the creation of human creatures who bear the unique image of God, and finds its focal point in the person, life, and work of the perfect Image of God? Jesus, in whom the fullness of deity dwells bodily. The course examines topics related to the theological anthropology, the fall of human creatures and the creature's participation in this fall, the incarnation of Christ, the atonement of Christ, and the reconciliation of fallen human creatures to God through the Son.

ST 5213 Theology 3: The God of the Gospel: In the Holy Spirit - 2 Hours

This course is the third of a three-course sequence that covers the fundamental doctrines of biblical Christianity, following the tripartite structure of the Apostles' Creed. The course begins, in a sense, at Pentecost. Specific attention is given to the application of Christ's reconciling work to the people of God through the Spirit of God, uniting fallen human creatures to God, one another, and the whole of creation. The person, life, and work of the Holy Spirit in and through the people of God both individually and corporately as the Church is examined with a focus on the sanctification of believers and their union with God. The course concludes with an investigation into the return of Christ, the righteous reign and judgment of Christ, and the full redemption of all things in Christ.

ST 5600 The Christian Life and Contemporary Challenges - 2 Hours

This course is the first part of a pair of courses, along with ST 7210. It serves as an introduction to the contemporary challenges associated with Christian belief and life. Usually associated with apologetics, it will begin with a series of investigations regarding why individuals are currently leaving churches and what a proper diagnosis of this reality looks like. It then proceeds to paint a picture of the Christian life as one of rightly ordered loves, claiming that such a promise of life is precisely what meets the needs of those departing churches. It concludes by arguing for the need for better evangelical moral theology, leading into its partner course, ST 7200.

ST 7200 Christian Ethics - 2 Hours

How can we faithfully take what we confess to be true as Christians and have it help make sense of the world we encounter before us? This course is an introduction to Christian ethics, and it takes up the challenges set forward by its partner course, ST 5600. After reviewing a vision of the Christian moral life as one of rightly ordered loves, the course proceeds to dive each week into an issue of moral complexity encountered in the world we occupy, issues that are of immediate relevance to ministerial practice. These issues will rotate of necessity, but include topics like justice, politics, war, economics, disability, gender, and race. Its goal is to help students to find creative, flexible, and faithful ways to live in the space between the way the world is and the way it ought to be, while recognizing that they are creatures driven by their loves, which is precisely how God intends for them to live the moral life.

ST 7477 MA Major Comprehensive Exam - 0-1 Hours

A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ST 7485 MA Thesis - 0-2 Hours

MA thesis writers register for ST 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit/No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ST 7486 MA Thesis Extension - 0 Hours

A total of three semesters extension for ST 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ST 7501 Guided Research - 1-4 Hours

Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

ST 7504 Theological Method - 2 Hours

This course surveys and evaluates ways of doing theology, ancient and contemporary, evangelical and non-evangelical, with an aim to equipping students to do theology in academic, ecclesial, and missional settings. Special attention will be given to the sources and norms, various contexts, and ideas of "system" that inform and govern the development of doctrine in systematic theology. The overarching goal is to help students answer both the how and the why questions: the how, by forming their own convictions about how best to seek theological understanding; the why by forming habits of wise theological judgment about everything relating to God and the gospel.

ST 7505 Use of Scripture and Theology - 2 Hours

This course examines the manifold ways in which theologians, ancient and modern, evangelical and non-evangelical, Western and non-Western, view and especially use Scripture to formulate theological proposals, with regard both to Christian doctrine and practice. The course compares prominent schools of interpretation within the broader theological landscape and constructively suggests ways to extend the logic of Scriptural teaching into contemporary contexts. The twin questions, 'What does it mean to be biblical?' and 'How ought biblical authority actually work?' are addressed by developing an account of how the ancient biblical writings that comprise Scripture (divine discourse) generate and govern contemporary theological understanding and practice. Several case studies are employed to help students learn how to move from biblical exegesis to systematic theological reflection, and thus to become self-consciously evangelical theologians who know how rightly to handle the word of truth.

