Trinity Evangelical Divinity School 2015-2016 Catalog

The Divinity School of Trinity International University

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Accreditation

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

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Trinity Evangelical Divinity School is accredited by the Higher Learning Commission and the
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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.

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Welcome to Trinity Evangelical Divinity School

A Message from the President

Those of us who serve at Trinity International University recognize that choosing the right institution is one of the most important choices you will make. We are also very aware that you have many options as you consider this important choice.

If you are looking for a place where faculty members will encourage you to reach your personal potential, your leadership goals, and your vocational dreams . . . if you are looking for a place where you will be stretched to think about ultimate issues, truth, and values as you engage the great ideas of history and the challenging issues of our day . . . if you are looking for a place where you can find a sense of belonging and where you will be guided by caring staff members to develop priorities and practices that will prepare you for the rapidly changing world of the 21st century, then Trinity will be a great place for you.

Education at Trinity is characterized by rigorous academics, unapologetic Christian commitment, and authentic community. Trinity is a place where you will be prepared for faithful participation in God's redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning.

We want to invite you to join us in this exciting journey of thinking and living Christianly as we seek to bring together intellectual pursuit, genuine piety, leadership preparation, and service to Christ and his kingdom. At Trinity, we want to bring together head, heart, and hands in a distinctive and holistic way, exploring how the Christian faith bears upon all learning and doing.

Trinity International University is a comprehensive university offering a wide range of bachelors, masters and doctoral degrees in multiple locations. In every program, on all of our campuses, we invite you to consider Trinity International University, an educational community committed to academic excellence under the Lordship of Jesus Christ. We invite you to consider Trinity International University, a place that will be eager to welcome you as you prepare for a life of learning and service.

Faithfully,
David S. Dockery
President
A Message from the Dean

We at Trinity Evangelical Divinity School are here to serve. So we are delighted that you are considering Trinity. God’s world and Christ’s church need people with a love of the Triune God, a love of the Word of God, a love of the gospel, and a heart for other people. Trinity exists to foster these very values, and to nurture the spiritual life and practices that go with them, doing so in ways that engage the head, the heart and the hands.

These are rapidly changing times and the pace of change can make our heads spin. Some of these changes are deeply troubling for the well formed Christian. However, these are also times of opportunity: a time not for Christian withdrawal from the wider society but for godly compassionate engagement. The Trinity community of faculty, staff and students are unashamed of the gospel which is humankind’s hope. And so are we fueled by the need to know at depth both the Scriptures and the gospel found in them, and to make that gospel known with clarity and societal connectedness. Importantly Trinity is a global community with many, many international students who enrich our common life. If you were to join us then doubtless you would both enrich and be enriched by Trinity.

May the Lord direct your steps to the place of his appointment! There is no better place to be.

Graham A. Cole THD
Dean of Trinity Evangelical Divinity School
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. Trinity is the educational ministry of the Evangelical Free Church of America (EFCA). The university’s main campus is located in Deerfield, Illinois, with regional centers in Davie, Florida; Dolton, Illinois; and Santa Ana, California. The Florida Regional Center and California Regional Center are campuses, while the South Chicago Regional Center is a site.

Trinity’s History

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 Deerfield 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 was renamed the Trinity International University–Florida Regional Center.

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-verse). 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, fine arts, 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 thirty-one member Board of Regents (fifteen elected by the Evangelical Free Church of America Conference delegates, thirteen 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.

The Schools
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: Thomas H.L. Cornman, PhD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Davie, Florida. The college offers a wide range of majors, including nontraditional options at all three locations. In Deerfield and Dolton, the nontraditional program is called REACH (Relevant Education for Adult Christians); at the Florida Regional Center, nontraditional delivery is known as EXCEL. The Florida Regional Center offers cohorts in Broward and Miami-Dade counties. At the Deerfield Campus, TC offers a full range of undergraduate majors ranging from biblical and religious studies, education, humanities, the natural sciences, and the social sciences. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premedical majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degrees in Bioethics, Leadership, Psychology/Mental Health Counseling, and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. Together with Trinity Evangelical Divinity School, Trinity College offers several pathways to ministry including an innovative five-year MDiv with pre-
Trinity Graduate School (TGS)
Dean: Thomas H.L. Cornman, PhD

Trinity Graduate School offers master's degree programs in Deerfield, Illinois (MA/BE, MA/L, MA/T and MEd/DL), Dolton, IL (MA/L) and Davie, Florida (MA/CP, MA/L[pending applicable accreditation approvals]). The Florida Regional Center also offers TGS courses in Miami-Dade County. The Graduate School draws on faculty and course offerings from all the schools of the university. 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. The Master of Arts in Leadership (MA/L) offers emphases in nonprofit, organizational, and international leadership to equip students for roles in a variety of contexts. The Master of Arts in Teaching (MA/T) leads to either elementary or secondary education licensure, and is designed for individuals with a bachelor’s degree who wish to enter the teaching field; the coursework is offered in a cohort-based format to accommodate working adults. The Master of Education in Diverse Learning degree program (MEd/DL) offers a cohort-based curriculum in which most of the coursework is offered in a hybrid format. The Master of Arts in Counseling Psychology (MA/CP) available only at the Florida Regional Center offers concentrations in Mental Health Counseling or Guidance and Counseling.

Trinity Evangelical Divinity School (TEDS)
Dean: Graham A. Cole, ThD

Trinity Evangelical Divinity School enrolls nearly 1,200 students. The Deerfield campus is home to the majority of those students, including over 350 doctoral students, with nearly 200 additional students enrolled in seven extension site campuses. An additional 250 students are enrolled in online distance education courses. 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, philosophy of religion, systematic theology, and theological studies as well as the professional Master of Arts with concentrations in counseling ministries, mental health counseling (licensure program), ministry, and urban ministry. TEDS offers the Master of Theology, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. Particularly unique options include the availability of the full Master of Arts (Theological Studies) at seven extension sites, accelerated Bachelor of Arts/Master of Arts and MDiv with Trinity College, and a 75-hour Advanced Placement MDiv for those with an undergraduate ministry degree.

Trinity Law School (TLS)
Dean: Myron Steeves, JD

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculties of the law school reflect Trinity’s commitment to faithfulness to the gospel while engaging culture with the gospel's profound and far-reaching implications. Trinity Law School offers the Juris Doctor degree. This 85-unit degree can be taken as a three-year full-time program or as a four-year part-time program offering students flexible course schedules, affordable tuition, and most important, the unique opportunity to study law from a Christian perspective. Graduates may sit for the Bar examination of the State Bar of California.
The Deerfield Campus of Trinity International University is a beautiful wooded campus of 111 acres located six miles west of Lake Michigan, twenty-five miles north of downtown Chicago, and seventeen 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, ministry, cultural, and sporting opportunities of the city.
Deerfield Campus Facilities

The R. A. Aldeen Building, on the north side of campus, contains classrooms, the Clothes Horse, the fitness center, the Department of Human Performance and Wellness faculty offices, and assessment lab.

Carlson Hall, also located on the north side of campus, is a men’s residence hall. Attached on the north side of the building is 111 Carlson Hall, which houses a large classroom.

The G. A. Gundersen Academic Building, on the east side of campus, contains The Center for Bioethics and Human Dignity and two classrooms.

The Facility Services Building, on the east side of campus, contains Facility Services (Maintenance, Grounds, Custodial, Motor Pool, Locks & Keys, University Apartments & Graduate Housing Office, and Campus Safety & Security Services).

Johnson Hall, on the north side of campus, is a women’s residence hall.

The Lee International Center, on the east side of campus, contains the offices of the academic and professional doctoral programs, as well as a conference room, a lounge, and an apartment for visiting professors. The EFCA Great Lakes district church planting office is also located in the Lee International Center.

The James N. Lew Building, on the west side of campus, contains the University Student Success Center, Career Services, Information Technology, Marketing, Graphic Design academic department offices, and Business academic department offices.

The W. S. McLennan Academic Building, also located on the west side of campus, houses college faculty offices and classrooms. It also contains the office of the Dean of the College and Graduate School, the offices of the Associate Deans, the Graduate School secretarial office, and science and computer labs. Offices for the Division of Education are also located in this building. The Petersen Wing of McLennan houses Trinity Central, Academic Records, and Student Leadership Development.

Madsen Hall, located on the west side of campus, is a residence hall that also houses the REACH adult education program offices

The Mansion Administrative Building houses the President’s office, the Provost’s office, University Advancement, Communications, and the Alumni & Community Relations Office.

The Kenneth M. Meyer Sports Complex, located on the southeast side of campus, contains exercise equipment, universal weight machines, a free-weight room, basketball and volleyball courts, and an indoor running track. The complex is available to the entire Trinity community when not in use by classes or athletic teams.

The Norton Welcome Center houses the offices of Undergraduate Admissions, Graduate Admissions, and REACH/Adult Undergraduate Admissions.

The Arnold T. Olson Chapel was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for twenty-five years. The 500-seat chapel auditorium houses a two-manual, twenty-five 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, Human Resources the Business Offices, Office of Student Financial Services, and a student lounge.

Owens Hall is a residence hall on the south side of campus that also contains Health Services and the Counseling Center.

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, and the Carl F. H. Henry Center for Theological Understanding. 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, opened in December 2002. It features state-of-the-art seminar halls, conference rooms, and classrooms. Departments having offices here are Missions and Evangelism, Professional Doctoral, Placement, and Supervised Ministries.
The James E. Rolfing Memorial Library and the Carl F. H. Henry Resource Center serve the Deerfield Campus of Trinity International 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.

These resources enable Trinity students to learn to deal effectively and efficiently with their information needs. The library offers access to wider resources through its participation in a variety of local, regional, and nationwide associations including ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), LIBRAS (a consortium of 18 area liberal arts college libraries), and OCLC (an international bibliographic utility).

The library’s distinctive collection includes two major microform collections of English language works from the fifteenth, sixteenth, and seventeenth centuries, archival materials of the Evangelical Free Church of America, and items from the personal libraries of two outstanding evangelical scholars—the late Dr. Carl F. H. Henry and the late Dr. Wilbur Smith.

Trinity Hall on the north side of campus opened fall 2006 semester. The centerpiece of the residence hall is a 5,000-square-foot community area great room called the Rushford Commons, which includes a video theater room. The hall primarily houses approximately 175 undergraduate students, including space for married students. Men are housed in the Minneapolis Wing and women in the Chicago Wing.

The Gregory L. Waybright Center houses offices for Student Life, including the Dean of Students, Intercultural Development, and the Spiritual Life and University Ministries Office. Also in this building are the Hawkins Dining Hall, Fresh, student mailboxes, and amenities, such as ping-pong, air hockey, pool tables, television sets, and a “commuter corner” with lockers and kitchen facilities.

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The divinity school offers the Master of Arts (Theological Studies), the Master of Arts in Urban Ministry, and the Certificate in Christian Studies at the South Chicago Regional Center. These programs provide the student with a well-structured combination of Bible, theology, and practical ministry courses designed to prepare students for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. In addition, Trinity College offers the full bachelor’s degree and degree completion programs for adult nontraditional learners in Business Administration, Christian Ministry, General Business, Liberal Arts, Nonprofit Administration, Organizational Leadership, and Psychology. Trinity Graduate School offers the Master of Arts in Leadership.
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 the Florida Regional Center. Detailed information concerning these programs and the other programs offered by Trinity Graduate School are available by contacting the Director of Graduate Admission. In addition, the Master of Arts (Theological Studies) is offered through TEDS, and the EXCEL program offers full bachelor's and bachelor degree completion programs for adult, nontraditional learners in the following areas: Business Administration, Christian Ministry, Elementary Education, Organizational Leadership, and Psychology.

Trinity Law School, which offers a traditional legal education with a Christian perspective. Some courses are taught in modular or weekend formats, and therefore are attractive to students residing outside the southern California region.

Trinity International University Mission Statement

Trinity International University educates men and women for faithful participation in God's redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning.
Trinity International University Statement of Faith

Trinity International University holds to the doctrinal position of the Evangelical Free Church of America.

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

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. We believe in the personal, bodily and premillennial 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.

10. 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.
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 “form students to transform the world through Christ.”

1. Christ-centered. We are here to model and to engender Christ centeredness in all that we do. The lordship of Christ should affect and be evident in every aspect of education, relationship, and endeavor at Trinity.

2. 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.

3. 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.

4. 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.
University Leadership Team

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

David S. Dockery, PhD
President

Thomas H.L. Cornman, PhD
Vice President for Academic Administration
Dean of Trinity College and Trinity Graduate School

Graham A. Cole, ThD
Dean of Trinity Evangelical Divinity School

Myron Steeves, JD
Dean, Trinity Law School

Jeanette Hsieh, EdD
Provost Emerita, Special Assistant to the President for Academic Administration

Richard A. Grimm, MDiv
Senior Vice President for University Services and Strategic Initiatives

J. Michael Picha, MBA (MA '12)
Senior Vice President of Business and Finance
Chief Financial Officer

Felix Theonugraha, MDiv (MDiv '06)
Vice President for Student Life and University Ministries
Dean of Students

Mark D. Kahler, MSJ
Vice President for University Communications

Steven Geggie, MS
Senior Vice President of Information Technology and Planning
Chief Information Officer

Paul Eisenmenger, MBA
Vice President for Finance and Institutional Research

David Hoag, PhD
Senior Vice President of University Advancement

Jean Myers
Executive Assistant to the President
Secretary to the University Leadership Team
Board of Regents of Trinity International University

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

Judy Bradish
Arlington Heights, Illinois
Homemaker

Larry Collett
St. Albans, Missouri
Chairman of the Board, Cass Information Systems, Inc.

Jonathan Dahl (MA '03)
San Francisco, California
Vice President of Technology, Brightcove

Howard A. Dahl (MA '77)
Fargo, North Dakota
President and CEO, Amity Technology, LLC

George Davis
Hummelstown, Pennsylvania
Senior Pastor, Hershey Evangelical Free Church

Peter Etienne (BA '85)
Lake Zurich, Illinois
Senior Counsel, Baxter International Inc.

Maureen Girkins (MDiv '13)
Palos Heights, Illinois
Former CEO

Erika Harold
Champaign, Illinois
Attorney, Meyer Capel Law Offices

Steve Hawn
Minneapolis, Minnesota
EFCA National Board of Directors, Moderator
Evangelical Free Church of America

William Jones (MA '84)
Ballwin, Missouri
Senior Pastor, First Evangelical Free Church

Marty Klauber (MA '81, MDiv '81)
Grayslake, Illinois
Adjunct Faculty, Trinity International University

Robert Kleinschmidt ('76-'79)
Medina, Minnesota
Executive Vice President & Development Officer
Carlson Hotels Worldwide

Kevin Kompelien (MDiv '83)
Minneapolis, Minnesota
President, Evangelical Free Church of America

Paul Mang
Winnetka, Illinois
Principal, McKinsey & Company

James Matson
Glen Ellyn, Illinois
Principal, Performance Trust

Melody McSparran
Leawood, Kansas
Volunteer Mentor/Tutor

Thomas Nelson (DMin '98)
Leawood, Kansas
Senior Pastor
Christ Community Evangelical Free Church

Bob Nienhuis (MDiv '77, ThM '88)
Chesternton, Indiana
Senior Pastor, Liberty Bible Church

Neil Nyberg (BA '74)
Battle Creek, Michigan
Vice President/Chief Ethics and Compliance Officer,
Kellogg Company (retired)

William Olthoff
Bourbonnais, Illinois
President, Dutch Valley Growers, Inc.

Charlene Quint
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

Kendall Spencer (MDiv '77)
Jacksonville, Florida
CEO, Jacksonville Bank

Carla Sanderson
Jackson, Tennessee
Vice President for Institutional Effectiveness & Professional Regulation,
Chamberlain College of Nursing (Chicago)

Wai-Kwong Seck
Hong Kong
Executive Vice President, State Street Bank (Hong Kong)

Edmond L. Soliday
Valparaiso, Indiana
Indiana State Representative

Kendall Spencer
Jacksonville, Florida
CEO, Jacksonville Bank

Henry Van Dixhorn ('61-'63)
Lincolnshire, Illinois
General Partner, College Park Athletic Club

Chuck Webb
East Lansing, Michigan
President (retired), Spring Arbor University

Larry Wee
New York, New York
Partner, Paul Weiss

Paul Wheeler
Libertyville, Illinois
Vice President, Inland Real Estate
About Trinity Evangelical Divinity School

Mission Statement
Trinity Evangelical Divinity School exists to serve the church of the Living God by equipping servants for the work of the gospel of Christ worldwide.

Programs

Certificate in Christian Studies

Master’s Programs

Master of Arts (MA)
Concentrations in:
- Theological Studies
- Biblical and Near Eastern Archaeology and Languages
- Church History
- Educational Ministries
- Intercultural Studies
- New Testament
- Old Testament and Semitic Languages
- Philosophy of Religion
- Systematic Theology
- Specialized Concentration

Master of Arts Professional Programs (MA in)
Master of Arts in Counseling Ministries
Master of Arts in Mental Health Counseling
Master of Arts in Ministry
Master of Arts in Urban Ministry (South Chicago Regional Center)
Master of Divinity (MDiv)

Choice of Ministry Focus:
- Congregational Ministry: Pastor-Teacher
- Congregational Ministry: Team Ministry
- Cross-Cultural Ministry
- Pastoral Care
- Research Ministry
- Specialized Ministry: Compassion and Justice
- Specialized Ministry: Chaplaincy
- Specialized Ministry: Other

Master of Theology (ThM)

Concentrations in:
- Church History
- Counseling
- Educational Ministries
- Mission & Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology
- Specialized Concentration

Doctoral Programs

Professional Doctoral Program (DMin)

Doctor of Ministry

Concentrations in:
- Leadership & Ministry Management
- Military Chaplaincy
- Missions and Evangelism
- Pastoral Care
- Pastoral Ministry
- Preaching

Academic Doctoral Program (PhD)

Doctor of Philosophy (Educational Studies)
Doctor of Philosophy (Intercultural Studies)
Doctor of Philosophy (Theological Studies)
- Historical Theology
- New Testament
- Old Testament
- Systematic Theology
A Global Community
Trinity Evangelical Divinity School is one of the largest seminaries in the world. The divinity school enrolls more than 1,200 students from more than forty states and from almost forty countries. Hundreds of students take advantage of opportunities available through seven extension sites across the United States. Trinity Evangelical Divinity School offers seven master’s and two doctoral degrees in many different concentrations of study, as well as a one-year certificate in Christian studies.

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 three hundred active students from all over the world. 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 doctoral program, the Doctor of Ministry, 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 fellowship. Trinity even has programs for the children on campus. We also have active service organizations such as the International Mission 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 SOL 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 calling.

A Great Location
Our beautifully wooded main campus is located twenty-five miles north of downtown Chicago in Deerfield, Illinois. This location provides students with the best of both urban and suburban worlds. 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:

- **Episcopal**: Seabury-Western Theological Seminary, Evanston
- **Evangelical Covenant**: North Park Theological Seminary, Chicago
- **Evangelical Free Church**: Trinity Evangelical Divinity School, Deerfield
- **Roman Catholic**: University of St. Mary of the Lake / Mundelein Seminary, Mundelein
- **United Methodist**: Garrett-Evangelical Theological Seminary, Evanston

Each fall semester ST 6011 Global Theologies and each spring semester ID 6012 Prayer and Life in the Spirit are 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
- **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 at [www.actschicago.org](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 at 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.

A special opportunity is also available for Trinity students to study in the Holy Land every two years. We conduct a three-week study tour of Israel, which involves instruction from one of our professors, who leads the tour.

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

The London Institute for Contemporary Christianity*

We maintain a relationship with the London Institute, founded by Dr. John Stott, which offers a variety of study programs with major emphases in four areas: interpreting the Bible, understanding the modern world, living as Christian disciples, and reaching out in mission. Courses taken at the London Institute may be considered for advanced standing toward the MDiv program only.

Further information is available by writing:
Institute at St. Peter’s Church
Vere Street, London, England W1M 9HP

Nairobi Evangelical Graduate School of Theology*

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.
**Torch Trinity Graduate School of Theology**

Trinity has reciprocal articulation agreements with the Torch Trinity Graduate School of Theology (TTGST) in Seoul, Korea, which allow TEDS students to take master-level courses at TTGST and subsequently transfer approved units to TEDS. TTGST curricula have been closely patterned on those of TEDS, and courses are taught in English and Korean by resident and visiting faculty, many of whom have adjunct faculty status at Trinity International University. Full-time Deerfield TEDS faculty regularly teach at TTGST in both resident and visiting faculty capacities. Study in this context is recommended for those who feel called to ministry in Asia.

The Torch Trinity Graduate School of Theology is approved by the Ministry of Education of the South Korean government and is accredited to offer master’s-level degrees, including the MDiv. TTGST’s academic programs are based on a curricular philosophy that is substantially congruent with TEDS. From its inception in March 1998, TTGST has been regarded as a valued partner in graduate theological education with Trinity.

For additional information concerning the TTGST, please write to:

Torch Trinity Graduate School of Theology  
Sucho P.O. Box 375, Sucho Ku, Seoul 137-603, Korea  
Phone: 82-2-570-7372, Fax: 82-2-570-7210  
E-mail: ttmklee@unitel.co.kr

*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.

**The Center for Bioethics & Human Dignity (CBHD)**

2065 Half Day Road  
Deerfield IL 60015 USA  
Phone: 847.317.8180  
Fax: 847.317.8101  
E-mail: info@cbhd.org  
Primary Website: www.cbhd.org

The Center for Bioethics & Human Dignity was established in 1994 to bring biblical-Christian perspectives to bear on current and emerging bioethical challenges. Such challenges include genetics, end-of-life decisions, abortion, reproductive technologies, and managed care, among many other issues. Its mission is to explore nexus of biomedicine, biotechnology, and our common humanity. A membership program gives people access to the international journal *Ethics and Medicine*, the Center’s newsletter *Dignitas*, and a variety of internet resources, as well as discounted access to conferences.

Various conferences bring together a wide range of leaders across disciplinary, denominational, institutional, and cultural boundaries:

**National/International conferences on the Trinity campus** each June. Recent conferences have included the following topics:

- 2015: Science, Research, and the Limits of Bioethics  
- 2014: Bioethics in Transition  
- 2013: Health and Human Flourishing  
- 2012: Reclaiming Dignity in a Culture of Commodification  
Conferences in non-U.S. locations, such as

- Seoul, South Korea: Bioethics Challenges for Professionals and the Public
- Port-au-Prince, Haiti: AIDS and End-of-Life Care
- Bratislava, Slovakia: Professional Integrity and Resource Scarcity in Health Care
- Brussels, Belgium: Euthanasia, Assisted Suicide, and the Alternatives

Multimedia resources to assist people in grappling with bioethical issues:

- **Audios & Videos**: Hundreds of topical CDs, DVDs, and online media by a diverse group of national and international experts in bioethics.

- **Books & Booklets**

- **Internet**: Websites, internet newsblog, weekly podcasts, and regular free internet publications to inform international understanding, dialogue, and collaboration on bioethical challenges

**Carl F. H. Henry Center for Theological Understanding (HCTU)**
Trinity Evangelical Divinity School
2065 Half Day Road
Deerfield IL, 60015
Phone: 847.317.8066
E-mail: hctu@tiu.edu
Primary website: 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.

**Deerfield 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 (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.

**Community Life (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.

The Division for Student Life is located on the lower level of the Waybright Center and houses the office of the Vice President for Student Life and University Ministries/Dean of Students, Associate Vice President for Student Life and the Associate Dean of Students. The following offices are also located in the Waybright Center: College Activities, Intercultural Development, International Students and Scholar, Residence Life, Spiritual Life and University Ministries, and Student Government.

**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/TGS students, faculty, and staff join together for corporate worship every Tuesday and Thursday (11:00-11:50 a.m.) in the A. T. Olson Chapel. Under the supervision of the Vice President for Spiritual Life and University Ministries, a team of pastorally motivated student leaders plans diverse expressions of praise designed above all to give glory to God. 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 theological training.

The chapel seeks to communicate and model the importance of local church involvement. The office provides a Local Church Guide updated each year and periodically invites pastors/college ministers onto the campus so that students may find and connect to the ministries of a local church. Students may fulfill Service Learning credits through ministry involvement in a local church.

**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 Center**

The Trinity International University Counseling Center is a safe and inviting place to seek wholeness, providing affordable services for students, spouses, staff, and the community. The staff is dedicated to serving each individual seeking assistance. Sessions are confidential and are offered both in individual and group therapy settings. Assessment services are available for personal, premarital, educational, and career direction. The Center is an administrator for the MDiv Counseling Assessment and Miller Analogies Test (MAT). For more information please call our office at 847.317.4067 or email us at counsctr@tiu.edu.

**Deacon’s 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 TEDS students and their immediate families. Vice President for Student Life and University Ministries seeks to identify those who qualify for this ministry.

**Formation Groups**

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.

**Health Services**

Health Services are available to all Trinity students, their spouses, and dependents for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for lab tests, but all walk-in office visits with a registered nurse are free. Our campus physician comes for several hours every week to see students by appointment. Physician services are free. Health Services is located in the lower level of Owens Hall (800), near the Meyer Sports Complex.

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 and a proper form to be completed as part of the admissions process. Immunization forms may be downloaded from MyTIU>Campus Services>Counseling and Health Services. Students should *not* send immunization documentation before receiving the official form. Students who are taking less than 6 hours of credit or who were born prior to 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A $50 late fee is charged after that time.

**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 TEDS, TGS, and TC are handled in the ISSO. The office is located in the lower level of the Waybright Center.

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. The ISSO 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.
Intercultural Development

The Intercultural Development Office (IDO), located in the lower level of the Waybright Center, exists to serve students of different ethnic and cultural backgrounds by providing resources that promote academic success, cultural appreciation, and spiritual development, while facilitating community-wide dialogue and growth regarding matters of ethnic diversity from a biblical perspective. We seek to accomplish our goals by accepting all students as unique individuals with important gifts, by providing resources and relationships to honor their diversity, and by coordinating programs and events to celebrate various ethnic backgrounds and cultures represented by our student body. One avenue for spiritual development provided for students is the TIU Gospel Choir. This group has ministered through music in England, Japan, and the Chicago metropolitan area. The IDO works to prepare students to live, relate, work, and minister in an increasingly multi-ethnic world, desiring to live out John 17:21: “I pray . . . that all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me” (NIV).

Kids on Kampus

Kids on Kampus is a ministry of the Trinity community that seeks to disciple the children of Trinity students and encourage their families. There are more than seventy children from all around the world who live on Trinity’s campus and many other Trinity families who live in the surrounding communities. The Kids on Kampus vision is to help them with the adjustment to living in a new place, help them enjoy their time here, and help them grow in the Lord as their family prepares for ministry. There are activities for children four to seven years old on Thursday evenings and for children eight and older on Saturdays. There are a number of trips and outings as well. Field Education opportunities are available for students to gain experience with children’s ministry. For more information, please contact the Coordinator of Kids on Kampus at 847.317.4068 or at mphillip@tiu.edu.

New Student Orientation (NSO)

New Student Orientation 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 is held prior to the beginning of the fall and spring semesters. Fall and spring orientations are events that 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.

Publications

The Graduate Scrawl is a publication designed to keep students informed about campus events, academic activities, and announcements. It also functions as a sounding board for community thoughts, opinions and reflections. Students, faculty and staff are encouraged to contribute. An online copy of the Scrawl may be accessed at http://scrawl.tiu.edu.

The Student Directory is a pictorial publication containing information about TEDS/TGS students, faculty, and administrators. It can be accessed online by enrolled students at MyTIU > University Life.

The Graduate Student Handbook communicates both the values and policies of our TEDS community and Trinity’s Standards of Conduct, as well as important policies and procedures affecting students. The Graduate Student Guide also provides a wealth of practical information to aid students in making the transition to graduate education. All Trinity Evangelical Divinity School and Trinity Graduate School students are responsible to know and adhere to all information contained in the Graduate Student Guide. The Student Guide is available online at MyTIU > University Life.
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. On Mondays (11:00-11:45 a.m.), TEDS faculty and administrators meet together for prayer in the faculty lounge 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 everyone is at a different place spiritually, we all come together as a body to spur one another on toward personal growth and kingdom work. It is our desire that life in the residence halls 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 residence hall 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 a Director of Residence Life, Area Coordinators, and Assistant Residence Directors (ARD) who oversee the Resident Assistants responsible for fostering community discipleship among their students. The Resident Assistant on each floor 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 the Student Life Office to request and approve campus reservations (aware@tiu.edu, 847.317.4062). All campus reservations are managed by the Director of Event Services and Reservations (847.317.6406).

Services to Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Divinity and Graduate Schools to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate 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 to the Dean of Students Office at the earliest possible time. (For more information, see the "Policies” section.)
Standards of Conduct

As a community of future leaders of the Christian church, Trinity 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. Any set of community standards may contain elements with which some of its members disagree. Nevertheless, out of a desire to encourage an environment appropriate to its purposes, respect for its heritage, and concern for the values of its constituency, Trinity Evangelical Divinity School and Trinity Graduate School have established the following behavioral guidelines for all full- and part-time students, whether they are on or off campus (unless otherwise stated):

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.

Trinity International University is also an alcohol-free and tobacco-free campus. Trinity 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.

Any student who is involved in the purchase of alcohol for a minor is subject to immediate dismissal from the University. Trinity reserves the right to report instances of alcohol possession or use by a minor to the proper authorities.

Trinity International University is a drug-free campus. Possession, purchase, distribution or consumption of any illegal drug is not permitted. Students suspected of the above 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 our expectations. Any student who is involved in the purchase, possession, consumption or distribution of illegal drugs is subject to immediate dismissal from the University. Trinity reserves the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

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 transmission) 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, TEDS/TGS 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 from the Student Life Office. Those found in violation will be subject to disciplinary action.

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

Student groups are organized to address the various needs, interests, and concerns of members of the Trinity community. These organizations provide service and fellowship opportunities to 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.

The Aldersgate Society

The Aldersgate Society is a group of students and faculty who meet to discuss theological issues from a Wesleyan perspective. Meetings generally occur over the lunch hour and often include special speakers, discussions arising from classes, and matters distinctive to Wesleyan theology. All persons are warmly invited to join as we examine Wesleyan life and thought in the context of the historic and contemporary church.

FaithAlive

FaithAlive is a group of students at Trinity who want to stimulate conversation and thinking about one’s relationship with God and how that should impact relationships with others. It strives to raise awareness of local and global needs for justice and mercy through thoughtful examination of Scripture and society and by taking informed and self-denying action to address these needs through local engagement. The group is committed to biblical transformation of self and society.

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.

Gospel in the Public Square (GPS)

The Gospel in the Public Square seeks to bridge the gap between the Trinity community, the classroom, and the culture at large. Through multiple events held on campus throughout the year, GPS invites Trinity faculty and other experts to speak on cultural issues in light of the gospel of Jesus Christ. It is the hope of GPS to equip future church leaders to engage with often difficult cultural issues that every Christian must address in a loving and biblically based manner.

Graduate Student Government Association (GSGA)

GSGA exists to advocate for student needs to the faculty and administration and to serve the student body through various educational and recreational activities. GSGA 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 elected or appointed representatives. GSGA welcomes suggestions, ideas, and feedback from students. GSGA leadership consists of the following:

- **President** oversees all aspects of the GSGA, providing vision and leadership, as well as acting as the primary spokesperson to the University on behalf of the students.
- **Executive Vice President** assists the President with GSGA projects and tasks, promote the value of unity in diversity at TEDS/TGS, and promote the flourishing of GSGA student groups.
- **VP of Academics** provides leadership for the GSGA’s efforts to advocate for and meet the needs of students in the area of academic life.
- **VP of Student Life** provides leadership for the GSGA’s efforts to advocate for and meet the needs of students in the area of community and spiritual formation.
- **VP of Administration** provides leadership, support, and oversight in all administrative aspects of the GSGA.
International Mission Fellowship (IMF)
IMF functions to educate the TEDS community as to the nature, extent, and opportunities of home and foreign missionary service. It is open to all Trinity students who are interested in the cause of world evangelization. IMF seeks to stimulate awareness of and involvement in the cross-cultural communication of the gospel, resulting in the Great Commission becoming a reality for every believer.

Trinity Military Ministry (TMM)
Trinity Military Ministry (TMM) is a group of students, faculty, and staff who feel called to minister to military service men and women who are currently serving or have served, and their families. This group is open to anyone who desires to understand the needs specific to military life.

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-glorying 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 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.

Youth Ministry Connection (YMC)
Youth Ministry Connection exists to connect TEDS / TGS students involved in youth ministry to each other with relationships and resources to help develop their present and future youth ministries. In regular lunch forums, opportunities are provided for students to meet and discuss the more pragmatic or puzzling issues of youth ministry not covered in class. Connections are made regarding information on local events and on materials found relevant to youth ministry.

University Services

Alumni Relations Office
The mission of Alumni Relations Department is to connect with alumni, parents, and members of both the internal and external communities by providing excellent care that fosters relationships and cultivates affiliations for the university. Trinity’s Alumni Relations Department seeks to engage alumni and members of the community through publications, programs, special events, and the distribution of a variety of awards and scholarships made possible by the generous contributions of the alumni community and friends of Trinity. The Alumni Relations Department is part of the university Advancement Division, which seeks to further Trinity by raising funds for scholarships, technology, building projects, educational programs, and the general operations of the university. For information about upcoming events, publications, or awards please contact the Alumni Relations Office at 847.317.8138 or e-mail alumni@tiu.edu. The alumni website is www.TrinityTown.com.

Athletics and Recreation
For those who enjoy athletics and recreation, the Deerfield Meyer Sports Complex contains a gymnasium, as well as a weight room that has free-weights and nautilus machines. TEDS and TGS students and their families are free to use the facilities. The Aldeen Building also has a fitness center that is open to the whole TIU community. TEDS, TGS and the other schools of TIU together provide a variety of intramural competition throughout the school year. In addition to the Meyer Sports Complex, other athletic facilities are easily accessible to Trinity students. College Park Athletic Club, adjacent to the campus, has special rates for students. They have exercise machines, aerobic classes, indoor tennis, and racquetball.
**Campus Hospitality**
Trinity invites potential new students to visit the campus to explore the possibility of pursuing theological studies. During the visit, there are opportunities to talk with an admissions counselor, meet with a faculty member, sit in on classes, attend chapel, have lunch with a current student, and stay overnight in a local hotel (for a nominal charge). For more information, contact the campus visit coordinator at 847.317.8000.

**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.


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 obtained at the Gate House located by the Route 22 entrance.

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

**Dining Services**
Residential students at TEDS may choose to participate in one of the Hawkins Hall meal plans each semester.

Meals are added 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.

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<th>Meal Plan</th>
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<th>Cost per Semester</th>
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**Points**
Points are Dining Services credit that can be purchased and used for any food items at “Fresh”, the Rodine Café and Hawkins Dining Hall. Students may use points to pay for food items, with the additional benefit of not having to pay sales tax on purchases. Points may be added to your student ID card at Student Financial Services or at “Fresh.” For every $50 that is purchased, an additional $5 will be added, for a total of $55. Points are good for both the fall and spring semester but need to be used before the last day of the spring semester. After the end of the spring semester, all unused points are forfeited.

Please call x7105 (847.317.7105) with any questions regarding Trinity Dining Services.

**Facility Services**
Facility Services supports and enhances a positive learning, working, and living environment for Trinity by providing essential services in a manner that reflects the love and excellence of Christ in all things. The department is comprised of the custodial, maintenance, grounds, motor pool, shuttle service, locks and keys functions, campus safety and security, and university apartments and graduate residence halls. Facility Services, and any other person authorized by the same, will at any time have the right of free access into university spaces for inspection, repairs, or alterations. If students see a need for any maintenance work in a campus facility, they should submit a request by using the online work order submission form found at [fixit.tiu.edu](http://fixit.tiu.edu).
Facility emergencies that place property at risk or endanger people, such as flooding, exposed electric, and power outages, 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. Reports can also be made in person at Facility Services, which is located in the Facility Services Building on the south side of campus.

**Mail Services**
The Mail Services Department offers many of the same services as a post office: receiving and sending mail; sale of postage; USPS certification, registration, delivery confirmation, and insurance; and USPS Priority and Express Mail; as well as Federal Express to both international and domestic locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until leaving school permanently. Students should inform Mail Services 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 Mail Services Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration should call the Mail Services at x8170 (847.317.8170) or e-mail mailservices@tiu.edu.

**On-Campus Housing**
Trinity is able to provide convenient on-campus housing for some of our full-time students. Approximately 80 rooms are reserved in the residence halls for graduate-level students. In addition, we have approximately 120 apartments, which range in size from studio through three-bedroom. Typically 40-50 apartments become available for new students each year, but because of the high volume of students seeking housing, we are not able to accommodate all requests. For more information, please visit our website at [https://my.tiu.edu/university-life/housing/](https://my.tiu.edu/university-life/housing/). If you have any questions about housing, please e-mail housing@tiu.edu or call x7135 (847.317.7135).

**Placement**
Through the efforts of the Placement Office, students are assisted in ministry placement. Whether in churches or other Christian organizations, graduating students will receive assistance in securing positions for future ministry.

Students in the Master of Divinity program are encouraged to register with the Placement Office. To utilize Trinity’s placement resources, students are strongly encouraged to take PT 7440 Seminar for Placement, which will provide the best placement assistance.

Trinity makes every effort to serve all denominations as effectively as possible. Numerous churches from a variety of denominations contact TEDS each year to assist them in securing graduates for available ministry positions. Representatives from many churches make on-campus visits for this very purpose, as do the district superintendents of the EFCA. The Placement Office has been very helpful in securing placement for graduating students. Most MDiv students who have sought assistance from the Placement Office find positions within six months following graduation.

**Student Employment**
The Trinity Career Services office 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 online at [https://my.tiu.edu/university-life/employment-opportunities/](https://my.tiu.edu/university-life/employment-opportunities/) 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 to complete the process can be found on my.tiu.edu under Administrative Resources > Human Resources Information > Payroll.
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 session as well as refreshments following, are open to the entire university and surrounding community free of charge.

Global Christian Week
Our annual Global Christian Week is conducted in early fall. During that time, prominent missionary spokespersons employ chapel messages, lectures, colloquia, and seminars to focus on the worldwide mission of the church. Representatives of a number of evangelical mission agencies are also invited to campus to consult with students.

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. Mark Labberton, Dr. Ajith Fernando, Dr. Dennis Johnson, Dr. Timothy Warren, Dr. Mike Bullmore, Rev. David Jackman, and Dr. Crawford Loritts.

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 academy, 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. Kanzler, 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. Keith Yandell and Dr. Ajith Fernando.

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.
Personnel

Trinity Evangelical Divinity School Academic Administration

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

Graham A. Cole, ThD
Dean of Trinity Evangelical Divinity School

Richard E. Averbeck, PhD
Director of the PhD/Theological Studies Program

Kenneth V. Botton (PhD '06)
Coordinator of Chaplaincy Studies

Martin Crain (MDiv '77, DMin '86)
Director of the Professional Doctoral Program

Bruce L. Fields, PhD
Biblical and Systematic Theology Department Chair

Stephen P. Greggo
Counseling Department Chair

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

H. Wayne Johnson, PhD (MDiv '83, ThM '84)
Director of the MDiv Program

Dennis R. Magary, PhD (MDiv '77)
Old Testament and Semitic Languages Department Chair

Emanuel Naydenov, PhD
Director of Extension and Affiliated Education

David W. Pao, PhD
New Testament Department Chair

Craig L. Ott (PhD '91)
Director of the PhD/Intercultural Studies Program

Michael D. Reynolds, DMin (MAR '93)
Executive Director and Associate Dean, South Chicago Regional Center

Greg R. Scharf (MDiv '73, DMin '91)
Pastoral Theology Department Chair

Phillip W. Sell, PhD
Director of Supervised Ministries
Doug Sweeney, PhD (MA ’89)
Church History and the History of Christian Thought Department Chair

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.

Jared E. Alcántara, 2014
Assistant Professor of Homiletics
Director of the Master of Arts in Ministry Program
BA, Wheaton College
MDiv, Gordon Conwell Theological Seminary
ThM, University of Edinburgh
PhD, Princeton Theological Seminary

Dr. Alcántara has served in pastorates in Oregon and New Jersey, and as a youth minister in Massachusetts. He is the recipient of several awards in the area of homiletics, which allowed him to complete his studies at both the university of Edinburgh and Princeton. His latest publication is Crossover Publishing (forthcoming), and he has been published in a number of journals, including Preaching, Teaching Theology and Religion, Practical Matters, and the Journal of the Evangelical Homiletics Society. He is a member of the Academy of Homiletics, the Evangelical Homiletics Society and the Hispanic Theological Initiative.

Richard E. Averbeck, 1994
Director of the PhD (Theological Studies) Program
Professor of Old Testament and Semitic Languages
BA, Calvary Bible College
MDiv, MA, Grace Theological Seminary
PhD, Annenber Research Institute, Dropsie College

Dr. Averbeck taught for four years at Dallas Theological Seminary, teaching in both the Old Testament and pastoral ministries departments. He also taught for ten years at Grace Theological Seminary, serving as chair of the Old Testament department for four years and chair of the seminary curriculum planning committee for five. His areas of expertise include Old Testament, especially the Pentateuch, ancient Near Eastern history and languages, Old Testament criticism, Hebrew, and biblical counseling. He is a member of the Evangelical Theological Society, the Institute for Biblical Research, the American Oriental Society, the American Schools of Oriental Research, and the Society of Biblical Literature. Dr. Averbeck has been published in several journals and has contributed numerous articles to Evangelical Dictionary of Biblical Theology (Baker, 1995), Faith, Tradition, and History (Eisenbrauns, 1994), Cracking Old Testament Codes: Guide to Interpreting Old Testament Literary Forms (Broadman and Holman, 1995), the New International Dictionary of Old Testament Theology and Exegesis (Zondervan, 1997), and Dictionary of the Old Testament: Pentateuch (InterVarsity, 2003). He has coedited the volume and written a major article in Crossing Boundaries and Linking Horizons: Studies in Honor of Micheal C. Astour (Bethesda, Maryland: CDL Press, 1997) and was the main editor with a major chapter in Life and Culture in the Ancient Near East (CDL Press, 2003). He has translated and written notes for Numbers 18-36 for The Holman Christian Standard Bible and Leviticus for The NET Bible (New English Translation).

Barry J. Beitzel, 1976
Professor of Old Testament and Semitic Languages
Director, Middle Eastern Studies Program
After a number of years in administration, serving variously as Executive Vice President, University Provost, and Associate Academic Dean, Dr. Beitzel has returned to the classroom. Prior to coming to Trinity, he served on the Old Testament faculty at Faith Theological Seminary, and he has been a Christian Education Director of two churches in southern California. He is the author of the widely-acclaimed Moody Atlas of Bible Lands (Moody, 1985) and the award-winning New Moody Atlas of the Bible (Moody/Lion-Hudson, 2009; now appearing in four foreign language editions). His monographic publications also include Biblica: The Bible Atlas (Global Publishers, 2006; now translated in 14 foreign language editions) and The SPCK Bible Atlas (SPCK, 2013). He has published essays in numerous volumes, including Major Cities of the Biblical World (Thomas Nelson, 1985); Mari: The First Fifty Years (Eisenbrauns, 1992); Anchor Bible Dictionary (Doubleday, 1992); Crossing Boundaries and Linking Horizons (CDL, 1997); The Archaeology of the Levant: A Reader (Eisenbrauns, 2003); and The Zondervan Encyclopedia of the Bible (Zondervan, 2009). Maps created or prepared by Beitzel appear in the Ryrie Study Bible; the NIV Study Bible; the NLT Study Bible; the ESV Study Bible; the Thompson Chain Reference Bible; and the Thomas Nelson Bible. Moreover, he has served as cartographic consultant for numerous projects, including the Holman Bible Atlas (Broadman and Holman, 1998); the Logos Electronic Atlas of the Bible (Logos, 2007); The Biblical World: An Illustrated Atlas (National Geographic Society, 2007); the ESV Bible Atlas (Crossway, 2010); and National Geographic (1996, 2004, 2008, 2010, 2012). His serial publications appear in the Bulletin of the American Schools of Oriental Research; Near Eastern Archaeology; Iraq: the British School of Archaeology in Iraq; Biblical Archaeology Review; Bible Review; Archaeology in the Biblical World; and the Journal of the Evangelical Theological Society, among others. Many of his digital images of the Middle East are licensed in the Pictorial Library of Bible Lands (BiblePlaces.com). Dr. Beitzel is a former member of the Joint American Expedition to Ashara, Syria.

Chair of the Counseling Department
Assistant Professor of Counseling
BA, Trinity College
MA, PsyD, Illinois School of Professional Psychology

Dr. Bjorge is a psychologist with nearly 30 years of clinical experience. He has advanced training in couples treatment and has worked extensively with couples and families, as well as patients struggling with mood disorders, personality disorders and trauma. Dr. Bjorge has a investigative and clinical interest in understanding how narcissism impacts and affects relationships and system dynamics. He currently is partner and holds a supervisory position with Cherry Hill Center in Lake Zurich, IL. In addition, he is on the Chicago Center for Emotionally Focused Couple Therapy advisory board and is a lifetime member of the International Centre for Excellence in Emotionally Focused Therapy. Dr. Bjorge has been an adjunct faculty member at Grace University and TEDS prior to coming to TEDS as a full-time tenure track faculty member. Dr. Bjorge and his wife, Jackie, have two daughters, two sons and a son-in-law. Dr. Bjorge enjoys music, doing triathlons and the martial arts.
Constantine R. Campbell, 2013
Associate Professor of New Testament
AdvDipJazz, Canberra School of Music, Australian National University
BD, Moore Theological College
PhD, Macquarie University

Dr Constantine Campbell is Associate Professor of New Testament at Trinity Evangelical Divinity School. Before arriving at Trinity, Dr. Campbell served as Senior Lecturer in New Testament and Greek at Moore Theological College in Sydney, and is an ordained deacon in the Anglican Church of Australia. He has also served as an Associate Pastor and as an itinerant evangelist throughout Australia. Dr Campbell is passionate about New Testament exegesis and theology, with a particular interest in the exegesis of Greek text and the theology of the Apostle Paul. Dr Campbell is the author of several books on the Greek language and Paul, including Paul and Union with Christ, which was the 2014 Christianity Today Book of the Year in Biblical Studies. He is currently writing a commentary on the Johannine Epistles, another monograph on Paul, and the Sapientia series exploring a biblical theology of Achievement. Dr Campbell is a busy preacher, evangelist, author, and professionally trained jazz musician. He is a regular speaker in churches and university campuses around the United States. He is married to Bronwyn with three children, all of whom moved to the United States from their native Australia in 2013. Dr Campbell enjoys playing jazz saxophone, lifting weights, and playing chess, though not normally at the same time.

Dean of Trinity Evangelical Divinity School
Professor 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

Graham A. Cole is an ordained Anglican minister. After serving in two Australian parishes he lectured in Christian Thought (Theology, Apologetics and Philosophy) at Moore Theological College and the university of Sydney in the Philosophy of Religion until 1992. From 1992 to 2001 he was the Principal of Ridley College, University of Melbourne and lecturing in Christian Thought. He has also served as a member of the Council of the university of Melbourne. From 2002-2001 he was Professor of Biblical and Systematic Theology at TEDS. In 2011 he was invited to become the Anglican Professor of Divinity, Beeson Divinity School, Samford University, Birmingham, Alabama. In 2015 he moved back to Trinity to become Dean. He is the author of two books on the Holy Spirit: Engaging With the Holy Spirit: Real Questions, Practical Answers and He Who Gives Life: The Doctrine of the Holy Spirit, one on the atonement, God the Peacemaker: How Atonement Brings Shalom, and most recently another on the Incarnation, The God Who Became Human: A Biblical Theology of Incarnation.

Donald A. Carson, 1978
Research Professor of New Testament
BSc, McGill University
MDiv, Central Baptist Seminary, Toronto
PhD, University of Cambridge

Dr. Carson came to Trinity from the faculty of Northwest Baptist Theological Seminary in Vancouver, British Columbia, where he served for two years as academic dean. He also taught at Northwest Baptist Theological College, Richmond College, and Central Baptist Seminary in Toronto. He has served as assistant pastor and pastor and has done itinerant ministry in Canada and the United Kingdom. Dr. Carson has written or edited more almost sixty books, including The Sermon on the Mount (Baker,

**Peter T. Cha, 1997**

**Associate Professor of Pastoral Theology**

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 is currently a board member for Catalyst Leadership Center (an Asian North American Christian Leadership organization) and of InterVarsity Christian Fellowship, USA. 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 *Telling the Truth: Evangelizing Postmoderns* (Zondervan, 2000), *Korean Americans and Their Religions* (Penn State University Press, 2001), *This Side of Heaven: Race, Ethnicity, and Christian Faith* (Oxford University Press, 2006) and *Honoring the Generations: Learning with Asian North American Congregations* (Judson Press, 2012).