ST 7695 Hermeneutics - 2-3 Hours

The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

ST 7715 Political Theology - 2 Hours

Political engagement and theological depth often appear to stand in an inverse relationship these days; as one increases, the other decreases. The impression created, therefore, is that politics and theology stand in a necessarily unhealthy relationship, such that the presence of one is detrimental to the other. Of course, it takes little convincing that the present cultural landscape in North American evangelical Christianity bears evidence of this unhealthy relationship. So, what's a Christian to do, especially if she is serious about seeing all things in light of the gospel, including politics? This course explores the nature of our common life together, from a biblical, historical and systematic theological perspective. Ultimately, it investigates the theologically-relevant dimensions of how people negotiate common goods like government in ways that are both consistent and inconsistent with their discipleship. What's Jerusalem got to do with Washington, D.C.? Should they have anything to do with one another? These are the questions for exploration before us.

ST 7911 Colloquium in Systematic Theology - 1 Hour

Integrative seminar for all students majoring in theology on various topics of contemporary concern. May be repeated. Credit / No Credit.

ST 7975 MA/ThM Comp Exam Prep - 0 Hours

An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ST 7976 MA or ThM Thesis Proposal Prep - 0 Hours

An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ST 7980 MA Major Research Paper - 0-2 Hours

MA participants completing the two capstone research paper option must register for ST 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ST 8000 Seminar: Current Issues in Theology - 2-4 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8030 The Problem of Evil - 2 Hours

An examination of one of the traditional problems for Christian theism. After initially clarifying the nature of this attack against theism, discussion turns to different defenses and theodicies offered in response to this problem. Treatment covers the problem in both its logical and evidential forms. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8100 Essentials of Reformed Theology - 2 Hours

This course delves into a particular theological tradition rather than a single doctrine ? the Reformed. A single guiding question generates and governs the course contents and its conversation partners: ?What makes Reformed theology distinctly Reformed?? We approach this overarching question, much as one would a summit, by exploring various paths of ascent: textual, contextual, historical, hermeneutical, doctrinal, conceptual, ideological, confessional, and comparative. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8102 Analytic Theology - 2 Hours

This course provides an overview of one of the most important recent developments in theology, namely, analytic theology. This is an approach to theology that borrows ideas, concepts, and methods from analytic philosophy. The course begins with an introduction to the history and nature of analytic theology and then examines core Christian doctrines as they have been recently discussed by analytic theologians. This course is intended to provide students with the resources for developing their own evaluation of the fruit of analytic theology as it pertains to Christian faith, practice, and ministry. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8200 Seminar: Current Issues in Theology - 2 Hours

Lectures or seminar in a distinctive area of biblical or systematic theology with special relevance to pastoral ministry; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs. Unlike ST 8000, this course can be used to fulfill the 3rd required class in ST for the MDiv curriculum. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8210 Divine Action and the Doctrine of Providence - 2 Hours

This course surveys the history of the doctrine of divine providence and identifies key issues before attempting a dogmatic account. Special attention is given to the concept of divine action, especially with reference to science and metaphysics. The concern is to articulate, in accordance with Scripture, what we may hope. The central focus is God's care for individuals, church, and cosmos. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8211 God in Biblical Theology and Systematic Theology - 2 Hours

This course on the doctrine of God has four interrelated aims: (1) to become acquainted with classical and contemporary approaches to Christian theism and assess their faithfulness to Scripture, (2) to examine current approaches to the relationship of biblical and systematic theology, (3) to learn to identify and interpret figurative language used to speak of God (e.g., metaphors, analogies, anthropomorphisms), and (4) to bring all of the above to bear on the question of divine impassibility. The course thus focuses on how we move from biblical to theological language to speak of God and formulate a doctrine of God and the nature of His relation to the world, with special attention to the issue of divine suffering. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8212 The Doctrine of the Trinity: Classical Formulations and Contemporary Issues - 2 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of the Trinity. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8213 Models of Sanctification - 2 Hours

A course involving a biblical and theological investigation of several models of sanctification held within Christian movements and denominations. Emphasizes understanding of each model, as well as encouraging students to develop their own biblically based model capable of implementation within a ministry context. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8214 Justification - 2 Hours