**Deborah A. Colwill, 2013**

**Associate 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 Trinity in January 2013, Dr. Colwill served as Assistant Professor of Leadership and Director of Institution Research and Evaluation at Asbury Theological Seminary. Her long term areas of interest include development of emerging leaders, senior leadership team collaboration, bridging the generation gap between existing and emerging leaders, development of healthy churches and Christian organizations, and adult learning theory. In addition to teaching, she has served in a variety of leadership and consulting positions. She has written *Educating the Scholar-Practitioner in Organization Development*. 
Martin R. Crain, 1997
Director of the Professional Doctoral Program
Associate Professor of Pastoral Theology
BS, University of Illinois
MDiv, DMin, Trinity Evangelical Divinity School

Before assuming his position at Trinity, Dr. Crain served nine years as district superintendent of the New England district of the Evangelical Free Church of America (EFCA). He also served for six years as senior pastor for Faith Evangelical Free Church in Acton, Massachusetts, for five years as senior pastor of Grace Evangelical Free Church in Stamford, Connecticut, and for two years as youth pastor of Our Savior Evangelical Free Church in Wheeling, Illinois. Dr. Crain’s areas of expertise include philosophy of ministry, ministry in the smaller church, and leadership development in the local church. He has been an education track trainer with the T-Net International, served for twelve years as chair of the board of Areopagus II America, a national apologetics ministry, and served for six years as an associate chaplain for the protestant ministry at O’Hare Airport. He has served for four years on the board of the Association for Doctor of Ministry Education, filling the position of president for two years.

William P. Donahue, 2012
Associate Professor of Pastoral Theology
Joint appointment with Trinity College
AB, Princeton University
MABS, Dallas Seminary
PhD, University of North Texas

After working in the marketplace for P&G and PNC Financial Corp., Dr. Donahue served in various pastoral roles in churches in Texas, Pennsylvania and Illinois, including 18 years with Willow Creek Community Church and the Willow Creek Association. While at Willow Creek he developed leadership strategies and events for over 10,000 leaders on 6 continents. He is also Founder and President of The LeaderSync Group, Inc., a leadership development and consulting organization. His areas of expertise include organizational strategy, team building, leadership development, and transformational community. He has published over 20 books and leadership training resources, including the best-selling Leading Life-changing Small Groups, Coaching Life-Changing Leaders (with Greg Bowman), Building a Life-Changing Small Group Ministry (with Russ Robinson), the DVD series Making Small Groups Work (with Henry Cloud & John Townsend), Building Biblical Community (with Steve Gladen), In the Company of Jesus, the Jesus 101 Series, and The Irresistible Community: An Invitation to Life Together.

John S. Feinberg, 1983
Professor 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

Before coming to Trinity, Dr. Feinberg served on the faculties of Western Conservative Baptist Seminary and Liberty Baptist Seminary. He is the author of No One Like Him: The Doctrine of God, The Many Faces of Evil, Where Is God? A Personal Story of Finding God in Grief and Suffering, and coauthor with Paul D. Feinberg of Ethics for a Brave New World. He also edited Continuity and Discontinuity, and coedited (with his brother) Tradition and Testament: Essays in Honor of Charles L. Feinberg.
Bruce L. Fields, 1988
Chair of the Biblical and Systematic Theology Department
Associate Professor of Biblical and Systematic Theology
BA, University of Pennsylvania
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Marquette University

Dr. Fields has served on the staff of Campus Crusade for Christ in their “Native American Ministry”, with Athletes in Action, and on the university of Michigan campus staff. He has also taught New Testament and theology courses at Trinity College. His areas of expertise include “Epistle to the Philippians”, Liberation theology, and Black theology. He is the author of *Introducing Black Theology: 3 Crucial Questions for the Evangelical Church.*

Stephen P. Greggo, 1996
Chair of the Counseling Department
Professor of Counseling
Joint appointment at Trinity Graduate School
BA, State University of New York College at Oneonta
MA, Denver Seminary
PsyD, State University of New York College at Albany

Dr. Greggo is co-editor of *Counseling and Christianity: Five Approaches* (InterVarsity Press, 2012) and author of *Trekking toward Wholeness: A Resource for Care Group Leaders* (InterVarsity Press, 2008). Peer-reviewed journal articles and book chapters address themes related to assessment, bioethics, counselor education, pastoral care, counseling/theology and group therapy. These contributions have appeared in the Journal of Psychology and Christianity (JPC), Journal of Psychology and Theology (JPT), *Edification: The Transdisciplinary Journal of Christian Psychology*, Trinity Journal (TJ) and the Journal of the Evangelical Theological Society (JETS). His current publication interests are related to counseling assessment and theological worldview. In the area of assessment, he consulted on a series of apps that counselors can use to track critical outcomes in session (e.g. Pastoral Counseling Tracker; Couple’s Counseling Tracker). Conference presentations are consistently offered at the Christian Association for Psychological Studies (CAPS), Evangelical Theological Society (ETS) and the American Association of Christian Counseling (AACC). Dr. Greggo has taught internationally in Kiev, Manila, and San Paulo. Dr. Greggo continues to serve as Director of Professional Practice for Christian Counseling Associates (CCA) in upstate NY. For CCA he provides consultation services, in-service education and supervision. At ETS, Dr. Greggo chairs the Theology for Counseling and Pastoral Care section. He completed his maximum term on the CAPS National Board where he contributed to the formation of the division for Counselor Education and Supervision. Dr. Greggo is both a licensed psychologist and ordained minister. His personal mission statement is equipping a new generation for a Christian ministry of soul care.

James E. Gruenewald, 2009
Associate 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 the Baldwin Center in Deerfield, with more than thirty five years 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 in Deerfield. In addition to teaching and counseling, Dr. Gruenewald has served as an associate youth and singles pastor before beginning his counseling career, and 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 to rest and rejuvenation, he spends time outdoors, particularly at the lake cabin he built in Wisconsin. Running, gardening, construction and long walks with his wife are among his passions.

David M. Gustafson, 2012
Chair of the Mission and Evangelism Department
Associate 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 Campus Crusade for Christ at Fresno State University in California, and then as pastor in two Evangelical Free churches in the Great Lakes District. He has taught courses in Christianity and church history at Augustana College, North Park Theological Seminary, and the university of Houston, as well as courses in practical ministries at Houston Graduate School of Theology. Dr. Gustafson’s areas of expertise include evangelism, EFCA history, and missional praxis. Dr. Gustafson is an ordained minister in the Evangelical Free Church of America. He is a member of the EFCA Ministerial Association and Academy for Evangelism in Theological Education. He serves on the Advisory Board of the journal Pietisten. Dr. Gustafson’s published works include: his dissertation, D. L. Moody and Swedes: Shaping Evangelical Identity among Swedish Mission Friends, 1867-1899, and articles in Trinity Journal, Covenant Quarterly, Swedish-American Historical Quarterly, Strategies for Today’s Leader, and Journal of the Academy for Evangelism in Theological Education. His most recent work is titled: “Swedish Pietism and American Revivalism: Kindred Spirits in the Evangelical Free Tradition,” published in The Pietist Impulse in Christianity by Pickwick/ Wipf and Stock. He and his wife, Sharon, have four children. He enjoys cycling, backpacking, and cooking stir-fry.

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 in 2012, 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. Dr. Guthrie currently serves on several university committees including the Kingdom Leadership Committee and the Oikonomia Steering Committee. He also represents Trinity as a member of the Kern Family Foundation’s Oikonomia Network Advisory Committee. Dr. Guthrie is a co-author of Resilient Ministry: What Pastors Told Us About Surviving and Thriving. His current research interests include the promising pedagogy of facilitated agency and Christian formation in higher education. He has enjoyed serving as an elder in several local churches over the past twenty-five years and currently serves on the Discipleship Ministries
board of the Presbyterian Church in America (PCA). He is a frequent teacher at conferences and retreats, often addressing intergenerational ministry, vocational stewardship, sustainable vocational ministry, adult learning, and early adulthood transitions. He and his wife, Mary, have two young adult children.

**Dana M. Harris, 2001**  
**Associate 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.

**James K. Hoffmeier, 1999**  
**Professor of Old Testament and Ancient Near Eastern History and Archaeology**  
BA, Wheaton College  
MA, PhD, University of Toronto

Joshua Jipp, 2012
Assistant Professor of New Testament
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), and he has two forthcoming books: one is Christ is the King: Kingship Ideology in the Letters of Paul (Minneapolis: Fortress, 2016), and he will contribute 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.

H. Wayne Johnson, 2000
Director of the Master of Divinity Program
Associate Professor of Pastoral Theology
BA, Dartmouth College
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Westminster Theological Seminary

Before coming to Trinity, Dr. Johnson served as academic dean of Singapore Bible College where he also taught New Testament and hermeneutics. Over the previous thirty years he has served in a broad range of pastoral, educational, worship, and cross-cultural ministries. At Trinity, he served as Dean of Chapel for the university and Dean of Students for TEDS before being appointed to his current position. As director of the MDiv program, he is responsible for oversight of all aspects of the program including curriculum assessment and development. His most recent research interests have been connected with his role as director of a three-year Lilly Endowment project on addressing the financial challenges facing future pastors. A member of the pastoral theology faculty, Dr. Johnson teaches courses in hermeneutics, biblical theology, Christian worship, and spiritual formation. He enjoys preaching and teaching at churches, retreats, conferences as well as consulting with churches in developing their theology and practice of formative Christian worship.

S. Steve Kang, 2015
Professor of Educational Ministries and Interdisciplinary Studies
AB., Cornell University
MDiv, MRE, Trinity Evangelical Divinity School
PhD, Northwestern University

Dr. Kang taught at Gordon-Conwell Theological Seminary for eleven years before coming to Trinity, bringing with him experience gained as a professor at Wheaton College and as an adjunct faculty member at Andover-Newton Theological School, Garrett-Evangelical Theological Seminary, Torch-Trinity Graduate University and Trinity Evangelical Divinity School. Dr. Kang has participated extensively in local and parachurch ministries, and was one of the founding pastors of Parkwood Community Church in Lombard, IL. He has served as a volunteer staff member for InterVarsity Christian Fellowship, and has
served on the boards of several organizations and publications. He has written Teaching the Faith, Forming the Faithful with Gary Parrett (IVP, 2009), A Many Colored Kingdom: Multicultural Dynamics of Spiritual Formation (Baker, 2004), and Unveiling the Socioculturally-Constructed Multivoice Self (University Press of America, 2002). With Peter Cha and Helen Lee, he co-edited Growing Healthy Asian American Churches (IVP, 2006).

John F. Kilner, 1994
Franklin and Dorothy Forman Chair of Christian Ethics and Theology
Professor of Bioethics and Contemporary Culture
Director of Bioethics Programs
Joint appointment at Trinity Graduate School
BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University

Dr. Kilner served for more than eleven years as president of The Center for Bioethics and Human Dignity on the Trinity campus, where he continues as senior fellow. He is currently co-chair of the bioethics section of the Evangelical Theological Society. Dr. Kilner has authored/edited twenty books published by Eerdmans, Zondervan, Kregel, Tyndale, Yale University Press, and Georgetown University Press, including Biotechnology and the Human Good; Life on the Line: Ethics, Aging, Ending Patients’ Lives, and Allocating Vital Resources; Why the Church Needs Bioethics: A Guide to Wise Engagement with Life’s Challenges, and most recently, Dignity and Destiny: Humanity in the Image of God. He has also written many articles that have appeared in periodicals such as the Hastings Center Report; Journal of Health Politics, Policy, and Law; American Journal of Public Health; Archives of Internal Medicine; Mayo Clinic Proceedings; American Journal of Jurisprudence; and Interpretation. Dr. Kilner has been interviewed in such television venues as NBC (with Tom Brokaw), FOX News (with Bill O’Reilly), CBS, CNN, and PAX, such radio venues as National Public Radio, Moody Broadcasting Network, and Salem Network, and such newspaper venues as the New York Times, Washington Times, and Chicago Tribune. He has served as a professor at Asbury Theological Seminary and at the university of Kentucky and as a senior associate at the Park Ridge Center. His honors include the 2006 national Educator of the Year Award from the Christian Medical & Dental Associations (Tennessee); and the 2015 international Paul Ramsey Award for Exemplary Achievement in the Field of Bioethics from the Center for Bioethics and Culture Network (California).

Robert H. Krapohl, 1998
University Librarian
BA, University of Florida
MDiv, Southwestern Baptist Theological Seminary
PhD, Baylor University
MLS, University of Albany, SUNY

Prior to Trinity, Dr. Krapohl served for five years as a reference librarian at Baylor University. For the last two years of his Baylor service he was assistant head of the social science and humanities department. Dr. Krapohl also taught courses in church history and Western religions at Siena College in Loudonville, New York. A student of modern American evangelicalism, he has published several works on the subject, including a book entitled The Evangelicals: A Historical, Thematic, and Biographical Guide (Greenwood, 1999).
Te-Li Lau, 2008
Associate Professor of New Testament
BS, MS, Stanford University
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Emory University

Before pursuing theological studies, Dr. Lau served in the Singapore military for two and a half years and worked in Silicon Valley for ten years, obtaining patents in the field of computer engineering. He taught New Testament Greek at Singapore Bible College, TEDS, and Emory University, before joining the faculty at Trinity. His publications include The Politics of Peace: Ephesians, Dio Chrysostom, and the Confucian Four Books (Brill), a chapter in Global Perspectives on the Bible (Pearson), and the introduction and notes for Ephesians in the NIV Study Bible (forthcoming). He is currently writing a monograph on Paul's use of shame for moral formation. His current research interests include the relationship between emotions and ethics, and the comparative analysis of New Testament and Confucian texts.

David J. Luy, 2012
Asstant Professor of Biblical and Systematic Theology
BM, Wheaton College
MDiv, Trinity Evangelical Divinity School
PhD, Marquette University

Dr. David Luy earned his PhD in Religious Studies from Marquette University. Dr. Luy is Assistant Professor of Biblical and Systematic Theology at TEDS and a member of the American Academy of Religion as well as the Evangelical Theological Society. He has published a book with Fortress Press entitled, Dominus Mortis: Martin Luther on the Incorruptibility of God in Christ. Dr. Luy is animated by a wide range of theological questions. His research centers especially upon the historical development and modern appropriation of reformation theology. He has been a contributor for Luther Digest and the International Journal of Systematic Theology.

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 (Deerfield), 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
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 an Assistant Professor of Religion at Northwestern College (Iowa). Ordained in the Reformed Church in America, he served as an associate pastor of education and discipleship for three years. 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 *The Great Commission: Evangelicals and the History of World Missions* (Broadman & Holman, 2008). 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) and is presently completing 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.

Thomas H. McCall, 2004
Associate Professor of Biblical and Systematic Theology
Director, Carl F. H. Henry Center for Theological Understanding
BA, Hobe Sound Bible College
MA, Wesley Biblical Seminary
PhD, Calvin Theological Seminary

Dr. McCall works at the intersections of systematic theology with biblical, historical, and philosophical theology. His research interests focus on the doctrines of the Trinity, Christology, hamartiology, and soteriology. He has published articles in *Philosophia Christi*, the *Trinity Journal*, the *International Journal of Systematic Theology*, and the *Scottish Journal of Theology*, and he has contributed chapters to several edited volumes. He is the coeditor (with Michael C. Rea) of and a contributor to *Philosophical and Theological Essays on the Trinity* (Oxford University Press, 2009) and the coauthor (with Keith D. Stanglin) of *Jacob Arminius: Theologian of Grace* (Oxford University Press, 2012). He is also the author of *Which Trinity? Whose Monotheism? Philosophical and Systematic Theologians on the Metaphysics of Trinitarian Theology* (Eerdmans, 2010) as well as *Forsaken: The Trinity and the Cross, and Why It Matters* (InterVarsity Academic, 2012), and he is a coauthor of *Two Views on the Doctrine of the Trinity* (Zondervan, forthcoming). Current projects include a monograph on the doctrine of sin and an introduction to philosophical theology. Before coming to Trinity, Dr. McCall served as pastor of churches in Michigan and Alaska. With his wife Jenny and their four children, he enjoys a wide range of sports and outdoor activities.
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, and *The Temple of Solomon* (Oxford University Press, forthcoming).

James R. Moore, 1995  
Associate Professor of Educational Ministries  
BA, MA, Indiana Wesleyan University  
PhD, Trinity International University

Before coming to Trinity, Dr. Moore served as assistant pastor and director of Christian education at Lifeway Wesleyan Church in Fort Wayne, Indiana. He was also the assistant pastor at Oak Park Wesleyan Church in Oak Park, Illinois, and a public school teacher in Indiana and Illinois. He served for eighteen years as Associate Dean at TEDS, and has also served Trinity as an affiliate faculty member in the College, as Director of Administration for Doctoral Programs in the Divinity School and Assistant Dean of Trinity Graduate School. Dr. Moore has written articles and book reviews for the *Baker Dictionary of Christian Education*, *Theological Education*, and on Johann Heinrich Pestalozzi in a volume edited by Dr. Elmer Towns. He has developed curriculum in research theory and methodology, in leadership and management, as well as lessons for adult and child education in the local church. Dr. Moore is an ordained minister in the Wesleyan Church and is a member of the Wesleyan Theological Society.

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 and Christianity* and *Religious Diversity: Clarifying Christian Commitments in a Globalizing Age*. 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*. 
Grant R. Osborne, 1971-72, 1977
Professor of New Testament
BA, Fort Wayne Bible College
MA, Trinity Evangelical Divinity School
PhD, University of Aberdeen

Dr. Osborne has taught at Winnipeg Theological Seminary and the university of Aberdeen and has pastored churches in Ohio and Illinois. He has also done postdoctoral research at the universities of Cambridge and Marburg. Dr. Osborne’s areas of expertise include the Gospels, hermeneutics, and the book of Revelation. He is a member of the Society of Biblical Literature, the Evangelical Theological Society, and the Institute of Biblical Research. Dr. Osborne’s published works include The Resurrection Narratives, The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation, and Three Crucial Questions About the Bible. He has also authored commentaries on Matthew, Mark, John, Romans, James, 1-2 Peter, Jude and Revelation, and did the study notes for James in the ESV Study Bible. He coauthored Handbook for Bible Study and The Bible in the Churches. Dr. Osborne is editor of The Face of New Testament Studies, the IVP New Testament Commentary series, and the Life Application Bible Commentary. Dr. Osborne was one of six editors in charge of the New Living Translation.

Craig Ott, 2002
Director of the Doctor of Philosophy (Intercultural Studies) Program
Professor of Mission and Intercultural Studies
ReachGlobal Chair of Mission
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. His published works include Missionary Methods: Research, Reflections, and Realities (coeditor), Encountering Theology of Mission (coauthor), Global Church Planting (coauthor), Globalizing Theology: Belief and Practice in an Era of World Christianity (coeditor), and Das Triningsprogramm für Mitarbeiter as well as numerous journal articles and book chapters. He is a member of the Evangelical Missiological Society, American Society of Missiology, and the Midwest Mission Studies Fellowship and has taught or consulted in over forty countries.

David W. Pao, 1998
Chair of the New Testament Department
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), and
Commentary on Colossians and Philemon (2012). 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), and The Baker Illustrated Bible Commentary (2012). 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.

Miriam Stark Parent, 1993
Associate Professor of Counseling
Joint appointment at Trinity Graduate School
BA, The King's College
MA, Liberty University
MA, Biola University
PhD, Rosemead Graduate School

Dr. Parent has served as a counselor educator for more than twenty years. Prior to coming to Trinity in 1993, she taught at Liberty University in the School of Religion. Dr. Parent is a licensed clinical psychologist. She practiced full-time for several years prior to teaching; since then she has maintained a counseling practice providing individual and marital counseling, as well as diagnostic evaluation and assessment. Over the years her speaking and writing have focused on areas such as spiritual formation, stress management, burnout, and ministry and professional ethics. Recent presentations and articles include Gender Issues in the Use of Spiritual Disciplines in Therapy; Christian Spirituality and Counseling: Ethical Concerns; Diagnostic Interviewing; Boundaries and Roles in Ministry Counseling and Christian Formation and Cultural Identity. She is a member of the American Association of Christian Counselors, the American Counseling Association, and the Christian Association for Psychological Studies. Dr. Parent's articles have been published in such periodicals as Christian Counseling Today, Professional Psychology, and American Journal of Pastoral Counseling.

James E. Plueddemann, 2004
Professor of Mission and Intercultural Studies
BA, MA, Wheaton College
PhD, Michigan State University

Dr. Plueddemann comes to Trinity with extensive experience in both missions and education, having served as Director of Theological Education for ECWA in Nigeria during the 1970s, as professor and chair of the Department of Christian Education and Educational Ministries at Wheaton College during the 1980s and early 1990s and as International Director of SIM from 1993 to 2003. He has taught in many countries and written extensively, including a number of titles coauthored with his wife, Carol, most recently God's Heart for the World: Missionary Themes from Genesis to Revelation. His latest book is Leading Across Cultures.

Robert J. Priest, 1999
G. W. Aldeen Professor of International Studies
Professor of Mission and Anthropology
BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
MA, University of Chicago
PhD, University of California, Berkeley

Prior to coming to Trinity, Dr. Priest served nine years as a professor at Columbia Biblical Seminary and Graduate School of Missions. He has served in a variety of ministries, including the roles of youth director and assistant pastor. Born to career missionaries, he was raised in Bolivia and eventually returned to South America, conducting nearly two years of anthropological field research among the
Aguaruna of Peru, focusing both on traditional religion and on conversion to Christianity. He has published numerous scholarly articles in a wide variety of journals and edited books. Among his publications is the book *This Side of Heaven: Race, Ethnicity and Christian Faith* (Oxford UP), coedited with Alvaro Nieves, and *Short-Term Missions: Doing it Right!* (William Carey).

**Steven C. Roy, 1998**  
**Associate Professor of Pastoral Theology**  
BA, Stanford University  
MDiv, Gordon-Conwell Theological Seminary  
PhD, Trinity Evangelical Divinity School

Dr. Roy joined the Pastoral Theology Department at TEDS in 2001 after teaching for three years in the Systematic Theology Department. He combines twelve years of pastoral experience (in senior and associate roles in Oregon and Minnesota respectively) and his doctoral work in Systematic Theology to pursue his passion for the integration of theology and pastoral ministry. In addition to his pastoral ministry, Dr. Roy has taught at Cameroon Baptist Theological Seminary in West Africa and has served in campus ministry on the staff of Inter-Varsity Christian Fellowship. Dr. Roy is a member of the Evangelical Theological Society. His teaching interests especially relate to the integration of Systematic and Pastoral Theology, worship, and homiletics. He is also committed to mentoring students and to working with them for mutual growth in spiritual formation. Dr. Roy is the author of *How Much Does God Foreknow: A Comprehensive Biblical Study* and *What God Thinks When We Fail: Finding Grace and True Success*. Dr Roy and his wife, Susan, have three adult children. They live in Mundelein, IL. Dr. Roy enjoys family activities, reading, jogging, and following current events and sports.

**Julie West Russo, 2011**  
**Program Director for the Mental Health Counseling and Counseling Ministry 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.

**Greg R. Scharf, 1999**  
**Professor of Pastoral Homiletics**  
AB, Rice University  
MDiv, DMin, Trinity Evangelical Divinity School

After receiving the Master of Divinity at Trinity, Dr. Scharf served an internship at All Souls, Langham Place in London, England. He then joined the staff there, serving as chaplain to university students. During this time, Dr. Scharf coauthored *Food for Life*, published by InterVarsity Press in Britain and by various publishers in Afrikaans, Dutch, German, Chinese, and American editions. He then served at Knox Church, Toronto, Ontario, and subsequently for nineteen years at Salem Evangelical Free Church in Fargo, North Dakota, where he developed an eldership training program and helped equip several pastoral interns and apprentices. He is past president of the Evangelical Homiletics Society and author of
Prepared to Preach, Relational Preaching, Let the Earch Hear His Voice, and editor of The Challenge of Preaching

Phillip W. Sell, 1998
Director of Supervised Ministries
Associate Professor of Pastoral Theology
BA, Wheaton College
ThM, Dallas Theological Seminary
PhD, University of Iowa

Dr. Sell brings more than twenty years of diverse pastoral experience to Trinity. He has been a director of Christian Education in a church in Iowa, an executive pastor for a very large church in Southern California, and a senior pastor of a growing church in Texas. Dr. Sell taught educational ministries courses for his first seven years at Trinity and has published articles in such journals as Christian Education Today and the Christian Education Journal. His academic and practical passions revolve around the philosophy and strategy of ministry, small group ministry, adult development and ministry, spiritual formation and mentoring, and Christian leadership. Dr. Sell periodically consults with churches and Christian organizations and in his spare time enjoys most any outdoor activity, including ornithology, gardening, and hiking.

Priscilla Selveraj, 2015
Assistant Professor of Counseling
BSc, University of Mysore
MSc, Bharathiar University
PhD, Ohio University

Dr. Selveraj is a counselor educator and clinical mental health counselor who has studied Psychology, Human Development, Family Resource Management and Business Administration in the United States and India. She has also received advanced certifications in career and education counseling at Mother Teresa University in India. Her research interests include positive psychology, creative-expressive techniques, and strength-based counseling approaches. She is also interested in trauma focused counseling, childhood traumatic experiences, bullying and cyber-bullying, marriage, couple and family counseling, group counseling, cyber counseling, social and emotional competencies, positive psychological capital, spirituality, and multicultural issues. She has worked at The Recovery Council and University Medical Associates in Ohio, and the Institute of Mental Health (Kilpauk, Tamil Nadu, India).

Elizabeth Yao-Hwa Sung, 2007
Associate Professor of Biblical and Systematic Theology
BA, Lebanon Valley College
MA, University of Michigan
MMus, University of Michigan
MDiv, PhD, Trinity Evangelical Divinity School

Dr. Sung received Christ during graduate school. She has extensive vocational ministry experience, serving with InterVarsity Christian Fellowship as a theological consultant and as a campus minister to University of Chicago graduate students. She also served on the staff of First Presbyterian Church (River Forest) as director of contemporary worship. She contributed to the framing of the Doctrinal Basis of InterVarsity Christian Fellowship/USA; the Doctrinal Basis of Religious and Theological Students’ Fellowship; the Pattaya Resolution of the Lausanne Reconciliation Project, “Pursuing God’s Reconciling Mission”; and the “Theological Rationale for Diversity” for Trinity International University. Dr. Sung’s research interests include theological anthropology, the theology-social science relation, theology and
culture, theological interpretation of Scripture, theological hermeneutics, and the doctrine of sanctification and spiritual theology. Her dissertation is entitled, "Race' and Ethnicity Discourse and the Christian Doctrine of Humanity: A Systematic Sociological and Theological Appraisal." She has contributed articles to various theological reference works, including "Culture and Hermeneutics" in the Dictionary for Theological Interpretation of the Bible, and has read papers at the Annual Meetings of the American Academy of Religion and of the Evangelical Theological Society. She is currently writing a book on theological anthropology for a systematic theology series.

Douglas A. Sweeney, 1997
Chair of the Church History and the History of Christian Thought Department
Professor of Church History and the History of Christian Thought
Director, Jonathan Edwards Center
BA, Wheaton College
MA, Trinity Evangelical Divinity School
MA, PhD, Vanderbilt University

Dr. Sweeney came to Trinity from Yale University, where he edited The Works of Jonathan Edwards and served as a lecturer in church history and historical theology. Dr. Sweeney has served as an adjunct professor at Aquinas College in Nashville, Tennessee, and a visiting professor for Gordon-Conwell Theological Seminary, Reformed Theological Seminary and the university of Heidelberg. His areas of expertise include the history of theology, history of Christianity, and American church history. He belongs to numerous professional organizations, including the American Society of Church History, which he serves as a member of the Committee on Research. He has served as president of the Conference on Faith and History. He is the recipient of numerous awards, including a Henry Luce III Fellowship in Theology from the Association of Theological Schools. Dr. Sweeney has written numerous books and articles about religious history and the American theologian, Jonathan Edwards, including The Sermons of Jonathan Edwards: A Reader, Nathaniel Taylor, New Haven Theology and the Legacy of Jonathan Edwards, Jonathan Edwards’s "Miscellanies" Nos. 1153-1360, The Works of Jonathan Edwards, vol. 23, The American Evangelical Story: A History of the Movement, Holding on to the Faith: Confessional Traditions in American Christianity, Jonathan Edwards and the Ministry of the Word, After Jonathan Edwards: The Courses of the New England Theology, The Suffering and Victorious Christ: Toward a More Compassionate Christology, and Edwards the Exegete: Biblical Interpretation and Anglo-Protestant Culture on the Edge of the Enlightenment.

Tite Tiénou, 1997
Reasearch 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 Evangélique, Vaux sur Seine, France
MA, PhD, Fuller Theological Seminary

Dr. Tiénou has served as president and dean of Faculté de Théologie Evangélique de l'Alliance Chrétienne in Abidjan, Côte d’Ivoire, West Africa. He has taught at the Alliance Theological Seminary in Nyack, New York. While pastor of a church in Bobo-Dioulasso, Burkina Faso, he founded and directed the Maranatha Institute. He is an active participant in numerous conferences and special lectureships and has contributed many articles to scholarly journals. He has authored The Theological Task of the Church in Africa.
Eric J. Tully, 2012
Assistant 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). He is currently working on a book on Old Testament Textual Criticism and writing a commentary on the Hebrew text of Hosea.

Research Professor of Systematic Theology
BA, Westmont College MDiv, Westminster Theological Seminary
PhD, Cambridge University, England

Prior to his "third coming" to TEDS, Dr. Vanhoozer served as Blanchard Professor of Theology at Wheaton College and Graduate School (2008-11) and as Senior Lecturer in Theology and Religious Studies at New College in the University of Edinburgh (1990-98), where he also served on the Panel of Doctrine for the Church of Scotland. He is the author of Biblical Narrative in the Philosophy of Paul Ricoeur (Cambridge University Press, 1990), Is There a Meaning in this Text? the Bible, the Reader, and the Morality of Literary Knowledge (Zondervan, 1998), First Theology: God, Scripture, and Hermeneutics (InterVarsity Press, 2002), The Drama of Doctrine: A Canonical-Linguistic Approach to Christian Theology (Westminster John Knox, 2005) and Remythologizing Theology: Divine Action, Passion and Authorship (Cambridge University Press, 2010), Faith Speaking Understanding: Performing the Drama of Doctrine and (with Owen Strachan) The Pastor as Public Theologian: Reclaiming a Lost Vision. 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).

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 Sparn, Historische Kritik and 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.

K. Lawson Younger, Jr., 1998
Professor of Old Testament, Semitic Languages and Ancient Near Eastern History
BA, ThB, Florida Bible College
ThM, Dallas Theological Seminary
PhD, Sheffield University

K. Lawson Younger, Jr. (Ph.D. Sheffield University) is Professor of Old Testament, Semitic Languages, and Ancient Near Eastern History at Trinity Evangelical Divinity School of Trinity International University, Deerfield, Illinois. A specialist in Assyriology and Aramaic, as well as Hebrew Bible, Dr. Younger has published a number of significant works involving ancient Near Eastern texts and their relationship to the Hebrew Bible: Ancient Conquest Accounts: A Study of Ancient Near Eastern and Biblical History Writing (1990), The Context of Scripture. 3 Volumes (1997-2002); The Canon in Comparative Perspective (1991); Mesopotamia and the Bible. Comparative Explorations (2002); Judges, Ruth (2002); and Ugarit at Seventy-Five (2007). He has also contributed to numerous collections of essays, dictionaries and journals. He is a trustee of the American Schools of Oriental Research, as well as an active member of the American Oriental Society, the International Association of Assyriology, and the Society of Biblical Literature. Among his many scholarly papers, he has given lectures at the British Academy and the Institute for the Study of the Ancient World (ISAW) at New York University. He has recently been the Seymour Gitin Distinguished Professor at the Albright Institute of Archaeological Research in Jerusalem, Israel (2012). He is presently working on a book on the Political History of the Arameans.
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 webpage.

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.

Kenneth V. Botton
Affiliate Professor of Pastoral Theology
Coordinator of Chaplaincy Studies
BUS University of New Mexico
MDiv Talbot Theological Seminary
MA, PhD Trinity Evangelical Divinity School

Dr. Botton maintains extensive ties to various forms of chaplaincy ministries. A retired U.S. Navy chaplain, he now serves as Chaplain Endorser for the Plymouth Brethren, supervising 15 chaplains, and also ministers as Associate Chaplain at Chicago’s O’Hare International Airport. A member of the National Conference on Ministry to the Armed Forces, Chaplains Alliance for Religious Liberty, the Association for Professional Chaplains and the Military Chaplains Association, Dr. Botton regularly participates in ongoing discussions relating to the intersection of religious liberties and the Constitution. In addition to coordinating Chaplaincy Studies at TEDS, Dr. Botton teaches in Trinity’s REACH program and has lectured at various Bible Schools in New Zealand and India.

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.

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. She has contributed chapters to various academic volumes on Pietism. Likewise Dr. Ott’s research on the religious history of the
Harmony Society was published in 2014 as *The Sunwoman in the Wilderness*. She has published an article on the role of gender, race, and world mission in the journal *Studies in World Christianity*.

**Michael D. Reynolds**  
**Affiliate Professor of Pastoral Theology**  
**Director of the Master of Arts in Urban Ministries**  
**Executive Director and Associate Dean, South Chicago Regional Center**  
BS, Illinois State University  
MA in UM, Trinity Evangelical Divinity School  
DMin, McCormick Theological Seminary

Dr. Reynolds, who has extensive experience in the corporate business world, maintains ongoing ministry involvement as the pastor of a growing urban church. He has special interests in mentoring and urban leadership development. In addition to his central leadership role in the TEDS MA in Urban Ministries Program, he occasionally teaches at the divinity school on the Deerfield Campus.

**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, 2007), and *11 Innovations in the Local Church* (with Elmer Towns and Warren Bird, 2007). He also contributed to *The Mission of Today’s Church* (2007).
Joy Kooi-Chin Tong  
**Affiliate Professor of Intercultural Studies**  
BA, National ChengChi University, Taiwan  
MDiv, Singapore Bible College  
Master in Communication Studies, Nanyang Technological University, Singapore  
PhD, National University of Singapore  

Dr. Tong is research fellow at the Purdue Center on Religion and Chinese Society and visiting assistant professor of sociology at Purdue University. She previously was assistant professor of intercultural studies at Indiana Wesleyan University. Her research interests include Chinese diaspora, Pentecostal/Charismatic Movement, and Chinese Entrepreneurship.

Keith E. Yandell  
**Affiliate Professor of Philosophy**  
BA, MA, Wayne State University  
PhD, Ohio State University  

Keith E. Yandell was Julius R. Weinberg Professor of Philosophy at the University of Wisconsin, Madison, until his retirement. His many books include *The Epistemology of Religious Experience* (Cambridge University Press, 1994); *Philosophy of Religion: A Contemporary Introduction* (Routledge, 1999); with Harold Netland, *Buddhism: A Christian Exploration and Appraisal* (InterVarsity Press/Paternoster, 2009); *Christianity and Philosophy* (Eerdmans, 1984); *Basic Issues in the Philosophy of Religion* (Allyn and Bacon, 1971); and ed. *Faith and Narrative* (Oxford University Press, 2001).

**Professors Emeriti**  

Robert E. Coleman  
**Professor Emeritus of Evangelism**  
BA, Southwestern University  
BD, Asbury Theological Seminary  
ThM, Princeton Theological Seminary  
PhD, University of Iowa  
1983-2001  

Dr. Coleman’s ministry centers on lifestyle evangelism and discipleship, a concern that carries over into theological education. He served as a pastor for six years and on the faculty of Asbury Theological Seminary for twenty-seven years before coming to Trinity. He is a founding member of the Lausanne Committee for World Evangelization and has been president of the Academy for Evangelism in Theological Education. Dr. Coleman is the Director of the Institute of Evangelism at the Billy Graham Center, Wheaton, and Dean of the Billy Graham International Schools of Evangelism. He has authored twenty-one books, including *The Master Plan of Evangelism* and *The Coming World Revival*.

Lois McKinney Douglas  
**Professor Emerita of Mission**  
BA, Biola University  
MRE, Denver Seminary  
PhD, Michigan State University  
1990-1999  

Dr. McKinney spent twenty-three years in theological education ministries in Portugal and Brazil with CB International and eight years teaching at Wheaton College Graduate School before her nine years as a
Professor at TEDS. She is presently active in theological education as a missionary in Brazil and also serves on the board of trustees of Greater Europe Mission and Columbia International University. Her articles and chapters in books have appeared in several languages. Most recently she coedited *With an Eye on the Future: Development and Mission in the Twenty-First Century.*

**Perry G. Downs, 1976**  
**Professor Emeritus of Educational Ministries**  
Diploma, Miami Christian College  
BS, Philadelphia College of Bible  
MA, PhD, New York University

Prior to coming to Trinity, Dr. Downs taught at Philadelphia College of Bible in Philadelphia, Pennsylvania. He has taught as an adjunct professor at Canadian Theological Seminary in Saskatchewan, North Park Theological Seminary in Chicago, Malaysian Biblical Seminary in Kuala Lumpur, and Daystar University in Nairobi. Dr. Downs has also been interim pastor in ten churches in New Jersey, Pennsylvania, Wisconsin, and Illinois. Dr. Downs’s areas of expertise include faith development, moral development, moral education, and spiritual formation. He is a member of the North American Professors of Christian Education, the Religious Education Association, and the Association of Professors and Researchers in Religious Education. His published works include many books, articles, reviews, and audio tapes. Among them is his book *Teaching for Spiritual Growth* (Zondervan, 1994).

**Duane H. Elmer, 1999**  
**Professor Emeritus of Educational Ministries**  
Diploma, Moody Bible Institute  
BA, Michigan State University  
MA, Trinity Evangelical Divinity School  
MA, PhD, Michigan State University

Dr. Elmer has been an educator for over forty years, including five years in South Africa. He held the Price-LeBar Chair of Christian Education at Wheaton College. He has been a cultural diversity trainer and consultant for many Fortune 500 companies, as well as numerous Christian organizations. His teaching and travel in more than eighty countries contributed to his book *Cross-Cultural Conflict: Building Relationships for Effective Ministry.* He co-edited *With an Eye on the Future: Development and Mission in the Twenty-First Century,* and authored *Cross-Cultural Connections: Stepping Out and Fitting in Around the World* and *Cross-Cultural Servanthood: Serving the World in Christlike Humility.* His “Cross-Cultural” series are widely used by mission agencies as required training texts and have been translated into Chinese, Korean and Spanish. He has contributed over 40 publications in books and journals.

**Murray J. Harris**  
**Professor Emeritus of New Testament Exegesis and Theology**  
BA, MA, University of Auckland  
DipTh, University of London  
PhD, University of Manchester  

Dr. Harris has taught students on every educational level. From 1981 to 1986 he served as Director of Tyndale House, a residential biblical research library in Cambridge, England. He has coedited *Pauline Studies* and written *Raised Immortal, From Grave to Glory,* *Jesus as God,* *Three Crucial Questions about Jesus,* as well as *Colossians and Philemon,* the first of his twenty projected volumes called *Exegetical Guide to the Greek New Testament* being published by Eerdmans.
David J. Hesselgrave  
**Professor Emeritus of Mission**  
Diploma, Trinity Theological Seminary  
BA, MA, PhD, University of Minnesota  
1965-1991

Dr. Hesselgrave has extensive experience as both a pastor and missionary. He spent twelve years as a missionary in Japan. Before joining the faculty at Trinity, he taught at the Evangelical Free Church Bible Institute of Japan and at the University of Minnesota. He is a past president of the Association of Evangelical Professors of Mission and is executive director of the Evangelical Missiology Society. He has written several books, including *Communicating Christ Cross-Culturally, Planting Churches Cross-Culturally, and Counseling Cross-Culturally*. He has also coauthored *Contextualization: Meaning, Methods, and Models*.

David L. Larsen  
**Professor Emeritus of Preaching**  
BA, Stanford University  
MDiv, Fuller Theological Seminary  
DD, Trinity College  
1981-1996

Dr. Larsen has a rich background of service in the local church, having served seven churches since the beginning of his ministry in 1949. He served as visiting professor of religion at Rockford College. He has also authored many books, including *In the Saviour’s School, The Anatomy of Preaching, Caring for the Flock: Pastoral Leadership in the Church Today, The Evangelistic Mandate: Re-establishing the Centrality of Evangelistic Preaching, Telling the Old, Old Story: The Art of Narrative Preaching*, and *Jews, Gentiles and the Church*.

Walter L. Liefeld  
**Distinguished Professor Emeritus of New Testament**  
ThB, Shelton College  
AM, Columbia University  
PhD, Columbia University and Union Theological Seminary  
1963-1994

Dr. Liefeld has taught Greek at Shelton College and served with InterVarsity Christian Fellowship and the Christian Medical Society. He is active in various aspects of Christian ministry, including evangelism, Bible teaching, and conference speaking. He has contributed to *The Expositors Bible Commentary, The New Testament Commentary, The Zondervan Pictorial Bible Encyclopedia*, and *The New International Dictionary of New Testament Theology*. Dr. Liefeld is the coauthor of *Daughters of the Church*. 
John W. Nyquist  
Professor Emeritus of Mission and Evangelism  
BA, MA, California State University  
MA, MDiv, PhD, Trinity Evangelical Divinity School  
1977–2012

Dr. Nyquist has been in ministry for over 45 years, most of them at Trinity. Before coming to TEDS, he was actively involved in discipleship and evangelism in local churches and with Campus Crusade for Christ. His teaching ministry manifests a blend of New Testament studies and missiology, along with frequent opportunities for dialogue between evangelicals and Roman Catholics.

Charles M. Sell  
Professor Emeritus of Educational Ministries  
BA, University of Pittsburgh  
ThM, ThD, Dallas Theological Seminary  
1971-2000

Dr. Sell has experience as a teacher, pastor, chaplain, missionary, and Christian educational director. He served as chaplain at Baylor University Medical Center in Texas and as the dean of the Asian Theological Seminary in the Philippines, which he helped found in 1967. During his twenty-nine years of ministry at TEDS, he served in various leadership capacities, including chair of the Department of Christian Education. He has contributed articles to Christianity Today, Moody, The Evangelical Beacon, and Christian Education Journal and has written numerous books, including Family Ministry, Transition Through Adult Life, Achieving the Impossible: Intimate Marriage, Unfinished Business: Helping Adult Children Resolve Their Past, and Power Dads.

Mark H. Senter III, 1980  
Professor Emeritus of Educational Ministries  
BA, University of Illinois  
MA, Trinity Evangelical Divinity School  
PhD, Loyola University of Chicago

Prior to coming to Trinity, Dr. Senter served as a youth pastor and as pastor of Christian education at Wheaton Bible Church. His areas of expertise include youth ministry, volunteerism, leadership, and distance education. He is a member of the North American Professors of Christian Education, chairs the Board of the Association of Youth Ministry educators, and is a consultant for churches and parachurch agencies in periods of transition. On assignment from TIU, Dr. Senter served for two years at Torch Trinity Graduate School of Theology in Seoul, Korea, as a visiting professor in Education Ministries. His publications include Four Views of Youth Ministry and the Church, Reaching a Generation for Christ (coedited with Richard Dunn), The Coming Revolution in Youth Ministry, Recruiting Volunteers in the Church, and The Complete Book of Youth Ministry (coedited with Warren Benson). His articles appear in such periodicals as Youthworker, Moody, Christianity Today, Leadership, Journal of Youth Ministry, Evangelical Review of Theology and Christian Education Journal. Dr. Senter has also written chapters for other volumes on youth ministry. His book God Shows Up traces the history of Protestant Youth Ministry in America.
Willem A. VanGemeren, 1992
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

Dr. VanGemeren taught at Geneva College and Reformed Theological Seminary for eighteen years before coming to Trinity. His areas of expertise include Old Testament theology, poetical and prophetical books, and the books of Psalms, Proverbs, and Isaiah. Dr. VanGemeren’s publications include contributions to such works as *The Bible Almanac*, *Expository Dictionary of the Old Testament*, *Evangelical Commentary on the Bible*, *Baker’s Encyclopedia of the Bible*, *Continuity and Discontinuity*, and *Layman’s Bible Handbook*. He is the author of *The Progress of Redemption: The Story of Salvation from Creation to the New Jerusalem*, *Interpreting the Prophetic Word*, and a commentary on the book of Psalms for the *Expositor’s Bible Commentary*. In 1997 Dr. VanGemeren was honored by Zondervan Publishing House for his service as senior editor of the five-volume work *The New International Dictionary of Old Testament Theology and Exegesis* (NIDOTTE). He also coedited *Studies in Old Testament Biblical Theology*.

Ted W. Ward
Professor Emeritus of Educational Ministries and Mission
BMusEd, Wheaton College
MEd, EdD, University of Florida
1985-1998

During his extensive international service as a consultant and specialist on education and human resource development, Dr. Ward has been engaged in research and educational planning in more than sixty countries. He has served on the Board of Directors for the Association of Professors and Researchers in Religious Education, the American Society of Missiology, and the Christian Management Association. He is the author of *Living Overseas and Values Begin at Home* and is the founding editor of the journal for Christian higher education, *Faculty Dialogue*. From 1985 to 1999 Dr. Ward held the G. W. Aldeen Chair of International Studies and Mission at TEDS.

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 ReachGlobal Mission Chair is funded by ReachGlobal of the Evangelical Free Church of America.

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

The Tite Tiénou 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.

Adjunct Faculty

Adjunct faculty members have an ongoing involvement with the Divinity School on a part-time basis, usually teaching at least one course each year. Some adjunct faculty members teach considerably more than this each year. The degree to which these faculty members are able to participate in the academic and community life at TEDS varies. The following faculty members are recent or present adjuncts.

Tim Baldwin
Adjunct Instructor of Educational Ministries
BA, Calvin College
MA, Covenant Theological Seminary
MAT, Maryville University

Tim Baldwin is a career educator with over twenty-five years of experience in classroom instruction, curriculum development, and teacher training. He began his career as a high school history and Bible teacher. Subsequently, he founded and directed an organization which assisted refugees and immigrants through the provision of counseling, non-formal education, and discipleship. He has been a regular presenter and frequent instructor in a wide variety of contexts over the past 15+ years. The focus of his doctoral research is culturally responsive pedagogy in the context of predominantly White institutions.
Camille Bishop  
**Adjunct Assistant Professor of Educational Studies**  
BA, University of North Carolina at Wilmington  
Med, North Carolina State University  
PhD, Trinity Evangelical Divinity School  

Camille Bishop is a missionary educator with over thirty years of experience in classroom instruction, administration, teacher training, and multicultural education. She began her career in education as a high school mathematics instructor. Camille has been on the faculty with the University of the Nations, a ministry of Youth With a Mission, since 1988 and currently serves as the Assistant Provost and Professor of Adult Education.

Tasha Chapman  
**Adjunct Assistant Professor of Educational Studies**  
MRE, Trinity Evangelical Divinity School  
PhD, Trinity International University  

Dr. Chapman combines a love of educational ministries with a desire to mentor women as they prepare for leadership in ministry. She teaches several of the educational ministry courses at Covenant Seminary and works with the dean of students in the design of co-curricular programs to build up the seminary community.

Kathy Chase  
**Adjunct Instructor of Counseling**  
BS, Ashland University  
MA, Trinity International University  

Ms. Chase served as assistant director of Trinity Counseling Center from 2003 through 2007. She is now a counselor at White Stone Resources in Lake Bluff, Illinois.

William P. Cheshire  
**Adjunct Professor of Bioethics**  
AB, Princeton University  
MA, Trinity International University  
MD, West Virginia University  
Diplomate of American Board of Psychiatry and Neurology  

Dr. Cheshire is an Associate Professor of Neurology at the Mayo Clinic in Jacksonville, Florida. He is also Consultant in Neuroethics for The Center for Bioethics and Human Dignity. His clinical practice specializes in disorders of the autonomic nervous system. Following an AB *cum laude* in biochemistry from Princeton University, he received his MD from West Virginia University and his MA in bioethics *summa cum laude* from Trinity International University. Dr. Cheshire contributes a regular feature to the international journal *Ethics & Medicine* entitled Grey Matters.