This course considers the biblical and theological foundations of the doctrine of justification. It explores these foundational elements incorporating a historical perspective. Influential thinkers are studied in the flow of important eras in the Church ranging from the time of Augustine to contemporary discussions. Recent conversations between members of the Protestant camp and Roman Catholics on justification, as well as on the New Perspective, are engaged. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8215 Pneumatology - 2 Hours

A study of the person and work of the Holy Spirit, including a defense of His deity and personality, His work in the Old Testament, the life of Christ, and the New Testament era, as well as discussion of contemporary issues related to this doctrine, such as tongues, divine healing, and prophecy. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8220 Christology: Classical Formulations and Contemporary Issues - 2 Hours

A study in the biblical sources, classic formulations, and theological issues that are important in the doctrine of Christ. Classical formulations, in ecumenical creeds as well as major patristic, medieval, and early modern (Protestant scholastic) theologians, are studied within their historical contexts, and important movements in modern and contemporary theology are studied against the backdrop of these historic statements. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8221 The Doctrine of the Atonement: Classical Formulations and Contemporary Issues - 2 Hours

A study in the doctrine of the atonement in light of its biblical foundations, classical elaborations, and contemporary appropriations. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8222 Theologies of the Sacraments/Ordinances - 2 Hours

This course introduces a theological approach to a variety of church practices that sometimes fall under the heading of sacraments or ordinances. Central to this course is an examination of the biblical and theological underpinning to such practices as Baptism and the Eucharist. This course also introduces theological resources for addressing additional doctrinal issues touching such topics as ordination, marriage, preaching, and death. Moreover, students will work toward bridge-building from the conceptual theological discussion of these issues to the practical manifestation of these practices in the life of the church. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8224 Theological Investigation in Human Identity: Gender - 2 Hours

What is gender? This is a question that is easy to ask, but quite difficult to answer. Some want to say what gender ought to be, usually in the form of context-free norms and prescriptions. Others want to say what gender is, usually in a descriptive mode. On their own, these tasks are limited, but taken together, and handled properly, they can generate a fruitful theology of gender. Is gender a matter of social norms or embodied realities? What difference does a Christian analysis make? Can we find gender in the Bible, or in the early Church? And what we are to do with the ordinary gendered experiences all of us have? Christians must have robustly theological answers to such questions, aware both of their descriptive tasks and of their normative commitments. This class provides opportunity and guidance for working through these issues, equipping students to arrive at their own answers, hopefully in the guidance of the Holy Spirit and through Holy Scripture. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8225 Theological Investigation in Human Identity: Race - 2 Hours

Race is a fraught issue for evangelicals. It serves to divide one ?type? of church from another, one ?type? of Christian from another, one ?type? of theology from another. It has therefore taken the role of a theological proxy, providing a criterion for who is ?in? and who is ?out.? This state of affairs is as lamentable as it is insufficiently theological, and the aim of this course is to chart a path away from it to a more salutary way to frame matters. The ambition is neither to mute the extra-theological considerations nor to turn down the explicitly theological concerns; keeping both in hand, we explore contemporary approaches to race, the history of the discussion, how Christians have looked to Scripture for help in both helpful and unhelpful ways, and the current state of the discussion. By the end, students are equipped with tools and ways of thinking that guide them in their ecclesial and ministerial callings. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8310 Theology of Augustine - 2 Hours

Augustine stands as a foundational thinker in Roman Catholic, Protestant, and Orthodox traditions. He was a critical thinker at a critical time in the life of the Church. This course will consider the life and times of Augustine as informing elements in his theological development. Some of his best known works will be read and discussed to identify particular theological stances. These stances were also affected by what he saw as specific challenges to biblical faith arising from movements, such as Manichaeism, Donatism, and Pelagianism. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8360 Karl Barth - 2 Hours

A critical analysis of the origins, developments, and major contours of Barth's theology from his earliest writings to his later Church Dogmatics through a study of selected primary texts. Special attention is given to Barth's theological method, hermeneutics, and doctrine of the Word of God, as well as to other central theological topics (e.g., election, providence, the relation of dogmatics to ethics). Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8410 Theology in Contemporary Literature - 2 Hours

Works by authors such as Melville, Dostoevsky, Conrad, Shaw, Beckett, Updike, Lewis, Tolkien, Eliot, Auden, Williams, Fry, Buder, Joyce, Camus, Kafka, Faulkner, Salinger, and MacDonald are read and analyzed, and their theological perspective and implications are discussed. Prerequisites: ST 5211, ST 5212, and ST 5213.