Paige Cunningham  
**Adjunct Professor of Law and Bioethics**  
Executive Director of The Center for Bioethics & Human Dignity  
BA, Taylor University  
MA, Trinity Graduate School  
JD, Northwestern University School of Law

Prof. Cunningham is an attorney and educator who serves as Board Chair for Americans United for Life, the oldest national pro-life organization in the U.S. Her books include *Suicide and Euthanasia*, *Alternative Medicine*, *The Reproduction Revolution*, and *Abortion and the Constitution*. 
Lee Eclov  
Adjunct Associate Professor of Counseling  
BA, Trinity College  
MDiv, Trinity Evangelical Divinity School  

Rev. Eclov currently serves as senior pastor of Village Church of Lincolnshire, located near Trinity’s campus. Rev. Eclov also is a consulting editor for Leadership Journal and a columnist for PreachingToday.com, both publications of Christianity Today International.

David B. Fletcher  
Adjunct Professor of Bioethics  
Joint appointment at Trinity Graduate School  
BA, Trinity College  
MA, Loyola University  
PhD, University of Illinois, Champaign  

Dr. Fletcher is an associate professor of Philosophy at Wheaton College. He is researching a range of bioethical issues, including such new developments as the genetic, biological, and technological enhancement of human beings, as well as traditional concerns about justice in access to health care, and is interested in the ethical methodology used to address bioethical concerns.

Sigurd Grindheim  
Adjunct Assistant Professor of New Testament  
Misjonsskandidat, Fjellhaug Mission Seminary, Oslo, Norway  
Cand.theol., Norwegian Lutheran School of Theology, Oslo, Norway  
Cand.mag., University of Oslo, Oslo, Norway  
Ph.D., Trinity Evangelical Divinity School, Deerfield, IL  

Dr. Grindheim teaches New Testament at theological institutions in Ethiopia, Norway, and the United States. He is the author of The Crux of Election, God’s Equal, Christology in the Synoptic Gospels, Introducing Biblical Theology, and a number of articles in leading scholarly journals.

Dennis P. Hollinger  
Adjunct Professor of Bioethics  
Joint appointment at Trinity Graduate School  
BA, Elizabethtown College  
MDiv, Trinity Evangelical Divinity School  
MPhil, Drew University  
PhD, Drew University  

Dr. Hollinger is President of Gordon-Conwell Theological Seminary. He has been a professor at seminaries in Russia, Ukraine, and India and has served on the faculty of Alliance Theological Seminary and Messiah College. His most recent book is The Meaning of Sex: Christian Ethics and the Moral Life (Baker Academic).

Christopher Hook  
Adjunct Professor of Bioethics  
Joint Appointment at Trinity Graduate School  
BA, Greenville College  
MD, University of Illinois  

Dr. Hook is Consultant in Hematology, Special Coagulation and the Comprehensive Hemophilia Center and Assistant Professor of Medicine, The Mayo Clinic, Rochester, Minnesota, and Director of Ethics Education, Mayo Clinic Graduate School of Medicine. He created and chairs the Mayo Reproductive
Medicine Advisory Board, the DNA Research Committee, the Ethics Consultation Service, and the Mayo Clinical Ethics Council, and he cofounded the Psychogenomic Ethics Advisory Board. He is Director for Biotechnology Ethics of the Center for Bioethics and Human Dignity and also leads “The Theology of Technology Project” and “The Human Enhancement Project.” He is a Fellow of the Wilberforce Forum and the Council for Biotechnology Policy in Washington, D.C. Dr. Hook served on the Health and Human Services Advisory Committee on Genetics, Health, and Society. He is presently working to initiate the “Project on Future Ethics,” a prospective study reviewing the implications of nanotechnology, cybernetics, and artificial intelligence.

Jan P. Hook  
Adjunct Professor of Counseling  
BA, St. Olaf College  
MA, Trinity Evangelical Divinity School  
EdD, Northern Illinois University  

Dr. Hook has served as visiting professor of Counseling at the divinity and graduate schools, as well as lecturing in psychology at Trinity College. He is a member of the American Association for Marriage and Family Therapy.

Dennis Humphrey  
Adjunct Assistant Professor of Counseling  
BA, Roberts Wesleyan College  
MA, Trinity International University  
PhD, Trinity International University  

Dr. Humphrey is a clinical professional counselor with experience in adult non-formal education program development and delivery, corporate consulting, executive coaching, and career development within the healthcare, church, para-church, business and government sectors.

Kenneth J. Langley  
Adjunct Professor of Homiletics  
BA, Moody Bible Institute  
MA, Conservative Baptist Theological Seminary  
DMin, Denver Seminary  

Dr. Langley is senior pastor at Christ Community Church in Zion, Illinois. He has also served in pastorates in New Jersey and Colorado. He is a member of the Evangelical Homiletics Society.

Mary Lederleitner  
Adjunct Assistant Professor of Missions  
BA, University of Tennessee  
MA, Wheaton College  
PhD, Trinity Evangelical Divinity School  

Dr. Lederleitner is a mission educator, researcher and consultant with experience in formal and non-formal education with executives, pastors, and lay people in fields such as intercultural communication, global partnership, funding and integration of twenty-somethings.

Steven Mathewson  
Adjunct Professor of Homiletics  
BTh, Multnomah School of the Bible  
MA, Western Conservative Baptist Seminary  
DMin, Gordon-Conwell Theological Seminary  

Dr. Mathewson is senior pastor at Libertyville Evangelical Free Church in Illinois. He assumed this position after serving as pastor of Dry Creek Bible Church in Belgrade, Montana. Pastor Mathewson has

C. Ben Mitchell  
**Adjunct Professor of Ethics and Contemporary Culture**  
**Joint Appointment at Trinity Graduate School**  
BS, Mississippi State University  
MDiv, Southwestern Baptist Theological Seminary  
PhD, University of Tennessee

Dr. Mitchell served on the full-time faculty of Trinity Evangelical Divinity School from 1999 to 2009. Dr. Mitchell served on the full-time faculty of Trinity Evangelical Divinity School from 1999 to 2009. He is currently the Provost and Vice President for Academic Affairs at Union University. He was a consultant with the Center for Genetics and Public Policy at Johns Hopkins University and codirector for biotechnology policy and fellow of the Council for Biotechnology Policy in Washington, D.C. He is also the editor of *Ethics and Medicine: An International Journal of Bioethics*. In addition to his academic work, Dr. Mitchell consults on matters of public policy and has given testimonies before such groups as the U.S. House of Representatives, the Institutes of Medicine, and the Illinois Senate.

Robert D. Orr  
**Adjunct Professor of Clinical Ethics**  
**Joint Appointment at Trinity Graduate School**  
BA, Houghton College  
MD, McGill University

Robert D. Orr, MD, is director of Clinical Ethics at The Center for Bioethics and Human Dignity and director of Ethics at Fletcher Allen Health Care and the University of Vermont College of Medicine. He has coauthored a book, coedited another, contributed eight book chapters, and written nearly one hundred articles related to clinical ethics, the ethics consultation process, and issues in terminal care.

Shannon Plate  
**Adjunct Instructor of Counseling**  
AA, Harper College  
BGS, Roosevelt University  
MA, Trinity Evangelical Divinity School

Prof. Plate is the president of Everyday Money, a budget counseling practice in Palatine, Illinois, that specializes in helping individuals and companies create sound financial plans. Her expertise is in the area of helping people overcome financial challenges and plan for the future. She has been involved with financial counseling for more than ten years. She regularly speaks on topics related to personal finance and money management.

Scott Rae  
**Adjunct Professor of Bioethics**  
BAS, Southern Methodist University  
MA, University of Southern California  
ThM, Dallas Theological Seminary  
PhD, University of Southern California

Dr. Rae is professor of Philosophy of Religion and Ethics and chair of the department at Talbot School of Theology. He has served as an ethicist at several California hospitals and has published a number of works on bioethical issues, including *Bioethics: A Christian Approach in a Pluralistic Age* (Eerdmans), *Body and Soul: Human Nature and the Crisis in Ethics* (IVP), and *Biotechnology and the Human Good* (Georgetown University Press).
Alvin E. Sanders
Adjunct Assistant Professor of Missions
BS, Cincinnati Christian University
MA, Trinity Evangelical Divinity School
PhD, Miami (Ohio) University

Dr. Sanders is Senior Vice President of ministry mobilization and Vice President of the Midwest Region at World Impact. He was the founding pastor of River of Life Church in Cincinnati, Ohio, a multi-racial, multi-social class inner city church. He has also taught at Cincinnati Christian University, Gordon-Conwell Theological Seminary, and Duke Divinity School.

Michael J. Sleasman
Adjunct Assistant Professor of Bioethics
BA, Malone College
MDiv, PhD, Trinity Evangelical Divinity School

Dr. Sleasman is Managing Director of the Center for Bioethics and Human Dignity on the TIU campus. He is an affiliate professor of bioethics for Trinity Graduate School and has served as an adjunct instructor and online course tutor at the college and graduate level in the areas of philosophy, theology, and ethics. His particular area of specialization is the nexus of technology and culture assessment.

Greg Strand
Adjunct Professor of Pastoral Theology
BA, Concordia College
MDiv, Trinity Evangelical Divinity School
MA, Trinity Evangelical Divinity School
PhD cand., Evangelical Theological Faculty, Heverlee, Belgium

Rev. Strand is presently the Director of Biblical Theology and Credentialing for the Evangelical Free Church of America in Minneapolis, MN. He has served in local church ministry in a variety of capacities: youth pastor, associate pastor of adult ministries and senior pastor. He is also an avid runner, biker and sports enthusiast and loves spending time with his wife and three children.

Thomas G. Suk
Adjunct Instructor of Counseling
BA, Western Illinois University
MA, Trinity Evangelical Divinity School

Mr. Suk is a therapist with nineteen years experience and the founder of Spring Tree Counseling. He is a licensed marriage and family therapist and specializes in brief therapy interventions to motivate change, as well as development of educational programs to maintain change.

Paula Tipton
Adjunct Assistant Professor of Counseling
BS, California State University
MA, Trinity Evangelical Divinity School
MA, Trinity International University
PhD, Regent University

Paula has been a Licensed Professional Clinical Counselor (LCPC) in IL since 1999.
Visiting Faculty
Visiting faculty include faculty members who teach on an occasional basis, whether only one course or a full semester on a visiting basis. Visiting faculty members who have taught at Trinity Evangelical Divinity School during the last three years include the following:

Kenneth P. Minkema
Visiting Professor of Church History
BA, Calvin College
MA, Bowling Green State University
PhD, University of Connecticut, Storrs

Dr. Minkema is executive director of the Jonathan Edwards Center and assistant adjunct professor of American Religious History at Yale Divinity School. He edits the Yale University journal and Works of Jonathan Edwards and has written or edited a number of books and articles on Edwards and other Puritans.

Gordon Nickel
Visiting Professor of Missions and Evangelism
BA, University of Saskatchewan
MA, Mennonite Brethren Biblical Seminary
MA, School of Oriental and African Studies
PhD, University of Calgary

Dr. Nickel teaches in the Department of Classical, Near Eastern and Religious Studies at the University of British Columbia, as well as various courses at institutions throughout Canada. He contributes to journals and scholarship related to Islamic studies and the Qu’ran.

Miguel Palomino
Visiting Professor of Missions and Evangelism
BTh, Instituto Bíblico Buenos Aires, Buenos Aires, Argentina
MA, Instituto Superior de Teología de Lima, Lima, Peru
MDiv, Eastern Baptist Theological Seminary
PhD, University of Edinburgh, UK

Dr. Palomino’s is an ordained minister of the Christian & Missionary Alliance. His research interests include Church and Missions, the History of Latin America, Modern Migratory Waves and Missions, Neo-Pentacostalism, and Phenomenology of Religion. He has been serving the church for many years through various pastoral roles as well as teaching and mentoring students.

Mirjam Schnabel
Visiting Instructor of Interdisciplinary Studies
BA, Truman State University
MA, Illinois State University

Ms. Schnabel was raised in Germany before relocating to the United States. Her masters degree is in foreign languages, notably French and German. She has held numerous teaching and tutoring positions and has taught Introduction to German multiple times at TEDS.
Morris Vos  
*Visiting Professor of German*  
PhD, Indiana University

Dr. Vos, professor emeritus at Western Illinois University, taught German for many years in Western’s department of Foreign Language and Literature and served as its chair. For more than a decade he has been teaching the summer theological German course sequence at TEDS.

Darrell Whiteman  
*Visiting Professor of Missions and Evangelism*  
BA, Seattle Pacific College  
PhD, Southern Illinois University

Dr. Whiteman is Vice President for Missions Mobilization and Resident Missiologist of The Mission Society. His passion is training missionaries for cross-cultural ministry. He has authored or edited 5 books, served as editor of Missiology: An International Review, and is presently publisher for the American Society of Missiology.

On occasion, when their experience or expertise is particularly useful to the divinity school community, Trinity invites guest lecturers and visiting professors who may not be able to affirm all points in our doctrinal statement. Such invitations are approved by the Dean and Provost on a case-by-case basis.

**Departmental Teaching Fellows**

Robert Burcham  

Charles Cruise  

Lance Higginbotham  
Teaching Fellow in Interdisciplinary Studies, 2013-2016

Geoffrey Ng  

William Pohl  
Teaching Fellow in Old Testament 2013-2016

Chi-ying Wang  

Hayley Wilton  
Teaching Fellow in Old Testament, 2015-2016

Selichi Yaginuma  
Academic Doctoral Program Scholars

**Suzanne Sang**  
Program Scholar for the PhD (Educational Studies), 2014-2016

**Johwa Lee**  
Program Scholar for the PhD (Intercultural Studies), 2014-2016

**Joao Paulo Aquino**  
Program Scholar for the PhD (Theological Studies), 2014-2016

Department Fellows and Merit Scholars

**Austin Freeman**  
Department Fellow in Church History, 2014-2016

**Samuel Freney**  

**Corrine Langston Smith**  
Department Fellow in Old Testament, 2014-2016

**Thomas Seckler**  
Department Fellow (Intercultural Studies), 2014-2016

**Matthew Shrader**  
Department Fellow in Church History, 2014-2016

**Latonia Winston**  
Department Fellow (Educational Studies), 2014-2016
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:

- Anglican Church of Australia
- Christian and Missionary Alliance
- Evangelical Free Church of America
- Evangelical Lutheran Church of America
- Missionary Church of Germany
- 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 generally 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 (MyTIU > Academics > TEDS Academics) and their Department’s Office (in the case of MAs) or their Program’s Office or Director, or a faculty member. (Necessary usernames, passwords, and access information to MyTIU are provided upon submission of the tuition deposit, indicating intent to enroll.) 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 online degree audit process through the online Dashboard enables students to marshal the resources of their personal institutional data record in determining completed and outstanding program requirements. This audit process is maintained by the Graduate Records Office.

The Trinity Counseling Center is also available for other types of counseling.

**Academic Calendar Year**

Trinity’s academic calendar is comprised of a fall, spring, and summer semester. Fall and spring semesters are fourteen class weeks followed by one week of final examinations. Summer semester is generally composed of a one-week May term followed by a six-week Early Summer Session (May/June) and a six-week Late Summer Session, with a one-week holiday around July 4.

General academic calendar dates may be found elsewhere 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 reenrollment.

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 TEDS
Academic Information website (MyTIU > Academics) 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 is not permitted. Additional information and details are available in the Academic Handbook.

**Academic Load**

Full-time master’s students (doctoral students refer to doctoral section of catalog) must enroll in at least 10 semester hours of courses each semester to be considered full-time. Students enrolled in 1 to 9 semester hours are considered part-time. Part-time enrollment, for financial aid purposes, is considered 5 to 9 semester hours. Note that tuition fee structures and academic load structures differ.

The normal course load for full-time students is 10 to 15 hours. Registration for more than 18 semester 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 two semesters of elementary Hebrew and one semester 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 one year of beginning Greek met by undergraduate coursework or intensive independent study, or Trinity’s two-semester or summer school undergraduate beginning Greek sequence. Completion of the MDiv in three years is nearly impossible for those beginning their MDiv studies without prior completion of undergraduate beginning-level Greek study or completing it at Trinity in the summer prior to enrollment. The beginning Greek requirement is a prerequisite to enrollment in the two-semester (8 semester hours) 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 language background, whether obtained by formal undergraduate or graduate coursework or independent study, must complete a proficiency exam in Hebrew or Greek for placement into the appropriate level in the Hebrew or 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 demonstration must still be demonstrated.

Additional biblical language information may be obtained from the Academic Handbook or from members of the Old or New Testament departments.

Candidacy

Admission to a TEDS program 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 and avail themselves of the counsel of the University Student Success Center in their writing.

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 7466, ID 7469, ID 7481, ID 7484, — 7886, — 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 that (a) no grade penalty be given provided the extension deadline is met or (b) 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. All changes in course registration (dropping and adding courses) must be completed during the first two weeks of the semester. A fee is assessed during the second week. Courses may not be added after the second week of classes. Courses dropped after the second week are considered course withdrawals with a “W” assigned 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) and an “F” assigned thereafter.

**NOTE:** Students are encouraged to review the Refund policy in the Catalog before dropping or withdrawing from semester, Quad, or Field Education 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 Registration: Trinity College Undergraduates into TEDS**

Trinity College students may register for one TEDS course each fall or spring semester at no additional charge (summers not included). Such coursework may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill general education requirements.

Registrants must have junior or senior status and a minimum GPA of 3.0. The requisite form, which must be accompanied by the College Dean’s signature in the case for juniors, is available from the Records Office. Undergraduate students registering for graduate classes are subject to all deadlines, grading policies, and late fees of TEDS.
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 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.

Fall and spring semester classes generally meet once per week in a morning, afternoon, late afternoon, or evening time block. Language classes and some other classes meet twice per week generally on Tuesdays/Thursdays. Daily class hours begin as early as 7:00 a.m. and extend until 10:00 p.m. Evening, short-term modulars, and Friday-Saturday weekend classes are also available. Some morning-afternoon-evening and day-of-the-week rotation of classes occur, except for languages, which remain on Tuesdays/Thursdays. All Master of Divinity core classes are on an evening rotation.

Summer semester classes are generally scheduled in one-week, two-week, or three-week time blocks.

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 modulars 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 Counseling Ministries (MA in CM) could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA in CM) 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 (Christian 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)

**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]; and the Bachelor of Arts and MA in 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 Guide: An expulsion for breach of community life expectations is processed by the Dean of Students in accordance with Student Guide 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 5095 and PT 7465, and PT 7466). All are designed to (1) integrate classroom studies with field-based ministry, (2) aid in acquiring, reinforcing, and refining ministry knowledge and skills, and (3) 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 and a prerequisite for Internship in the MDiv program. All new students enrolling in their first Field Education or Internship must complete a one-time Field Education/Internship orientation. For Field Education, this orientation is offered at the beginning of the fall and spring semester. New extension and Florida students should contact their coordinators on how to complete the field education orientation requirement. Students must complete this orientation before Field Education credit can be obtained. For Internship, this orientation is offered at the middle of each fall and spring semester and serves to fulfill one of the two prerequisites for beginning the Internship (see MDiv candidacy to fulfill the other Internship prerequisite).

Field Education courses require a thirteen-week commitment with a minimum of three to five hours per week; Internship experiences also require a thirteen-week commitment and can be completed either
part-time at a minimum of fifteen hours per week over two consecutive semesters or full-time at a minimum of thirty hours per week over one semester.

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. For MDiv students, the application deadline for fall admissions is August 1 of the following year and for spring admissions is January 1 of the following year. For MA students, application deadlines are January 1 (for fall admissions) and August 1 (for spring admissions).

Begin working early with the Office of Supervised Ministries before registering for a Field Education or Internship course. Contact the office at 847.317.8030 or e-mail fielded@tiu.edu prior to registering for the course. 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 MyTIU > TEDS > Supervised Ministries.

For further information on Field Education and Internship, visit MyTIU > Academics > Academic Depts & Program Offices > Supervised Ministries and Placement Office.

**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 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 the 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, quad, or Field Education classes or withdraw with a refund 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 one of the two annual commencement ceremonies held each year in December and May.

Candidates for graduation (August, December, or May) must submit the online Application for Graduation form (found on the Records web page MyTIU > Campus Services > University Records > Deerfield 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 August 1 and November 15 for the December ceremony, and between January 1 and April 1 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 (spring for December participants or summer for May participants). (This may include Internship in the case of MDiv or MA/ICS students.)
3. Program candidacy has been granted.
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). The student should schedule an appointment with the TIU Florida Director of Academic Operations at the time of submission of the form to ensure that all matters are in proper order. 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:

1. Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
2. Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
3. Withdraw from all current semester courses with a full refund of tuition and fees.
4. 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 a student’s *cumulative GPA* falls below that which is required for their program of study. 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:

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Students</td>
<td>2.50</td>
</tr>
<tr>
<td>Certificate</td>
<td>2.00</td>
</tr>
<tr>
<td>Master of Arts, MA in CM, MA in MHC, MA in UM</td>
<td>2.50</td>
</tr>
<tr>
<td>Master of Divinity, MA in Min</td>
<td>2.00</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>3.00</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td>3.00</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>3.20</td>
</tr>
</tbody>
</table>

**Residency Requirements**

Residency requirements define the amount of Trinity credit that must be taken through:

- Course work at Trinity
- Course work on the Deerfield Campus
- Course work 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 course work.

**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: ten years
- MA, ThM: five years
- MA in Min, MA in UM, or 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**

Most classrooms are equipped with LCD projectors, networked computers, DVD and VCR players, and other audio-visual equipment. 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. (Note that 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 to make application.)

Certificate in Christian Studies

The Certificate in Christian Studies is not a degree program but is designed for persons who desire to take seminary coursework without enrolling in a program. It is also an appropriate course 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 the Certificate in such a way that they later apply to a degree program.

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.

TEDS offers MA concentrations in a number of areas:

**Theological Studies**: with the objective of providing a basic understanding of Christianity for general educational purposes, drawing from the breadth of the curriculum

**Biblical and Near Eastern Archaeology and Languages**: focusing on archaeology and languages

**Church History**: specializing in the history of the Christian church

**Educational Ministries**: specializing in educational ministry in the church/parachurch context

**Intercultural Studies**: prepares or further equips participants for the task of Christian missions through bridging cultures both at home and abroad

**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
Philosophy of Religion: designed to equip persons for work in the philosophy of religion or Christian apologetics

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 Counseling Ministries (MA in CM): designed to develop counseling skills in those who desire to work as a lay counselor in churches, parachurch organizations, or an international setting where formal certification is not required

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 Arts in Ministry (MA in Min): designed for church volunteers, lay staff, parachurch workers, and persons engaged in specialized church-related service organizations, enabling them to pursue interdisciplinary studies that will equip them for competent leadership in their specific ministry context

Master of Arts in Urban Ministry (MA in UM) is based at the South Chicago Regional Center in Dolton and serves students engaged in urban ministry for further effective service in an urban context

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 reinvigorated its MDiv degree by offering the following six ministry foci within the degree:

Congregation Ministry: Pastor-Teacher
Congregational Ministry: Team Ministry
Cross-Cultural Ministry
Pastoral Care
Research Ministry
Specialized Ministry: Compassion and Justice
Specialized Ministry: Chaplaincy
Specialized Ministry: Other
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's 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.

- Pastoral Ministries
- Preaching
- Pastoral Care
- Leadership and Ministry Management
- Missions and Evangelism
- Military Chaplaincy

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.

Bioethics
There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more bioethics training than the Master of Divinity (MDiv) or Master of Arts (Theological Studies) (MA/TS) degree can
provide. Moreover, there is a societal movement toward requiring a credential such as a bioethics masters degree for anyone who wants opportunities to address bioethical issues in health care (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity's global leadership role in bioethics, and the ability of students to add the MA/BE degree from Trinity Graduate School to their TEDS MDiv or MA/TS degree without substantially lengthening their stay at Trinity, a double MDiv or MA (Theological Studies) degree option is attractive for Trinity students.

Through the double degree option with Trinity Graduate School, an MA in Bioethics may be completed with an additional 15 hours of coursework beyond the MDiv or MA/TS degree (when six hours of electives in bioethics are taken as part of their program)—which can be completed almost entirely in the summers before and after the final MDiv or MA/TS year.

MDiv students will complete the requirement of BE 5001, BE 5002, and PR 7220 by completing all courses required in their degree program; so double degree students will not need to take those three courses for the MA/BE degree. The MDiv capstone course will fulfill the capstone requirement for both degrees.

AP MDiv students will complete the requirement of BE 5001 and BE 5002 by completing all courses required in their degree program, and PR 7220 when they have elected to complete PR 7220 as part of their AP MDiv Worldview and Culture Studies elective courses. The MDiv capstone course will fulfill the capstone requirement for both degrees.

MA/TS students will complete the requirement of BE 5001, BE 5002 by completing all courses required in their degree program, and PR 7220 when they have elected to complete PR 7220 as part of their MA/TS Theological Studies component. The MA/TS capstone course will fulfill the capstone requirement for both degrees.

Thus, the following curricula must be completed for the double MDiv or MA/TS and MA in Bioethics degree:

- 6 hours in bioethics taken in the elective area of the MDiv or MA/TS (if fewer than 6 hours are taken there, the missing hours can be added to the 15 hours needed to complete the MA/BE degree)
- 15 hours in bioethics including the following courses (courses not taken as electives in their first degree)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000 or BE 5100</td>
<td>Introduction to Bioethics: Matters of Life and Death —or- Intensive Bioethics Institute</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2 hrs</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
<td>2 hrs</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1 hr</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Other BE elective courses as needed to complete 15 hours

Note: An additional elective independent study hour can be added to any of these courses. In the cases of BE 5300 and BE 5500 only, the additional hour has a separate course number—BE 5299 and BE 5499. In these two cases, the extra hour is designed to provide necessary background information for students relatively unfamiliar with the clinical-medical and/or public policy settings addressed in BE 5300 and BE 5500.

Suggested Program

During any fall before the final year of MDiv or MA/TS studies:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
</tr>
</tbody>
</table>

During the summer before the final year of MDiv or MA/TS studies (a six-day block of classes):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 7700</td>
<td>Bioethics Seminar</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
During the spring of the final year of MDiv or MA/TS studies:

- **BE 5300** Clinical Issues in Bioethics (2 hrs)
- **BE 5500** Bioethics and Public Policy (2 hrs)
- **BE 6100** Bioethics Colloquium (1 hr)
- **BE 5299 or BE 5499** The Clinical Context –or- The Public Policy Context (1 hr)

Note: As explained above, these last two courses provide remedial background understanding for BE 5300 and BE 5500. If both are needed and are taken in the spring, one less hour can be taken the following summer. Three of the 6 hours this spring are part of the MDiv or MA/TS degree.

During the summer after the final year of MDiv or MA/TS studies (a six-day block of classes):

- **BE 6500** Advanced Bioethics Institute (3 hrs)
- **BE 5900** Bioethics National Conference (3 hrs)

**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:

- **PT 6300** Introduction to Chaplaincy Ministries
- **ME 8310** Religious Pluralism and Mission
- **ID 7375** Clinical Pastoral Education (for FE / Internship)
- **PT 7210** Pastoral Practices
- **PT 6215** Personal Spiritual Formation
- **ME 8312** Christian Encounters with World Religions
- **CC 5615** Cultural Engagement
- **CO 6120** Addiction Counseling
- **CO 7140** Crisis Counseling
- **CM 6572** Pastoral Counseling for Marriage and Family
- **EM 5560** Church Ministry with Adults
- **BE 5000** Introduction to Bioethics: Matters of Life and Death
- **PT 7870** Ministry of Mercy and Justice
- **BE 5000** Introduction to Bioethics: Matters of Life and Death
- **BE 5100** Bioethics Intensive Institute
- **BE 5499/5500** Bioethics and Public Policy
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.

For more information contact Dr. Ken Botton, Affiliate Professor of Pastoral Theology, at kbotton@tiu.edu.

Church Planting

A church planting movement is growing in the U.S. and around the world. Trinity provides both theological grounding and learning experiences that aid in preparing students for church planting ministries in various settings. Field education and internship experiences in church planting are also available in a variety of denominational and cross-cultural settings. In addition, special scholarships are available to those engaging in church planting.

Prospective church planters are encouraged to pursue the Master of Divinity degree program with the congregational pastor-teacher focus. Intercultural church planters should consider the MDiv cross-cultural ministry focus. MDiv core courses provide in-depth study in theology, biblical studies, evangelism, preaching, leadership, worship, missions, social and cultural exegesis, counseling, church history, and educational ministries—all vital to effective leadership in church planting.

Students preparing for church planting may take the following courses:

**Foundations of Church Planting (one of the following):**

- PT 5150 Introduction to Church Planting in North America
- ME 8230 Global Church Planting (for urban or intercultural contexts)

**Advanced Issues in Church Planting:**

- PT 6155 Advanced Church Planting
- PT 5155 Church Planting Boot Camp (preparation for a specific plant)
- ME 7710 Contextualization

**Specialized ministry skills for church planting, depending on a student’s area of interest or need:**

- EM 5210 Christian Leadership and Administration
- EM 6260 Small Group Process in Ministry
- ME 7510 Missional Church
- ME 6963 Principles of Discipleship
- PT 7848 Ministry of the Urban Church

Field Education and Internship may be completed emphasizing church planting, urban ministry, missions, and evangelism. For more information contact Dr. Craig Ott, Professor of Mission and Intercultural Studies, at cott@tiu.edu.
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: (a) as Field Education credit; (b) as MDiv Internship credit; or (c) as elective credit by enrolling in ID 7375 Clinical Pastoral Education.

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.

Compassion and Justice

As today’s world becomes increasingly fragmented along socio-economic and racial lines, the ministry of the Gospel needs to engage with a widening range of social, economic and cultural issues. The MDiv with specialized ministry focus in Compassion and Justice provides Biblical, sociological and practical perspectives in the area of compassion and justice ministry through courses from multiple disciplines as well as unique extra-curricular opportunities. Students may choose the following courses or others relevant to the specialization.

PT 7724 Ministry in Under-Resourced Communities 3 hours
ME 7722 Studies in Reconciliation 2 hours
ME 8815 Ethnicity: Modes of Inquiry and Analysis 3 hours
CO 6650 Multicultural Issues in Counseling 3 hours
ST 7715 Political Theologies 3 hours
ST 7710 Biblical and Theological Anthropology: Race, Ethnicity and Nationality 3 hours
PT 7842 Understanding the Urban World: A Sociological Analysis 2 hours
ME 8312 Christian Encounter with World Religions 3 hours

Focus or general electives 12 hours

In addition to inter-disciplinary class experiences, several extra-curricular opportunities aim to further deepen students’ learning and growth in this area of ministry. The Mosaic Fellowship (a multiracial formation group that focuses on the Biblical calling of reconciliation), Faith Alive (a college-seminary student group that focuses on serving the under-resourced communities), and the Social Justice Living Floor (a residence hall floor that houses single students who seek to grow in the Biblical understanding and practice of social justice) offer rich and varied opportunities for learning and serving. Finally, Trinity has been actively collaborating with CCDA (Christian Community Development Association) and North Lake County churches to create field education and internship opportunities for those who want to actively serve in under-resourced communities while doing their coursework.
Urban Ministry
Trinity maintains a regional campus center in urban Chicago. Class work at that site may be taken in the focus area of Urban Ministry, or a student may complete the Master of Arts in Urban Ministry at this site. TEDS also regularly offers a number of classes at the Deerfield campus particularly pertinent to urban ministry.

The Certificate in Christian Studies

Purposes of the Certificate
The Certificate in Christian Studies is designed for persons who desire to take seminary coursework but are not eligible or do not wish to enroll in a degree program. It is also an appropriate course of study for persons who have not yet decided on a degree program but who wish to experience seminary coursework or to clarify their ministry calling. Admission to the Certificate does not ensure admission to a Trinity degree program. If a Certificate student later decides to enroll in a degree program, all program admission requirements must be met, and all residency requirements (those course hours that must be taken after a student has been admitted to a program) must be completed.

Admission Requirements and Prerequisites
Certificate in Christian Studies applicants should possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution.

Completion Requirements
The following requirements must be met to complete the Certificate in Christian Studies:

- Complete a minimum of 24 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.
- All coursework applicable to the Certificate must be completed within a ten-year period.
- 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.
- Completion of all 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 Curriculum
The Certificate in Christian Studies combines coursework throughout the curriculum. Participants are encouraged to select a breadth of courses from the various departments at TEDS. The Certificate may be completed by two semesters of full-time coursework or by part-time enrollment. Certificate courses are offered on the Deerfield campus, at TEDS extension sites, and through TEDS online courses. All Certificate coursework must be completed through Trinity. No specific courses are required for the Certificate in Christian Studies.

Christian Studies Courses
Total hours required 24 semester hours
Master’s Programs

Master of Arts (MA) 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 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 Concentration in Theological Studies, which draws courses from across the curriculum. Other Master of Arts concentrations focus coursework within a particular departmental discipline as noted in the descriptions that follow.

MA Admission Requirements
Applicants to the MA program must meet the following requirements:

1. 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) or 3.0 on a 4.0 scale.
2. Submit official transcripts, in a sealed envelope directly from the institution, from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
3. 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)
4. Submit a written three-part statement with your (a) personal testimony (b) present spiritual life and Christian service and (c) ministry goals as described in the application.
5. 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.
6. 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.)
7. A personal interview may be required.
8. Additional specific program concentration requirements noted below must also be met.

MA Pre-requisite Hours
The general pre-requisites for the Master of Arts program at TEDS follow. Note the particulars under each program concentration

(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) an undergraduate major or its equivalent in an area appropriate to the concentration
(c) languages appropriate to the concentration (TEDS testing for placement)

See below for specific concentration requirements for (b) and/or (c).

Note: Outstanding pre-requisites must be completed early in the program and before candidacy.

MA Residency and Program Duration
• 24 hours must be completed through Trinity coursework, with the final 8 program hours completed through Trinity.

• Residency is understood as in-person interaction of instructors and students in locations approved for the offering of a full degree. As such, all MA concentrations (with the exception of Theological Studies) are approved for the Deerfield site, and the concentration core curriculum is available only in Deerfield; however, some general coursework may be taken at TEDS extension sites or in TEDS Online Distance Education mode if offered. The MA (Theological Studies) is available in full at extension sites. In all cases, a maximum of five courses (15 hours) of a TEDS program may be completed in Distance Education mode.

• Duration: Generally two to 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).

MA Candidacy Requirements
Continuation in the MA program after matriculation is contingent upon obtaining program candidacy in the program. Candidacy is granted when:

• All outstanding pre-requisites and entrance deficiencies and conditions are removed.

• A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 after program admission. (Note: These hours must be completed after admission to the program concentration, not after matriculation into TEDS.)

• The participant is making continued progress toward meeting all graduation requirements; and in the assessment of the department will be able to complete the degree program in timely fashion within the statute of limitations.

• The faculty has taken formal action to grant candidacy for the degree.

Candidacy must be obtained before students can register for their MA Capstone event (including project, thesis, etc.)

MA Graduation Requirements
In addition to the General Graduation Requirements for all master’s programs, the following requirements must be met:

• 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 Available Concentrations

- Theological Studies – an interdisciplinary concentration providing a basic understanding of Christianity for general educational purposes
- Biblical and Near Eastern Archaeology and Languages
- Church History
- Educational Ministries
- Intercultural Studies
- New Testament
- Old Testament and Semitic Languages
- Philosophy of Religion
- Systematic Theology
- Specialized Concentration -- by special application; may include concentrations within a department or draw from across the curriculum

Concentration in Theological Studies (MA/TS)

MA/TS Concentration 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, and historical and global areas, combined with a significant number of hours in the student’s area of interest. The 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 course work on a particular subject area available in the curriculum or at their particular site.

The MA/TS may be completed in full at the Chicago Regional Center, the Florida Regional Center, and at extension sites in Madison, Wisconsin; Milwaukee, Wisconsin; Indianapolis, Indiana; Akron, Ohio; and Columbus, Ohio. Coursework may also be completed in Pittsburgh, Pennsylvania. Some coursework may also be completed through TEDS online courses.
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 then 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 Program Objectives
The MA/TS will enable participants 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
- Demonstrate competence in writing and research

MA/TS Program Admission Requirements and Prerequisites
The admission requirements for the MA/TS are those described under 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. In some cases, admission with deficiencies is possible with 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, 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 Deerfield and extension site courses; and through Trinity Distance Education or independent study courses as arranged with the program advisor.

Note: It is not the design or intent of the MA/TS program to be completed solely in an independent or distant mode. Participants should anticipate spending a majority of their coursework in the classroom at a TEDS site, either Deerfield or an extension. Numerous delivery options are available, including summer, modular, weekend, evening, and other class formats. A maximum of five courses (15 hours) in Distance Education may be taken in a TEDS degree program.

MA/TS Statute of Limitation
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

1. Complete the General Graduation Requirements for all master’s programs.
2. 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.
3. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
4. Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

MA/TS Curriculum

The flexibility of the curriculum in the MA/TS program 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 complete as many as 14 or more semester hours (electives plus 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.

Biblical Studies (include both OT and NT studies; languages not applicable) 8-12 hrs
   Recommend: OT 5000 and NT 5000
Theological Studies (select from ST, PR, CC, BE studies) 9-12 hrs
   Recommend: ST 5101, ST 5102, ST 5103
Historical and Global Studies (select from CH and ME studies) 5-9 hrs
   Recommend: CH 5010, CH 5060, ME 6410, ME 6760, ME 7450, ME 7710
Electives 1 2-15 hours

These courses may focus in a department or area of interest or be selected from across the curriculum.

PT 5000 Personal Assessment and Introduction to Ministry 1 hr
PT 5090 Field Ed (two semesters) -or- 0 hrs
PT 5090 Field Ed (one semester) & ID 5080 Formation Group (two semesters) 0 hrs
Capstone: ID 7468 MA (Theological Studies) 2 hrs

Total Program 42 hrs

Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC)

MA/ARC Concentration Purpose

The Master of Arts concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) provides specialized study in the discipline of Biblical and Near Eastern Archaeology. The MA/ARC 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/ARC Program Objectives and Student Learning Outcomes

To be announced

MA/ARC Pre-requisites

a. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
b. an undergraduate major in Archaeology and Near Eastern Studies and languages or its equivalent that includes a minimum of 6 hours of undergraduate Hebrew, and 12 hours of Bible (including OT and NT surveys), and/or archaeology Near Eastern studies
c. proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241 (testing for placement)

MA/ARC Curriculum

Theology Core

6 hours

Recommend ST 5101 and ST 5102 or ST 5103

Concentration Core

24 hours

Biblical and Near Eastern Archaeology

Required

OT 5075 Biblical Archaeology: Introduction to the World of the OT 4 hours

Select 9 hours from

OT 5050 Geography of Bible Lands 3 hours
OT 7420 Ancient Near Eastern Religions 3 hours
OT 7425 Egypt and the Bible 3 hours
OT 7430 Origins of Israel 3 hours
OT 7435 History of Israel 3 hours
OT 8000 Seminar (when topic is Hebrew Studies; approval by dept chair) 3 hours

Cognate Languages

Required

OT 5242 Hebrew Exegesis 4 hours

Select 6 hours from

OT 7010 Biblical Aramaic 3 hours
OT 7014 Extrabiblical Aramaic 3 hours
OT 7020 or 7021 Akkadian I or II 3 hours
OT 7030 Ugaritic 3 hours
OT 7040 Syriac 3 hours
OT 7410 West Semitic Inscriptions 3 hours
OT 7415 Middle Egyptian 3 hours
OT 8000 Seminar (when topic is Cognate Lang; approval by dept chair) 3 hours

Elective course

1 hour

Participants are encouraged to complete one hour of OT 7501 Guided Research in tandem with one of their concentration core courses

Field Education

0 hours

PT 5090 Field Education (2 semesters) -- or –
PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)
MA/ARC Capstone  2 hours
MA/ARC Major Comprehensive Exam  0 hours
OT 7455 Fieldwork in the Middle East  2 hours

Total Program 32 hours

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 Program Objectives and Student Learning Outcomes
1. 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.
2. Students will develop skills in historical research and writing necessary for academic ministry or service to the local church.
3. 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.
4. Students will grow in their understanding of and appreciation for the rich diversity of faith traditions within the Christian churches.

MA/CH Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) an undergraduate major in history or its equivalent that includes a minimum of 18 hours in history
(c) a reading knowledge of languages required to complete the thesis, depending on the area of study

MA/CH Curriculum

Theology Core  6 hours
ID 5000 Biblical Theology and Interpretation  3 hours
Systematic Theology elective (ST prefix)  3 hours

Concentration Core  17-19 hours
CH 8100 Classic Texts in the History of Christianity  3 hours
CH 8911 & CH 8912 Colloquium in Historical Methodology I & II  2 hours
Electives in Church History  12-14 hours
Note: 12 hours if Thesis option; 14 hours if Two Major Papers option

The following courses in other departments may be completed in the Concentration Core:
ME 8455 History of Christianity in China
NT 7720 Backgrounds of Early Christianity
PT 7400 History of Preaching
ST 8310 Theology of Augustine
ST 8360 Karl Barth
ST 8410 Theology in Contemporary Literature

Elective courses  5-7 hours
Field Education
PT 5090 Field Education (1 semesters) -- or --
ID 5080 Formation Group (2 semesters)

MA/CH Capstone
MA/CH Major Comprehensive Exam
0 hours

MA/CH Capstone
0-2 hours

Two -- 7980 MA Major Research Paper* -- or --
– 7485 MA Thesis**
0 hours
2 hours

Total Program 32 hours

* 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.
** Option expected for those intending to pursue PhD studies in history.

Concentration in Educational Ministries (MA/EM)

MA/EM Concentration Purpose
The Master of Arts concentration in Educational Ministries (MA/EM) provides specialized study in the discipline of educational ministries broadly defined. The MA/EM melds academic and professional interests, providing participants a rigorous theoretical background in educational thinking with intentional application to the ministry context. It is designed for those with an undergraduate educational ministries program (or specialized EM program such as youth ministry, etc.) who wish to further their understanding of educational theory and its application; or for those without a significant educational background who recognize the necessity of helping persons grow in their Christian faith in the church and other Christian contexts. Thus it provides a sure footing for those leading educational ministries or anticipating doctoral studies, including the PhD (Educational Studies) program at TEDS. Persons anticipating ordained pastoral ministry in education should pursue the MDiv program, completing the concentration in educational ministries.

MA/EM course offerings are drawn from across the curriculum based on a participant’s needs and ministry context (rather than a plethora of specific topical departmental courses). A foundational curricular core in Bible, theology, and educational ministries provide a structure for integrative educational thinking. Course selections are developed in consultation with an educational faculty advisor 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.)

Program participants are expected to participate fully in sharing their experience, critical thinking, and course preparation so as to contribute both in and outside the classroom to the community of learners in the MA/EM program.
MA/EM Program Objectives and Student Learning Outcomes

The MA/EM Concentration 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

While the primary mode of course delivery is classes on the Deerfield campus; short-term modular, weekend, extension, and conference wrap-a-rounds may be part of an individual student’s curricular package.

MA/EM Pre-requisites

(a) an undergraduate major in educational ministries or its equivalent that includes a minimum of 30 hours in educational ministries, Bible/theology, and social science studies; or
(b) an undergraduate major or its equivalent with exposure to educational practice in the church, parachurch, other Christian organization, or in the public education arena
(c) and leadership experience in educational practice

MA/EM Curriculum

Required Foundation Core 18 hours

Core courses are listed below. Appropriate substitutions may be made in consultation with the EM faculty advisor.

Theology Core 6 hours
Generally ST 5101 Theology I and ST 5102 Theology II

Bible Core 6 hours
Generally OT or NT 5000, and OT or NT 5100

EM Foundations Core 6 hours
EM 5000 Foundations in Educational Ministry – 2 hrs
EM 5125 Teaching and Learning – 2 hrs
EM 5210 Christian Leadership and Administration – 2 hrs
Note: Components of each of the above courses will contribute to the MA/EM Portfolio for degree students.
**EM Concentration** 11-14 hours

Participants consult with EM faculty advisor to focus concentration courses around an educational area of personal interest. Suggested courses are offered on a regular basis (though not every course is offered every semester or every year). Consult EM advisor for current occasional special coursework that may be appropriate for your area of interest.

**Suggested courses from the EM Department include:**
- EM 5415 Educational Theory in Historical and Cultural Context
- EM 5510 Christian Formation and Journey
- EM 5576 Marriage and Family Enrichment
- EM 5540 Foundations of Youth Ministry
- EM 5560 Church Ministry with Adults
- EM 6000 Current Topics in Educational Ministries
- EM 6260 Small Group Process in Ministry
- EM 6265 Building Ministry Teams
- EM 6270 Building Community in the Church
- EM 6275 Developing Healthy Spiritual Leaders
- ES 7524 Education and Ministry Experiences for Children
- ES 7550 Local Church as System
- ES 7560 Program Planning Dynamics in the Local Church
- ES 8000 Seminar: Current Issues in Educational Ministries

See below for suggested interdepartmental courses.

**EM Portfolio and Capstone** 0-3 hours

MA/EM program participants will participate throughout their program in field-based and community-based activities, which contribute to a robust EM Portfolio and will culminate in the MA/EM Capstone experience. Details are available from the department. Participants consult with department faculty who will determine on basis of ministry goals and prior experience.

**Total Program** 32 hours

**Suggested Interdepartmental Courses**
The following courses in other departments may be applicable to the EM Concentration, depending on a participant's interest area. This is a partial list. MA/EM students should consult with their adviser to determine which are appropriate.

- CC 5610 Cultural Hermeneutics
- CH 5010 History of Christianity
- CM 6572 Pastoral Counseling for Marriage and Family
- CO 5210 Counseling Skills Training
- CO 6530 Child and Adolescent Counseling
- HM 5000 Theology and Methodology of Biblical Preaching
- ID 5000 Biblical Theology and Interpretation
- ID 6012 Prayer and Life in the Spirit
- ME 5001 Foundations of Evangelism
- ME 7215 Teaching the Bible in Intercultural Settings
- ME 8815 Ethnicity: Modes of Inquiry and Analysis
- PT 5000 Personal Assessment and Introduction to Ministry
- PT 6300 Intro to Chaplain Ministries
- PT 7860 Social and Cultural Exegesis
Concentration in Intercultural Studies (MA/ICS)

MA/ICS Concentration Purpose
The Master of Arts concentration in Intercultural Studies (MA/ICS) provides specialized study in the discipline of intercultural studies and Christian mission. The MA/ICS seeks to develop students in knowledge and practice of cross-cultural ministry or 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.

MA/ICS Program Objectives and Student Learning Outcomes
1. Students will gain a foundational understanding of the biblical basis of mission and learn to biblically assess various aspects of intercultural ministry.
2. Students will have deeper insight into the nature of human cultures and the implications of cultural differences for intercultural ministry.
3. Students will be able to articulate historical background of various mission related issues and their implications for mission practice today.
4. Students will develop skills related to the practice, analysis and strategies of intercultural ministry.
5. Students will grow in their appreciation for human diversity and in their passion to participate in God’s mission in the world today.

MA/ICS Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) an undergraduate major in intercultural studies or its equivalent that includes a minimum of 8 hours in intercultural studies/missions and social sciences, or extensive intercultural experience

Non-Traditional Student Option
The MA ICS program is structured to enable non-traditional students to complete the program.
Required courses are scheduled regularly in evenings, weekends, and in one or two-week modular format; others are offered in the summer semester, at extension sites, in online distance education mode, or as guided research study.

Dual Degree MA/ICS Program 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
• 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.
**MA/ICS Curriculum**

**Bible and Theology Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5100 English Bible (Old Testament)</td>
<td>2 hours</td>
</tr>
<tr>
<td>NT 5100 English Bible (New Testament)</td>
<td>2 hours</td>
</tr>
<tr>
<td>ID 5000 Biblical Theology and Interpretation</td>
<td>3 hours</td>
</tr>
<tr>
<td>ST 5101 or 5102 or 5103 Theology I, II, or III</td>
<td>3 hours</td>
</tr>
<tr>
<td>ST 7395 Hermeneutics</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

A minimum of one course (2 hours) each in Old Testament, New Testament, and Theology. The following are recommended:

**Concentration Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6760 Theology of Mission and Evangelism</td>
<td>3 hours</td>
</tr>
<tr>
<td>ME 6250 The Intercultural Missionary</td>
<td>2 hours</td>
</tr>
<tr>
<td>ME 6610 Anthropology for Ministry</td>
<td>2 hours</td>
</tr>
<tr>
<td>ME 8210 Intercultural Communications</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 7450 Christianity in the Non-Western World Since 1700</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Elective in Intercultural Studies

4-6 hours

The following courses in other departments may be completed in the Concentration Core.