ST 8980 ThM Major Research Paper - 0-1 Hours

ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded 'C' or better to receive credit for the paper.)

ST 8985 ThM Thesis - 0-2 Hours

ThM thesis writers register for ST 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit/No Credit as arranged with the department.

ST 8986 ThM Thesis Extension - 0 Hours

A total of three semesters extension for ST 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ST 9001 Guided Research - 1-4 Hours

Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ST 9011 Private Study - 0 Hours

In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

ST 9100 Advanced Theological Prolegomena - 3-4 Hours

A course designed to explore the integrative character of Christian theology, focusing the contributions of the separate theological disciplines on the constructive and creative task of Systematic Theology. Students are encouraged to develop an approach that is integrative, orthodox, and creative, through the critical assessment of the theological proposals of evangelical and non evangelical theologians. To be taken concurrently ST 9110. Offered fall.

ST 9110 The Theological Scholar - 2 Hours

An orientation to doctoral-level scholarship (the development of an argument, research philosophy and methodology, good writing skills, dissertation preparation), to program specifics, and to the doctoral community life and ethos. It will also include papers presented by four professors, one from each of the THS departments, to illustrate and generate discussion about "theological integration." Must be taken in conjunction with DST 9100 (Advanced Theological Prolegomena) in the first semester after matriculation. Required of all PhD/THS students.

ST 9890 Professional Development Practicum - 0-2 Hours

Participants design, conduct, and evaluate at least one professional development activity. Program participants may repeat the course multiple times, not to exceed a total of 2 hours over the course of the degree program. These integrative and generative activities could take the form of teaching, consulting, developing curriculum, coaching, pastoral ministries, grant writing, etc. Participants may propose non-Trinity or Trinity-related activities and opportunities. Each student is responsible to initiate conversations toward PDP planning with their program director prior to the semester in which the practicum will be conducted. All activities must be conducted after program matriculation. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Credit/No Credit.

ST 9975 Comprehensive Exam Preparation - 0-3 Hours

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9990 Dissertation Proposal Prep - 0-3 Hours

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9991 Dissertation Research - 1-4 Hours

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ST 9992 Dissertation Extension - 0 Hours

One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Temporary Registration Hours (TR)

TR 099A Acadeum Online Consortium - 1-4 Hours

This is a nonacademic "placeholder" course for Acadeum online consortium courses, which provides temporary credit hours on a student's schedule until the appropriate approval is granted by the Dean's office and the registrar completes the process with the Acadeum consortium. Students should register for the TR 099 designation and the section that reflects the selected number of credit hours. Students need to access the online form, available on My.TIU.edu, and complete the it with the assistance of the faculty advisor. The completed course contract must be returned to the Dean's office. The contract will be forwarded to the Records Office, which will create a section of the student's approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the student schedule in the online registration program to verify accurate registration for the appropriate course.

TR 099C Temporary Registration Special Programs: Off Campus - 12-17 Hours

This is a nonacademic "placeholder" course for off campus study programs, which provides temporary credit hours on a student's schedule until the appropriate college catalog course is approved by the Dean's office. Students should register for the TR 099 designation and the section that reflects the selected number of credit hours. Students need to obtain an appropriate course contract online or from the Dean's office and complete the form with the assistance of the faculty member who is overseeing the course. The completed course contract must be returned to the Dean's office. The contract will be forwarded to the Records Office, which will create a section of the student's approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the student schedule in the online registration program to verify accurate registration for the appropriate course.

TR 099G Temporary Registration Guided Study - 1-4 Hours

This is a nonacademic "placeholder" course for guided study, which provides temporary credit hours on a student's schedule until the appropriate college catalog course is approved by the Dean's office. Students should register for the TR 099 designation and the section that reflects the selected number of credit hours. Students need to obtain an appropriate course contract online or from the Dean's office and complete the form with the assistance of the faculty member who is overseeing the course. The completed course contract must be returned to the Dean's office. The contract will be forwarded to the Records Office, which will create a section of the student's approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the student schedule in the online registration program to verify accurate registration for the appropriate course.