- PT 5150 Introduction to Church Planting in North America
- PT 5155 Church Planting Bootcamp
- PT 6155 Advanced Church Planting
- PT 7260 Evangelistic Preaching

**Elective courses**

Elective course work is dependent upon academic and professional goals, and is determined in consultation with the faculty advisor.

**Field Education and Formation Group**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5090 Field Education (2 semesters)</td>
<td>0 hours</td>
</tr>
<tr>
<td>PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**MA/ICS Capstone**

2 hours

MA/ICS Major Comprehensive Exam

Participants work with the Department in completing one of the following:

(a) ID 7480 MA Integrative Paper
(b) PT 7465 or PT 7466 Intercultural Ministries Internship
(c) ME 7485 MA Thesis

Note: Required for students with limited cross-cultural experience as determined by the ME Department.

Note: The thesis option requires a research methods course as an elective

Total Program 32 hours
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
1. Student 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).
2. Student 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.
3. Student will demonstrate in-depth knowledge and understanding of major scholars, publications, methodologies, and dominant ideas of contemporary biblical scholarship.
4. Student 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.
5. Student will be able to appropriate such gospel message in his or her own ministry and personal life.

MA/NT Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) 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)
(c) proficiency in biblical Greek at a level equivalent to completion of TEDS NT 4031 (two years of undergraduate Greek; testing for placement)

MA/NT Curriculum

**Theology Core**
Recommend ST 5101 and ST 5102 or ST 5103

**Concentration Core** 23-26 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT 5210 NT Greek Exegesis I</td>
<td>4</td>
</tr>
<tr>
<td>NT 5211 NT Greek Exegesis II</td>
<td>2</td>
</tr>
<tr>
<td>NT 8720 Advanced Greek Exegesis</td>
<td>2</td>
</tr>
</tbody>
</table>

One of the following courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT 8911 NT Research</td>
<td>2</td>
</tr>
<tr>
<td>ID 7900 Theological Research Methods</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives Studies in New Testament 13-16 hours

The following courses in other departments may be completed in the Concentration Core.
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 7040 Syriac</td>
<td>3</td>
</tr>
<tr>
<td>ST 7395 Hermeneutics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100, NT 5175) are not applicable in the MA program.
Field Education 0 hours
PT 5090 Field Education (2 semesters) -- or --
PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)

MA/NT Capstone 0-3 hours
The following are required:
(a) MA/NT Major Comprehensive Exam
(b) – 7485 MA Thesis

Total Program 32 hours

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 Program Objectives and Student Learning Outcomes
To be announced

MA/OT Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) 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)
(c) proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241 (testing for placement)

MA/OT Curriculum
Theology Core 6 hours
RecommenST 5101 and ST 5102 or ST 5103

Concentration Core 26 hours
Required
OT 5242 Hebrew Exegesis 4 hours
OT 8911 OT Studies I: Pentateuch and Historical Books 2 hours
OT 8912 OT Studies II: Poetry and Prophets 2 hours

Select 8 hours of Hebrew Language from:
OT 5250 Hebrew Reading Skills 2 hours
OT 7210 Exegesis of Genesis 3 hours
OT 7230 Exegesis of Psalms 3 hours
OT 7250 Exegesis of Isaiah 3 hours
OT 8000 Seminar (when topic is Hebrew Studies; approval by dept chair) 3 hours
OT 8720 Advanced Hebrew Exegesis: (Book) 3 hours
OT 8729 Advanced Hebrew Studies: (Topic) 3 hours
Select 3 hours of Cognate Languages from:
- OT 7010 Biblical Aramaic 3 hours
- OT 7014 Extrabiblical Aramaic 3 hours
- OT 7020 or 7021 Akkadian I or II 3 hours
- OT 7030 Ugaritic 3 hours
- OT 7040 Syriac 3 hours
- OT 7410 West Semitic Inscriptions 3 hours
- OT 7415 Middle Egyptian 3 hours
- OT 8000 Seminar (when topic is Cognate Lang; approval by dept chair) 3 hours

Select 7 hours of Old Testament Elective Studies from
- OT 5050 Geography of Bible Lands 3 hours
- OT 5060 Old Testament Introduction 2 hours
- OT 6216 Pentateuch and Historical Books 4 hours
- OT 6217 Poetic and Prophetic Books 4 hours
- OT 7090 Old Testament Theology 3 hours
- OT 7410-7440 The Old Testament and Near East courses 3 hours
- OT 7460 Qumran Scrolls 3 hours
- OT 7710 Intertestamental Period 3 hours
- OT 8722 The Septuagint and the New Testament 3 hours
- OT 8000 Seminar (approval by dept chair) 3 hours
- OT 8723 Old Testament Textual Criticism 3 hours
- ST 7395 Hermeneutics 3 hours

Note: Up to 3 hours of the Capstone may be applied in the Concentration Core
Note: OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100, NT 5175) are not applicable to the MA program.

Field Education 0 hours
- PT 5090 Field Education (2 semesters) 0 hours
- PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters) 0 hours

MA/OT Capstone 0-3 hours
- MA/OT Major Comprehensive Exam 0 hours
- OT 7485 MA Thesis 2 hours

Total Program 32 hours
Concentration in Philosophy of Religion (MA/PR)

MA/PR Concentration Purpose
The Master of Arts concentration in Philosophy of Religion (MA/PR) provides specialized study in the discipline of Philosophy of Religion. The MA/PR 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/PR Concentration Objectives and Student Learning Outcomes
1. to enable the student with previous work in philosophy to do concentrated work in philosophy of religion and apologetics from a Christian perspective
2. to equip men and women for ministry to the collegiate mind whether from the pulpit or in student work and develop a concern for evangelical scholarship in this discipline
3. to prepare evangelicals as teachers of philosophy, apologetics, and related disciplines
4. to contribute to graduate education by providing Christian perspectives in preparation for doctoral studies elsewhere

MA/PR Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) an undergraduate major in philosophy or its equivalent that includes a minimum of 15 hours in philosophic studies
(c) a reading knowledge of languages required to complete the thesis, depending on the area of study

MA/PR Curriculum

Biblical and Theological Core

11-12 hours

ST 5101 Theology I
3 hours

ST 5102 or 5103  Theology II, or III
3 hours

ID 5000 Biblical Theology and Interpretation
3 hours

ST 7395 Hermeneutics or CC 5610 Cultural Hermeneutics
2-3 hours

Concentration Core

20-21 hours

PR 5500 Apologetics
2 hours

PR 7220 Ethical Theory
3 hours

PR 7715 Theism
3 hours

PR 7750 Philosophical Issues in Religious Pluralism
3 hours

Elective studies in Philosophy of Religion
9-10 hours

Note: Up to 3 hours of the Capstone may be applied in the Concentration Core

The following courses in other departments may be completed in the Concentration Core:

CH 8361  Jonathan Edwards
ME 7300  World Religions
ST 8039  The Problem of Evil
ST 8720  Postmodern Theology

Field Education

0 hours

PT 5090 Field Education (2 semesters) -- or --
PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)

MA/PR Capstone

0-3 hours

MA/PR Major Comprehensive Exam

One of the following
(a) Two – 7980 MA Major Research Paper
(b) – 7485 MA Thesis

Total Program 32 hours
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
1. 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).
2. Students will obtain competence in the historic traditions of Christian theology (e.g., by taking courses in historical theology).
3. Students will gain familiarity with contemporary, global developments in Christian theology (e.g., by taking Contemporary Theology).
4. 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 Pre-Requisites
An undergraduate major in Bible and/or theology, or a minimum of 12 hours of undergraduate work in biblical and/or theological studies. Students entering with deficiencies are advised to satisfy up to 9 hours of those deficiencies by taking any or all of Theology I, II, and III.

MA/ST Curriculum

**Biblical and Systematic Theology Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students who have taken the equivalent of the above courses with a grade of B or above are encouraged to take at least two advanced doctrinal courses such as the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 7070</td>
<td>Models of Sanctification</td>
<td>3</td>
</tr>
<tr>
<td>ST 8040</td>
<td>Justification</td>
<td>3</td>
</tr>
<tr>
<td>ST 8050</td>
<td>Pneumatology</td>
<td>3</td>
</tr>
<tr>
<td>ST 8xxx</td>
<td>Christology</td>
<td>3</td>
</tr>
<tr>
<td>ST 8xxx</td>
<td>Providence</td>
<td>3</td>
</tr>
<tr>
<td>ST 8xxx</td>
<td>God in Biblical and Systematic Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Core**

*Required*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 6011</td>
<td>Global Theologies</td>
<td>2</td>
</tr>
<tr>
<td>ST 7505</td>
<td>Use of Scripture in Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course in Biblical Theology such as:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>OT 7090</td>
<td>Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>NT 8640</td>
<td>New Testament Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two courses, in Historical Theology and/or Contemporary Theology such as:
MA/ST students should work with faculty advisor to ensure coursework provides adequate background for the capstone comprehensive exam and writing projects.

Elective Courses 0-7 hours
After satisfying the above mentioned requirements, students who have not taken a total of 32 hours may take further elective course work in a secondary area related to the Concentration (e.g., Apologetics; Ethics; Philosophy of Religion; Bioethics).

Symposium in ST (two times/semester) 0 hours
Each MA/ST student is required to attend a Symposium in ST twice each semester during two semesters of coursework (thus, attendance at a total of 4 symposia is required). ST Symposia will be hosted by the ST Department.

Field Education 0 hours
PT 5090 Field Education (1 semester) –or– ID 5080 Formation Group (2 semesters)

MA/ST Capstone 0-3 hours
MA/ST Major Comprehensive Exam
And one of the following:
(a) ST 7980 MA Two Major Research Papers
(b) ST 7485 MA Thesis

Note: The thesis option requires a research methods course as an elective (generally ID 7900 Theological Research Methods 2 hours)

Total Program 32 hours
Specialized Concentration
By special application; 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 vetted through the Dean's Office the development of a specialized program 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.

Pre-requisites
(a) 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
(b) an undergraduate major appropriate to the area of specialization or a minimum of 30 hours appropriate to the specialization

Curriculum
Theology Core 6 hours
Recommend ST 5101 and ST 5102 or ST 5103

Concentration Core 12-18 hours
Concentration core curriculum must focus around a specifically identified curricular area, though such may draw from across the regular curriculum.
Note: Up to 3 hours of the Capstone may be applied in the Concentration Core

Elective courses 5-12 hours

Field Education 0 hours
PT 5090 Field Education (2 semesters) – or –
PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)

MA Capstone 0-3 hours
Specialized Concentration Major Comprehensive Exam (depending on the area of concentration)
One of the following
(a) Two -- 7980 MA Major Research Paper
(b) -- 7485 MA Thesis
Note: The thesis option requires a research methods course as an elective (generally ID 7900 Theological Research Methods 2 hours).

Total Program 32 hours
Master of Arts in Counseling Ministries (MA in CM)

MA in CM Purpose

The Master of Arts in Counseling Ministries (MA in CM) is designed to develop the counseling skills of those who desire to work as lay counselors in churches, in parachurch organizations, or in an international setting where formal certification is not required.

The variety of counseling training available at Trinity requires careful assessment prior to beginning a program of study. In addition to the Master of Arts in Counseling Ministries, students will also want to consider the Master of Arts in Mental Health Counseling. The admissions staff can provide detailed information on the programs to help students select the one most appropriate for their career path.

MA in CM Admission Requirements and Prerequisites

The admission requirements for the MA in CM 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 CM program.
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 if undergraduate grade point average is below 3.0.

MA in CM Concurrent Degree Options

Students may desire to complete a second TEDS degree program with their MA in CM 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 CM and MA (TS) degree could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA in CM) with the MA (CS). 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 CM 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 coursework 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 CM candidates are required to participate in group counseling while in residence.
MA in CM 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 CM Graduation Requirements
In addition to the General Graduation Requirements for all master’s programs, the following are required for the MA in CM:

1. Completion of all coursework in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program coursework of 2.5, with no coursework graded below a “C-” applicable to the degree.
2. Successfully write the major comprehensive exam.
4. A minimum of 42 hours of coursework, at least 25 hours in counseling.
5. Complete a Master of Arts capstone project for the MA in CM which is to present an acceptable project (CO 7501) or complete a counseling practicum approved by the department.

MA in CM Curriculum
Biblical and Theological Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>ID 5010</td>
<td>Foundations in Biblical Studies</td>
<td>3</td>
</tr>
<tr>
<td>ST 5000</td>
<td>Survey of Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>CO 6710</td>
<td>Counseling and Theological Worldview</td>
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Non-Counseling Electives

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<tr>
<th>Course</th>
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<th>Hours</th>
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<tr>
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<td>Suggested:</td>
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<tr>
<td>ST 5200</td>
<td>Christian Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
<td>2</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation and Journey</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Bioethics courses (BE)</td>
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<td></td>
<td>Contemporary Culture courses (CC)</td>
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Counseling Required Courses

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<th>Hours</th>
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<tbody>
<tr>
<td>CM 5110</td>
<td>Survey of Counseling Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage and Family</td>
<td>3</td>
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<tr>
<td>CO 5210</td>
<td>Counseling Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>CO 6130</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CO 7140</td>
<td>Crisis Counseling</td>
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Counseling Electives

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td>Suggested:</td>
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<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries</td>
<td>1-3</td>
</tr>
<tr>
<td>CO 6120</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CO 6530</td>
<td>Child and Adolescent Counseling</td>
<td>2-3</td>
</tr>
<tr>
<td>CO 6610</td>
<td>Human Sexuality -or-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Other applied Counseling courses</td>
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</tbody>
</table>

ID 5080 Formation Group (two semesters) 0 hours
Counseling Capstone

CM 7950 Christian Counseling Practicum -or-
CM 7478 Counseling Ministries Project

Total Program 42 hours

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.

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.

Dual Degree Program for Trinity College Undergraduate Students

Trinity College students may apply to the dual degree track that combines a BA in Psychology (Counseling Psychology Emphasis) with a TEDS MA in Mental Health Counseling upon completion of 70 hours of undergraduate work. The following are also required for admission:

- A minimum cumulative undergraduate GPA of 3.0
- A recommendation from the undergraduate academic advisor or the Psychology Department Chairperson
- A completed TEDS application
- A personal interview with the TEDS Counseling Department Chair or an MA/MHC faculty member

When admission criteria are met, the TEDS Counseling Department notifies the TEDS Admissions Office of admission to the program.

Further details regarding the BA in Psychology program requirements may be ascertained by consulting the Trinity College catalog.

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 MHCD 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:

1. Completion of all coursework in the program, including ID 5080 Formation Group, 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.
2. Successfully write the major comprehensive exam.
4. A minimum of 60 hours of coursework, at least 48 hours in mental health counseling.
5. 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.
6. Students should consult with the department faculty to ensure that requisite course work is met for state licensure.
MA in MHC Curriculum

Program Prerequisites If Needed (9 hours)
Course work including Introduction to Psychology, Statistics, Abnormal or Developmental Psychology 9 hours

Program Curricula

Biblical and Theological Foundations 12 hours
- ID 5000 Biblical Theology and Interpretation 3 hours
- ID 5010 Foundations in Biblical Studies 3 hours
- ST 5000 Survey of Doctrine 3 hours
- CO 6710 Counseling and Theological Worldview: Faith and Practice 3 hours

Mental Health Counseling Core 33 hours
- CO 5210 Counseling Skills Training 3 hours
- CO 5400 Foundations of Mental Health Counseling 3 hours
- CO 5310 Counseling Theories 3 hours
- CO 6110 Career Counseling 3 hours
- CO 6130 Group Counseling 3 hours
- CO 6510 Personality Development 3 hours
- CO 6650 Multicultural Issues in Counseling 3 hours
- CO 6720 Ethics and Issues in Counseling 3 hours
- CO 7210 Assessment and Evaluation 3 hours
- CO 7450 Psychopathology 3 hours
- CO 7900 Research Methods 3 hours

Mental Health Counseling Electives 11-13 hours
- ID 5080 Formation Group (two semesters, need not be consecutive) 0 hours

Capstone in CP (CO 6950 is required, and select one of other three options) 6-8 hours
- CO 6950 Counseling Practicum 2 hours
(1) Internship Option (Note: This is the only option leading to possible licensure.)
- CO 7961 Mental Health Counseling Internship I 3 hours
- CO 7962 Mental Health Counseling Internship II 3 hours
(2) International Counseling Experience (Note: Non-licensure option; by department consent only.)
- CO 7969 International Counseling Experience 4 hours
(3) Thesis Option
- CO 7905 Advanced Research Design 2 hours
- CO 7485 MA Thesis 2 hours

Total Program 64 hours

Master of Arts in Ministry (MA in Min)

MA in Min Program Purpose
The Master of Arts in Ministry (MA in Min) is designed to equip persons for leadership in a specific specialization of church-related ministry. As a narrowly focused program, the MA in Min is not recommended for those anticipating ordained pastoral ministry. Areas of ministry specialization are specific to the participant’s ministry context in a local church, parachurch, or another church-related ministry. The MA in Min is not designed for those anticipating future doctoral work.
Ministry specializations of present students include spiritual formation in the local church, ministry to young adults, church administration, women’s ministry, and worship ministry.

**MA in Min Program Objectives**

The MA in Min will enable participants to:

- Understand the biblical and theological constructs that undergird the ministry specialization.
- Think critically and constructively regarding the content and processes in the area of ministry specialization.
- Engage competently ministry situations in their context and culture.
- Develop skills in the design, implementation, and assessment in the area of specialization.
- Grow in personal and spiritual maturity.

**MA in Min Program Admission Requirements and Prerequisites**

The admission requirements for the MA in Ministry are those described under the Admissions section of the catalog and the following requirements specific to the MA in Ministry program:

- Applicants must possess a baccalaureate degree from a recognized accredited institution, or an educational equivalent. In some cases, admission with deficiencies is possible with 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 and for others upon request from the Admissions Office.
- A minimum of one semester-length undergraduate or graduate course each in Old Testament, New Testament, and theology (generally totaling at least 9 or 10 semester hours). Applicants may be admitted without this coursework but need to take it early in the program.
- Applicants must include with their application a statement stating their ministry intent and anticipated area of ministry specialization. The statement should be approximately 1,000 words in length and include a description of present and future ministry intent, as well as involvement and recognition by the church in the area of ministry specialization. This statement should be refined by the participant during the first half of the program in anticipation of the mid-program assessment.
- A letter of endorsement on letterhead from the applicant’s local church, parachurch, or church-related ministry that demonstrates the applicant’s church-connectedness and affirms the following: (a) the applicant’s interest and giftedness for church-related ministry; (b) the applicant’s evident Christian life and character; and (c) the support and prayers of the ministry organization for the applicant’s course of study. As a church-related ministry degree program, this requirement is not optional.
- A personal interview may also be required.

**MA in Min Program Curricula and Ministry Specialization**

The area of ministry specialization is individually contextualized to the participant’s ministry and reflected in the program coursework. (See program curriculum below for possible areas of specialization.) Whether participants are completing coursework on the Deerfield, urban Chicago, or Florida campuses, or at one of TEDS’s extension sites, they are expected to integrate learning experiences in classroom studies, ministry application courses, and the capstone integrative experience around an area of ministry specialization. In consultation with the program advisor, particular courses are selected for the program of study and filed in the Records Office accordingly.
Participants may choose an area of ministry specialization by selecting courses across the curriculum, including cross-listed Graduate School and College courses where relevant to church ministry and including course work available through the ACTS consortium. Specializations may include a selection of courses from within a department, an area of specialized interest that bridges departments, or a combination of relevant course work and experiences linked to the participant’s ministry base. Specializations must contribute to the program objectives and equip participants for competent leadership in an area of specialization for church ministry.

Participants are encouraged to design elective assignments in their Biblical, Theological, and Historical Studies area with their ministry specialization. Two courses (6 hours) minimally in the Ministry Practice and Context area must be in the selected area of ministry specialization. The capstone integrative project, which varies from 3 to 6 hours culminates and integrates the program’s insights into the participant’s area of ministry specialization. Thus, a student minimally must complete 9 hours in the ministry specialization, though depending on courses completed and the particular area of interest, most of the program may focus explicitly on the area of ministry specialization.

**MA in Min Mid-program Assessment**

At the time participants register for their 15th semester hour, they must meet with their program advisor to complete a projected plan for program completion. At this time, the participants should (a) select their area of specialization and (b) initiate planning for completion of the capstone integrative experience. The projected plan of program completion must be filed with the Records Office before the participants register for the next semester.

**MA in Min Residency Requirement and Program Duration**

The residency requirement for the MA in Ministry 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 Deerfield and extension site courses; and through TEDS Online or independent study courses as arranged with the program advisor. A minimum of 16 semester hours must be completed in the program after admission to the program, which generally means transfers are not accepted into the program.

The MA in Ministry degree normally necessitates two years of full-time study and three semesters of coursework, followed by one semester of the capstone integrative experience. This period may be shortened if prerequisites are met and lengthened in the case of part-time study or a longer capstone integrative experience.

**Note:** It is not the design or the intent of the MA in Min program to be completed solely in an independent or distant mode. Participants should anticipate spending the majority of their coursework in the classroom at a TEDS site. Numerous delivery options are available, including summer, modular, weekend, evening, and other class formats.

**MA in Min Statute of Limitation**

All MA in Ministry 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 in Min Graduation Requirements**

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete a minimum of 32 semester hours with a cumulative GPA for program course work of at least 2.0, with no course work graded below a “C-” applicable to the degree.
MA in Min Curriculum

Program Prerequisites If Needed (9-10 hours minimum)

**Biblical Studies**

OT 5000 and NT 5000 recommended

**Theological Studies**

ST 5000, ST 5101, or ST 5102 recommended

Program Curricula

**Biblical, Theological, and Historical Studies**  12-15 hours

A minimum of one course (2 hours) each in Old Testament, New Testament, Theology, and History

**Ministry Practice and Context**  12-15 hours

A minimum of four courses in ministry application, two of which (6 hours total) must be in a particular area of ministry specialization that provides a foundation for the capstone integrative experience.

Required: PT 5000 Personal Assessment and Introduction to Ministry

**ID 7465 MA in Min Capstone Experience**  3-6 hours

A ministry-based experience that integrates the biblical/theological/historical with the ministry practice and context components of the program and provides the capacity for further specialized service in the church (ID 7465). This intensive experience may be a practicum or a project and (for 3 semester hours) will reflect a minimum of 168 hours (12 hr/wk for 14 wks) of experiential learning and be accompanied by a 7,500-to-10,000-word (25-30 page) critical analysis paper demonstrating integration of program components with the area of ministry specialization.

**Total Program**  32 hours

**Areas of Ministry Specialization recently completed by MA in Ministry graduates or current students include those below. These areas and courses are suggested and may vary according to the needs of the student and availability of courses. While 6 hours in a Specialization are required, 6-9 additional hours plus the Capstone Experience enable a student to complete as many as 14 or more semester hours in the Specialization. Coursework is also available through cross-registration into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Consult advisor for course recommendations.**

**Administration and Leadership in the Church**

Several students with business, or similar, backgrounds are pursuing a specialization in church administration. Courses selected include the following:

- CM 6000 Preserving Your Ministry Family
- EM 5000 Foundations in Educational Ministry
- EM 5210 Christian Leadership
- ME 5001 Foundations of Evangelism
- ME 6963 Principles of Discipleship
- OT 6000 Old Testament Ethics
- PT 7210 Pastoral Practices
- PT 7220 Pastoral Leadership
- PT 7410 Church History and Polity
- PT 8000 Essence of Biblical Leadership
- ST 5200 Christian Ethics
Age- or Gender-related Ministry

Age (children, youth, college, adult) specific ministries, or ministry to families, women, or men is the interest of other students whose course work has included the following:

- CM 5000 Prepare/Enrich Premarital Training
- CM 6572 Pastoral Counseling for Marriage and Family
- CO 5210 Counseling Skills Training
- CO 6000 Guilt and Shame from a Christian Perspective
- EM 5000 Foundations in Educational Ministry
- EM 5210 Christian Leadership and Administration
- EM 6000 Marriage and Family Ministry
- EM 7260 Small Group Processes in Ministry
- ID 6012 Prayer and Life in the Spirit
- ME 8624 Cross-Cultural Conflict Resolution
- ST 5200 Christian Ethics

Formation

Christian growth and formation includes development and group process, as well as biblical and theological course work for program participants:

- DE 5740 Spiritual Formation
- EM 5000 Foundations in Educational Ministry
- EM 5510 Christian Formation and Journey
- EM 6000 Adolescent Spirituality
- EM 6000 Marriage Enrichment
- NT 5175 Evangelistic Bible Study: Mark

Worship in the Church

In addition to TEDS courses, students may enroll in ACTS Chicago consortium courses to complete a specialization in some areas:

- ACTS Current Practices in Worship and Spirituality
- ACTS History of Worship and Spirituality
- ACTS Theology of Worship and Spirituality
- CC 5610 Cultural Hermeneutics
- CH 5010 History of Christianity
- ID 6011 NCTI The Church and Mission: New Face of Christianity
- PR 5500 Apologetics
Master of Arts in Urban Ministry (MA in UM)

Note: TEDS, with the approval of the Association of Theological Schools and the Higher Learning Commission, offers the Master of Arts in Urban Ministry degree program at the South Chicago Regional Center in Dolton. Although some urban-ministry–related courses are available in Deerfield, participants should plan to make the South Chicago Regional Center the center of their program activities.