TR 099I Temporary Registration Independent Study - 1-4 Hours

This is a nonacademic "placeholder" course for independent study, which provides temporary credit hours on a student's schedule until the appropriate college catalog course is approved by the Dean's office. Students should register for the TR 099 designation and the section that reflects the selected number of credit hours. Students need to obtain an appropriate course contract online or from the Dean's office and complete the form with the assistance of the faculty member who is overseeing the course. The completed course contract must be returned to the Dean's office. The contract will be forwarded to the Records Office, which will create a section of the student's approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the student schedule in the online registration program to verify accurate registration for the appropriate course.

TR 099T Temporary Registration Internship - 1-12 Hours

This is a nonacademic "placeholder" course for internships, which provides temporary credit hours on a student's schedule until the appropriate college catalog course is approved by the Dean's office. Students should register for the TR 099 designation and the section that reflects the selected number of credit hours. Students need to obtain an appropriate course contract online or from the Dean's office and complete the form with the assistance of the faculty member who is overseeing the course. The completed course contract must be returned to the Dean's office. The contract will be forwarded to the Records Office, which will create a section of the student's approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the student schedule in the online registration program to verify accurate registration for the appropriate course.

Worship (WOR)

WOR 111 Introduction to Worship Studies - 1 Hour

Orientation to majoring in Worship at Trinity, introducing the concept of music as a vocation (or calling) from God, forming initial thoughts on musical meaning and the role of music in the culture and in the church, developing a sense of music's role in Christian worship, and exposing students to helpful technologies. Computer laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

WOR 121 Introduction to Technology in Worship - 2 Hours

A basic orientation to hardware and software commonly used in the contemporary church including production with audio, graphics, lighting, and video. Copyright issues will be introduced. Computer laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

WOR 437X Music in Worship - 3 Hours

The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Includes 12 hours of observation in a local church music ministry. Prerequisites: BI 105 and BI 115 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with BRS 437X. Delivery mode: Deerfield traditional undergraduate.

WOR 438 Worship Planning - 3 Hours

An examination of diverse currently available resource materials for congregational worship with an emphasis on planning, preparing, and leading effective services. Includes a 20-hour supervised practicum in worship planning for a local congregation. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

WOR 450 Internship - 3 Hours

Internship in a local church music/worship program to be coordinated with the worship pastor/music director and a faculty supervisor from the Music Department. Fulfills one service learning credit (IDS 106). Prerequisites: WOR 437X, WOR 438, and consent of the Chair of the Music Department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

WOR 499 Senior Seminar in Worship Studies - 1 Hour

Capstone course for Worship majors. Revisits topics introduced in WOR 111 (e.g. vocation, philosophy, music in worship), and furthers each student's preparation for professional leadership in the local church (and/or graduate study) through an individually-designed sequence of specialized readings and discussions. The course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Worship major. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PROGRAMS A-Z

Trinity College (p. 422) (TC)

Trinity Evangelical Divinity School (p. 422) (TEDS)

Trinity International University - Florida (p. 422) (TIU-FL)

Trinity Law School (p. 422) (TLS)

Trinity College

Minors

Minors may be possible, see Requirements for a Minor (p. 66).

Trinity Evangelical Divinity School

- Biblical and Theological Studies (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificate-theological-studies/>) (Certificate)
- Biblical Languages (MA/BL) (p. 125)
- Bioethics (MA in BE) (p. 143)
- Chaplaincy and Ministry (MA in CMC) (p. 147)
- Children and Family Ministries (p. 105) (Certificate)
- Christian Counseling (p. 107) (Certificate)
- Christian Foundations (<https://catalog.tiu.edu/evangelical-divinity-school/academic-life/certificates/cert-christian-tradition/>) (Certificate)
- Doctor of Ministry (p. 172)
- Doctor of Philosophy (p. 178)
 - Doctor of Philosophy (Educational Studies) Program (p. 180)
 - Doctor of Philosophy (Intercultural Studies) Program (p. 186)
 - Doctor of Philosophy (Theological Studies) Program (p. 194)
- Educational Ministries (p. 110) (Certificate)
- Educational Ministries (MA in EM) (p. 150)
- Hippocratic Healthcare Ethics (p. 112) (Certificate)
- Intercultural Studies (MA in ICS) (p. 156)
- Leadership in Mission (p. 113) (Certificate)
- Master of Arts (MA) (p. 132)
 - Concentration in Church History (MA/CH) (p. 134)
 - Concentration in New Testament (MA/NT) (p. 136)
 - Concentration in Old Testament and Semitic Languages (MA/OT) (p. 138)
 - Concentration in Systematic Theology (MA/ST) (p. 140)
 - Concentration in Theological Studies (MA/TS) (p. 128)
 - Specialized Concentration (p. 142)
- Master of Divinity (MDiv) (p. 161)
- Master of Theology (ThM) (p. 169)
- Mental Health Counseling (MA in MHC) (p. 158)
- Ministry Care (p. 115) (Certificate)
- New Testament Greek (p. 116) (Certificate)
- Old Testament Hebrew (p. 117) (Certificate)
- Organizational Leadership (p. 118) (Certificate)
- Pro-Life Advocacy and Engagement (p. 120) (Certificate)
- Scripture (p. 121) (Certificate)
- Teaching and Learning (p. 122) (Certificate)

Trinity International University - Florida

- Biblical Studies (p. 251)
- Business Administration (p. 252)
- Certificate in Theological Studies (p. 275)
- Christian Ministries (p. 253)
- Criminal Justice (p. 254)
- Elementary Education (p. 255)
- Leadership (MA/ L) (p. 267)
- Master of Arts, Concentration in Theological Studies (MA/ TS) (p. 276)
- Mental Health Counseling (<https://catalog.tiu.edu/graduate/academic-life/masters-programs/macp/>) (MA/MHC)
- Organizational Leadership (p. 263)
- Psychology (p. 264)

Trinity Law School

- Juris Doctor (JD) (p. 297)
- Master of Legal Studies (MLS) (p. 306)

PREVIOUS CATALOGS

Trinity International University

TIU Catalog 2024-25.pdf (<https://catalog.tiu.edu/previous-catalogs/2024-2025.pdf>) (2024-25 Catalog Site) (p. 1)

TIU Catalog 2023-24.pdf (<https://catalog.tiu.edu/previous-catalogs/2023-2024.pdf>) (2023-24 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2023-2024/>)

TIU Catalog 2022-23.pdf (<https://catalog.tiu.edu/previous-catalogs/2022-2023.pdf>) (2022-23 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2022-2023/>)

TIU Catalog 2021-22.pdf (<https://catalog.tiu.edu/previous-catalogs/2021-22.pdf>) (2021-22 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2021-2022/>)

TIU Catalog 2020-21.pdf (<https://catalog.tiu.edu/previous-catalogs/2020-2021.pdf>) (2020-21 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2020-2021/>)

TIU Catalog 2019-20.pdf (<https://catalog.tiu.edu/previous-catalogs/2019-2020.pdf>) (2019-20 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2019-2020/>)

TIU Catalog 2018-19.pdf (<https://catalog.tiu.edu/previous-catalogs/2018-2019.pdf>) (2018-19 Catalog Site) (<https://catalog.tiu.edu/previous-catalogs/2018-2019/>)

TIU Catalog 2017-18.pdf (<https://catalog.tiu.edu/previous-catalogs/2017-2018.pdf>) (2017-18 Catalog Site) (<http://catalog.tiu.edu/previous-catalogs/2017-2018/>)

TIU_Catalog_2016-17.pdf (<https://catalog.tiu.edu/previous-catalogs/2016-2017.pdf>)

Trinity College

TC Catalog 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2015-16.pdf)

TC Catalog 2014-15 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2014-15_w_Errata.pdf)

TC Catalog 2013-14 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2013-14.pdf)

TC Catalog 2012-13 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2012-13.pdf)

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TC Catalog 2009-10 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2009-10.pdf)

TC Catalog 2008-09 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2008-09.pdf)

TC Catalog 2007-08 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2007-08.pdf)

TC Catalog 2006-07 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2006-07.pdf)

TC Catalog 2005-06 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2005-06.pdf)

TC Catalog 2004-05 [pdf] (https://catalog.tiu.edu/previous-catalogs/TC_Catalog_2004-05.pdf)

Trinity Graduate School

TGS Catalog 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_2015-16_Catalog.pdf)

TGS Catalog 2014-15 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2014-15.pdf)

TGS Catalog 2013-14 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2013-14_FINAL.pdf)

TGS Catalog 2012-13 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2012-13.pdf)

TGS Catalog 2011-12 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2011-12.pdf)

TGS Catalog 2010-11 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2010-11.pdf)

TGS Catalog 2009-10 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2009-10.pdf)

TGS Catalog 2008-09 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2008-09_FINAL.pdf)

TGS Catalog 2007-08 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2007-08.pdf)

TGS Catalog 2006-07 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2006-07.pdf)

TGS Catalog 2005-06 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2005-06.pdf)

TGS Catalog 2004-05 [pdf] (https://catalog.tiu.edu/previous-catalogs/TGS_Catalog_2004-05.pdf)

Trinity Evangelical Divinity School

TEDS Catalog 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2015-2016.pdf), TEDS Errata 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/2015-2016_TEDS_Catalog_Errata.pdf)

TEDS Catalog 2014-15 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2014-2015.pdf)

TEDS Catalog 2013-14 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2013-2014_FINAL.pdf)

TEDS Catalog 2012-13 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2012-2013.pdf)

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TEDS Catalog 2007-08 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2007-2008.pdf)

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TEDS Catalog 2005-06 [pdf] (https://catalog.tiu.edu/previous-catalogs/TEDS_Catalog_2005-2006.pdf)

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TIU-Florida Catalog 2011-12 [pdf] (https://catalog.tiu.edu/previous-catalogs/TIU-Florida_Catalog_2011-12.pdf)

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TIU-Florida Catalog 2004-05 [pdf] (https://catalog.tiu.edu/previous-catalogs/TIU-Florida_Catalog_2004-05.pdf)

Trinity Law School

TLS Catalog 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/2015-2016_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

TLS Catalog 2014-15 [pdf] (https://catalog.tiu.edu/previous-catalogs/2014-2015_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

TLS Catalog 2013-14 [pdf] (https://catalog.tiu.edu/previous-catalogs/2013-2014_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

TLS Catalog 2012-13 [pdf] (https://catalog.tiu.edu/previous-catalogs/2012-2013_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

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TLS Catalog 2010-11 [pdf] (https://catalog.tiu.edu/previous-catalogs/2010-2011_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

TLS Catalog 2009-10 [pdf] (https://catalog.tiu.edu/previous-catalogs/2009-2010_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

TLS Catalog 2008-09 [pdf] (https://catalog.tiu.edu/previous-catalogs/2008-2009_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

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TLS Catalog 2006-07 [pdf] (https://catalog.tiu.edu/previous-catalogs/2006-2007_Trinity_Law_School_Catalog_and_Student_Handbook.pdf)

Trinity International University - Florida

TIU-Florida Catalog 2015-16 [pdf] (https://catalog.tiu.edu/previous-catalogs/TIU-FLORIDA_2015-16_Catalog.pdf)

TIU-Florida Catalog 2014-15 [pdf] (https://catalog.tiu.edu/previous-catalogs/TIU-Florida_Catalog_2014-15_FINAL.pdf)

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TIU-Florida Catalog 2012-13 [pdf] (https://catalog.tiu.edu/previous-catalogs/TIU-Florida_Catalog_2012-13.pdf)

2023-24 ADDENDA AND ERRATA

Additions, changes, corrections, or updates that occurred after the initial publication of the PDF-format 2024-2025 catalog appear on this page.

PDF Page 158

Removed the Dual Degree Program for Trinity College Undergraduate Students from the Master of Arts in Mental Health Counseling program overview (p. 158). 5/6/2024

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