MA in UM Program Purpose

The MA in UM serves students engaged in urban ministry who desire a graduate degree that provides knowledge and skills for effective ministry in an urban setting. The emphasis is designed for the mature student with significant experience in urban ministry. While the objectives of this emphasis focus on the specific needs of minority students in urban ministry, others with appropriate urban ministry background or vocational goals are encouraged to apply. The MA in UM has the following objectives:

Professional Competence. The program will contribute to effectiveness as a pastor, preacher, and teacher.

Educational Legitimization. The structures of a complex urban society often call on urban pastors to intercede with agencies such as the welfare department, courts, public schools, and social work systems. Adequate professional skill and academic credentials legitimize the urban pastor’s ministry in these contexts.

Theological Integration. The integration of social and spiritual responsibilities in urban ministry often lacks a clear framework. The MA in UM program provides a contextualized setting for engaging this integration.

Marketable Skills. Professional competence and academic credentials enhance the opening of ministry opportunities for urban pastors.

MA in UM Design and Requirements

The MA in UM’s main campus in the city of Chicago offers classes at times conducive for persons engaged in full-time employment. The entire program may be completed at the South Chicago Regional Center (SCRC); however, many courses are also offered on the Deerfield Campus.

The curriculum design enables completion of the required 48 hours in approximately three years when taking two courses (6–8 hours) per semester, making the emphasis accessible to those engaged in full-time ministry. Upon completion of coursework, a written professional project is also required that reflects the engagement of the student’s academic training with ministry experience.

Courses are offered at the South Chicago Regional Center in Dolton. Updated course information may be obtained through the Associate Dean at SCRC and Director of the MA in UM program, at 312.505.8498.

MA in UM 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 MA in UM 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 indicator 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.

MA in UM Residency Requirement and Continuation

Residency requirements for the MA in UM degree:

- 24 hours must be completed through Trinity coursework.
- The final 8 hours must be taken through Trinity.
MA in UM Statute of Limitation

All MA in UM program requirements must be completed within eight years.

MA in UM Candidacy Requirements

Admission to the MA in UM 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 course work 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.

MA in UM Graduation Requirements

The following requirements must be completed to earn the MA in UM degree:

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete a minimum of 48 hours with a cumulative GPA for program course work of at least 2.5, with no course work graded below a “C-” applicable to the degree.
3. Meet the general comprehensive requirements in Old Testament, New Testament, and three in Systematic Theology through either successful completion of the exams or parallel coursework. See the Academic Handbook for details on these exams.

MA in UM students may complete the general comprehensive requirement through TEDS Online courses (OT 5000, NT 5000, ST 5101, ST 5102, ST 5103) when available, which must be passed with a “C” or higher. Failure to pass at this grade level necessitates completion of the classroom course.

4. MA in UM students must complete an approved professional project (PT 7471, PT 7472), reflecting academic training, practical experiences, and demonstrated ability in the practice of urban ministry.

MA in UM Curriculum

**Old Testament**

- OT 5000 Introduction to the Old Testament 4 hours

**New Testament**

- NT 5000 Introduction to the New Testament 4 hours

**Systematic Theology**

- ST 5101 Theology I: Introduction to Theology 3 hours
- ST 5102 Theology II: Christ, Man, Sin, and Salvation 3 hours
- ST 5103 Theology III: Holy Spirit, Church, Last Things 3 hours

**Church History Elective**

- ME 5140 Mission of the Urban Church 3 hours

**Mission and Evangelism**

- EM 5150 Urban Educational Ministries 3 hours
- HM 6715 Hermeneutical and Homiletical Foundations of Preaching 3 hours

**Urban Ministry**

- CM 5000 Introduction to Pastoral Ministry Counseling 2 hours
- CM 6000 Issues in Counseling Ministry (or a PC elective) 1 hour
- PT 5145 Introduction to Urban Structure and Context 2 hours

**Pastoral Theology**

- PT 7450 Urban Ministry Practicum I 3 hours

*Pastoral Theology* 14 hours
The Master of Divinity (MDiv)

Overview

MDiv Program Purpose

The Master of Divinity (MDiv) is the normative professional 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). Trinity’s distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general biblical and theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. In dependence upon God, and with the diligence of students and faculty, graduates of the Master of Divinity program at Trinity Evangelical Divinity School will be:

1. Grounded in Scripture and the Gospel
   As evidenced by:
   1.1. An understanding of and commitment to the gospel and Evangelical orthodoxy within its historical context.
   1.2. An understanding of and commitment to Scripture as the ultimate authority by which every realm of human knowledge and endeavor should be judged.
   1.3. Hermeneutical competence in bringing Scripture, in its original languages, to bear on oneself, the church, and society.

2. Growing in Christian Maturity and Faithfulness
   As evidenced by:
   2.1. A growing understanding of one’s own creatureliness, depravity, and Christian identity in the light of God’s grace.
   2.2. A growing dependence upon God’s grace through the regular practice of “means of grace” both privately and in Christian community.
   2.3. A life that demonstrates commitment to being a disciple of Christ and growing in obedience to his commands.
   2.4. A growing dependence on and submission to the Holy Spirit as is evidenced by fruit of the Spirit in the context of relationships.

3. Equipped for Leadership and Pastoral Ministry
   As evidenced by:
   3.1. The ability to articulate a biblical vision for the local church and pastoral leadership; engaging the multifaceted challenges of ministry with integrity and growing wisdom.
   3.2. A growing proficiency in the ministry of the Word and the “care of souls,” both in corporate and individual contexts.
   3.3. An understanding of and commitment to a biblical strategy for educating, equipping, and leading the whole church toward Christian discipleship and maturity.
   3.4. An understanding of a biblical theology of Christian worship, as well as competence in planning and leading the corporate gatherings of the church.
   3.5. An understanding of one’s own gifts for ministry, reflection on God’s vocational leading, and a commitment to ongoing growth as a leader and minister.
4. Able to Engage with a Diverse World for the Sake of the Gospel
   As evidenced by:
   4.1. An understanding of God’s historical-redemptive mission in the world and commitment to being
        a partner in that mission through word and deed.
   4.2. An understanding of and commitment to cross-cultural engagement for the sake of the gospel,
        critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures
        for the sake of the gospel.
   4.3. Competence in “cultural exegesis,” both in reference to congregational culture and broader
        society.

MDiv 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 Divinity program:

1. 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.

2. 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 is required upon request from the
   Admission Office for others.

3. A demonstrated working knowledge of the content of the English Bible by either
   a. Passing the OT section of the Standard Bible Content Test* or OT 5000 Introduction to the OT
   b. Passing the NT section of the Standard Bible Content Test* or NT 5000 Introduction to the NT

   *NOTE: Complete the Standard Bible Content Test (SBCT) online by logging in to MyTIU > 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 OT 5000 or NT 5000 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 6216,
   OT 6217, NT 6221, NT 6222).

4. Completion of a full beginning Greek sequence, normally involving two years of undergraduate study.
   If a Greek sequence has not been completed, several options are available to early meet this
   requirement. In all cases, students are required to complete the Greek Proficiency Exam for
   placement in the Greek Exegesis course sequence:

Preparation in Greek

If still completing undergraduate studies, it is advisable to incorporate Greek into your coursework.
Students may also study Greek independently or through a repeatable online course (available
through TEDS Online Distance Education Office). Additional study in syntax is usually recommended
in conjunction with the DE course. A popular option is to complete Trinity’s beginning Greek
sequence (NT 4030, NT 4031) offered in a July/August six-week summer session or during the first
two fall/spring semesters of your enrollment. These are undergraduate-level courses not credited
 toward your graduate degree. If Greek has been completed some years ago, one may wish to enroll
in NT 4038 (Greek Review). Contact the New Testament department chair or a NT department
faculty member to discuss this option.

For those who have completed prior study, Greek proficiency is examined through a proficiency
exam offered each spring and summer. Registration for the exam may be completed online at MyTIU
> TEDS Academics > Exams > Greek Proficiency Exam or by e-mailing exams@teds.edu.
Placement in the appropriate level of Greek language sections is based on this exam.
**Preparation in Hebrew**

Some MDiv applicants may have had prior Hebrew language coursework, which will further facilitate their MDiv program progress. Those who have completed a minimum of 6 semester hours of undergraduate or graduate elementary Hebrew coursework with a “B” or better are eligible to take the Hebrew proficiency exam (separate application required prior to registering). Placement in the appropriate level of the Hebrew language sections is based on this exam. See MyTIU > TEDS Academics > Exams for the preliminary application and registration forms. **Students satisfactorily passing the Hebrew Proficiency exam for placement beyond OT 5240 and OT 5241 into Exegesis (OT 5242) will be required take any 6 hours of OT credits to reach the required 94 credits to graduate.**

**MDiv and MA/TS Degree**

TEDS students who have completed the MA (Theological Studies) degree program may apply all hours in the degree program to the MDiv. See Degree Combinations for details.

**MDiv Residency Requirement**

Residency requirements for the Master of Divinity degree are

24 hours must be completed on the Deerfield Campus of Trinity, extending over two semesters that may include fall, spring, or summer semesters.

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).

An electronic portfolio (TaskStream®) is used to track student progress toward fulfilling candidacy requirements and to serve as a professional ministry portfolio for placement. 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 New Student Orientation,** the student is to complete a vocational and personality assessment (PEPQ©). This is followed by two to three individual appointments with the Trinity Counseling Center staff for an interview and interpretation. There is a fee for this assessment. In light of the results of the PEPQ© and follow-up interviews, additional assessments or counseling may be required as part of the student’s candidacy process.

- **During the first semester of studies,** students are to initiate their online portfolio using TaskStream and begin completing the candidacy requirements stipulated there. Initial requirements include completing a **Ministry Focus 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 5000/PT 6210,** students will develop a **Personal and Professional Development Plan** and post it to their portfolio.
• One year of Formation Group participation is required as part of the MDiv candidacy process. It is strongly recommended that this requirement be completed in two consecutive semesters, normally the first two semesters for full-time students.

• After completing two semesters of Formation Group, students will write and post a Development Plan Progress Report on their portfolio and initiate the 2nd Candidacy Interview (the second formal interview with the faculty advisor).

• Following the second interview, the MDiv Director and the Student Life Committee review the recommendations from candidacy interviews, vocational and personality assessment, Field Education evaluations, 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 MDiv Director 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 Life Committee will investigate grounds for these concerns and provide the student an opportunity to address them. If, upon further consideration, the Student Life 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:

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete 94 semester hours required by the MDiv program 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.
3. Complete all supervised ministry requirements, including three semesters of field education (one being a cross-cultural field education) and an internship.
4. Complete all requirements for MDiv candidacy.
5. Complete all requirements for the MDiv Program Portfolio on TaskStream.
6. Exemplify the character, emotional stability, maturity, and leadership ability that are essential to effective service in Christian ministry.

MDiv Curriculum

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.
## Scripture and Interpretation

**35 hours**

(Our source)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NT 5210</td>
<td>NT Greek Exegesis I</td>
<td>4</td>
</tr>
<tr>
<td>NT 5211</td>
<td>NT Greek Exegesis II</td>
<td>2</td>
</tr>
<tr>
<td>NT 5212</td>
<td>NT Greek Exegesis III</td>
<td>1</td>
</tr>
<tr>
<td>NT 6600</td>
<td>Preaching from the New Testament</td>
<td>1</td>
</tr>
<tr>
<td>NT 6221</td>
<td>Synoptics and Johannine Literature</td>
<td>3</td>
</tr>
<tr>
<td>NT 6222</td>
<td>Acts, Pauline, and General Epistles</td>
<td>3</td>
</tr>
<tr>
<td>OT 5240</td>
<td>Elementary Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>OT 5241</td>
<td>Elementary Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>OT 5242</td>
<td>Hebrew Exegesis</td>
<td>4</td>
</tr>
<tr>
<td>OT 6216</td>
<td>Pentateuch and Historical Books</td>
<td>4</td>
</tr>
<tr>
<td>OT 6217</td>
<td>Prophetic and Poetic Books</td>
<td>4</td>
</tr>
</tbody>
</table>

## Theology and Tradition

**20 hours**

(Our considered formulations of biblical truth)

**Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5010</td>
<td>History of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>PT 7410, 7412, 7415</td>
<td>Denominational History and Polity course</td>
<td>1</td>
</tr>
<tr>
<td>ST 5101</td>
<td>Theology I: Introduction to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin, Salvation</td>
<td>3</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td>3</td>
</tr>
<tr>
<td>ST 5200</td>
<td>Christian Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

- CH 5060 American Church History 3 hours
- CH7450 Christianity in the Non-Western World Since 1700 3 hours
- ME 6410 History of Missions in the Modern World 3 hours

(ME 6410 is an alternative only for those in the Cross-Cultural Ministry focus)

## Worldview and Culture

**8 hours**

(Our understanding of and relation to God’s world)

**Required:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 5000</td>
<td>Foundations of Christian Mission</td>
<td>2</td>
</tr>
<tr>
<td>(ME 6240 The Intercultural Missionary may be substituted for those in the Cross-Cultural Ministry focus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ME 5001</td>
<td>Foundations of Evangelism</td>
<td>2</td>
</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
<td>2</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

- BE 5900 Bioethics National Conference Course 2 hours
- CC 5610 Cultural Hermeneutics 2 hours
- ME 6610 Anthropology for Ministry 2 hours
- PT 7860 Social and Cultural Exegesis 2 hours
Ministries and Practices

(Our theologically rooted skills and practices)
Includes required, ministry focus, and elective courses

(A) Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM 5000</td>
<td>Introduction to Pastoral Ministry Counseling</td>
<td>2</td>
</tr>
<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministry</td>
<td>1</td>
</tr>
<tr>
<td>EM 5000</td>
<td>Foundations in Educational Ministry</td>
<td>2</td>
</tr>
<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
<td>2</td>
</tr>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
<td>1</td>
</tr>
<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>PT 7460</td>
<td>MDiv Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PT 7465/7466</td>
<td>Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

Field Education and Formation Group

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>PT 5090</td>
<td>Field Education (2 semesters)</td>
<td>0</td>
</tr>
<tr>
<td>PT 5095</td>
<td>Cross-Cultural Field Education (1 semester)</td>
<td>0</td>
</tr>
</tbody>
</table>

(B) Ministry Focus and Electives (choose from one of the seven foci below) 18 hours

(1) Congregational Ministry: Pastor-Teacher

Required: 6 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 6600</td>
<td>Preaching from the Old Testament</td>
<td>1</td>
</tr>
<tr>
<td>PT 7210</td>
<td>Pastoral Practice</td>
<td>2</td>
</tr>
<tr>
<td>PT 7220</td>
<td>Pastoral Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 6610</td>
<td>Preaching Narrative</td>
<td>1</td>
</tr>
<tr>
<td>HM 6620</td>
<td>Preaching Poetry and Prophecy</td>
<td>1</td>
</tr>
<tr>
<td>HM 6630</td>
<td>Preaching the Parables of Jesus</td>
<td>1</td>
</tr>
</tbody>
</table>

Focus or General Electives: 12 hours

(2) Congregational Ministry: Team Ministry

Choose from the following 6 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
<td>2</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation and Journey</td>
<td>2</td>
</tr>
<tr>
<td>EM 5712</td>
<td>Theology and Methodology of Biblical Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EM 5540</td>
<td>Foundations of Youth Ministry</td>
<td>2</td>
</tr>
<tr>
<td>EM 5541</td>
<td>Youth Ministry Strategies</td>
<td>2-3</td>
</tr>
<tr>
<td>EM XXXXX</td>
<td>Additional course work in youth ministry</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Focus or General Electives: 12 hours

(3) Cross-Cultural Ministry

Choose one of the following academic/theological courses: 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6760</td>
<td>Theology of Missions</td>
<td>3</td>
</tr>
<tr>
<td>ME 7300</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
<td>3</td>
</tr>
</tbody>
</table>
**Choose one of the following applied/skills courses:** 3 hours

- ME 6963 Principles of Discipleship 3 hours
- ME 8215 Teaching the Bible in Intercultural Settings 3 hours
- ME 8230 Global Church Planting and Development 3 hours
- ME 8210 Intercultural Communications 3 hours

**Focus or General Electives:** 12 hours

*Note: Students completing the cross-cultural ministry MDiv Focus who complete PT 7465 or PT 7466, an Intercultural Ministries Internship, may substitute a regular PT 5090 Field Education for the PT 5095 Cross-Cultural Field Education.*

(4) Pastoral Care

**Required:** 6 hours

- CO 5210 Counseling Skills 3 hours

**Choose from the following (totaling 3 hours):**

- CM 6000 Issues in Counseling Ministries (may be repeated) 1-4 hours
- CM 6572 Pastoral Counseling for Marriage and Family 3 hours
- CO 6130 Group Counseling 3 hours
- CO 7140 Crisis Counseling 2 hours

**Focus or General Electives:** 12 hours

(5) Research Ministry

**Required:** 6 hours

- Advanced electives 6 hours
- ID 7482 MDiv Major Research Paper (two separate courses total) 0 hours

**Focus or General Electives:** 12 hours

*Note: The ID 7482 two papers are to be written in conjunction with and during the same semester as two advanced elective courses. Review the Academic Handbook for details. If major papers have not been completed in conjunction with advanced electives, additional course work is required.*

(6) Specialized Ministry: Compassion and Justice

Choose from the following courses or others relevant to the specialization (totaling 6 hours):

- PT 7724 Ministry in Under-Resourced Communities 3 hours
- ME 7722 Studies in Reconciliation 2 hours
- ME 8815 Ethnicity: Modes of Inquiry and Analysis 3 hours
- CO 6650 Multicultural Issues in Counseling 3 hours
- ST 7715 Political Theologies 3 hours
- ST 7710 Biblical and Theological Anthro: Race, Ethnicity and Nationality 3 hours
- PT 7842 Understanding the Urban World: A Sociological Analysis 2 hours
- ME 8312 Christian Encounter with World Religions 3 hours

**Focus or General Electives:** 12 hours

(7) Specialized Ministry: Chaplaincy

Choose from the following courses or others relevant to the specialization (totaling 6 hours):

- PT 6300 Introduction to Chaplaincy Ministries 2 hours
- ID 7375 Clinical Pastoral Education (for FE / Internship) 1-2 hours
- PT 7210 Pastoral Practices 3 hours
- PT 6215 Personal Spiritual Formation 3 hours
- ME 8312 Christian Encounters with World Religions 3 hours
- CC 5615 Cultural Engagement 3 hours
- CO 6120 Addiction Counseling 3 hours
CO 7140  Crisis Counseling  2-3 hours  
CM 6572  Pastoral Counseling for Marriage and Family  3 hours  
EM 5560  Church Ministry with Adults  2-3 hours  
BE 5000  Introduction to Bioethics: Matters of Life and Death  3 hours  

Focus or General Electives  12 hours

(8) Specialized Ministry: Other
Students interested in other specialties are welcome to customize their focus according to their ministry interest. Students considering this option should consult with the MDiv office to gain approval for their plan. This focus is also appropriate for students who simply want to draw from the breadth of courses offered at TEDS and schools of the Association of Chicago Theological Schools (ACTS).

Electives  18 hours

Total Program  94 hours

Advanced Placement MDiv (AP MDiv) Curriculum

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 19 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

1. 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
2. A cumulative undergraduate GPA of 3.25 or higher with a grade of “B” or better in each required prerequisite course
3. Documentation of completion of specific prerequisite courses below from the bachelor’s program

Applicants must complete the AP MDiv Supplemental Application (found online at www.teds.edu/apmdiv) 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: 3-4 hours
- Pastoral counseling, including lab counseling experiences: 2-3 hours
- Christian education or educationalministrations in the local church: 2-3 hours
- Introductory preaching, including lab preaching experiences: 2-3 hours
- Christian mission: 2-3 hours
- Evangelism: 2-3 hours
- Apologetics or Christian evidences: 2-3 hours
- Cultural engagement course examining current cultural trends and their intersection and critique from a biblical perspective: 2-3 hours
- Biblical or systematic theology covering the scope of theology: 6-9 hours
- Christian ethics examining contemporary ethical issues in biblical perspective: 2-3 hours
- Denominational history and polity: 1 hour or as required by the denomination
- Supervised cross-cultural ministry experience (not a mission trip)
- Supervised ministry field experience, practicum, or internship: 2 semesters or 200 clock hours
• A personal ministry assessment course, which includes personal assessment and development of a personal philosophy of ministry, including use of such tools as the MMPI, and CounselAid.

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 19 hours.

Recommended

Biblical Greek language: 6-8 hrs (two years)

Applicants with prerequisite deficiencies must complete the TEDS graduate-level MDiv course in addition to the required 75-hour curricula. All prerequisite deficiencies will be clearly articulated in the letter of admission. Advanced standing for credit is not available in this program. Waiver of Field Education deficiencies 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 placement 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>NT 5210</td>
<td>NT Greek Exegesis I</td>
<td>4</td>
</tr>
<tr>
<td>NT 5211</td>
<td>NT Greek Exegesis II</td>
<td>2</td>
</tr>
<tr>
<td>NT 5212</td>
<td>NT Greek Exegesis III</td>
<td>1</td>
</tr>
<tr>
<td>NT 6600</td>
<td>Preaching from the New Testament</td>
<td>1</td>
</tr>
<tr>
<td>NT 6221</td>
<td>Synoptics and Johannine Literature</td>
<td>3</td>
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<td>NT 6222</td>
<td>Acts, Pauline, and General Epistles</td>
<td>3</td>
</tr>
<tr>
<td>OT 5240</td>
<td>Elementary Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>OT 5241</td>
<td>Elementary Hebrew II</td>
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<td>OT 6216</td>
<td>Pentateuch and Historical Books</td>
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<td>OT 6217</td>
<td>Prophetic and Poetic Books</td>
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<td>PT 6210</td>
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<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
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<td>PT 7460</td>
<td>MDiv Capstone Seminar</td>
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<td>PT 7465/</td>
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<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
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Total 41 hours

Elective Courses

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, EM 5210, 5510, 5712, 5540, 5541, CC 5610, CH
Exceptions are occasionally granted by the Program Director, but only if the course does not significantly overlap with undergraduate study.

**Biblical, Theological and Historical Studies (CH, ST, NT, OT)**

A minimum of 3 hrs in CH (Church History) and 6 hrs in ST (Systematic Theology) 12-18 hours

**Worldview and Culture Studies**

Choose electives from at least two areas: BE (Bioethics), CC (Christianity & Culture), ME (Mission & Evangelism), PR (Philosophy of Religion) 8-12 hours

**Ministries and Practices**

A minimum of 2 hrs must be completed in each of the following areas:
CM/CO (Counseling Ministries & Counseling), EM/ES (Educational Ministries & Studies), HM/PT (Homiletics & Pastoral Theology) 8-12 hours

**Total** 34 hours

**Total Program** 75 hours

**Suggested MDiv Course Sequence**

Detailed suggested course sequences are available to students through the MDiv program office (online at MyTIU > TEDS Academics > Departments & Program Offices) and address a number of typical student scenarios. In general those entering the MDiv with all prerequisites met (English Bible competency, Greek) can anticipate approximately three years of full-time study for completion of 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).

Overall, there are a host of variations to such templates, depending on the exact courses that are offered in a particular semester, the scheduling limitations of the student, and so on. In addition, summer school courses provide students opportunity to accelerate or catch up on program coursework.

Upon admission, students are encouraged to consult with the Academic Handbook, the MDiv Office (for resources and advisement), their faculty advisor and student colleagues. Note also particular course descriptions and catalog curricula, including any course prerequisites. Projected course schedules are published in MyTIU>TEDS Academics as soon as available. Generally all MDiv core courses are offered at least once each fall and/or spring semester, rotate through a three-year summer cycle, and rotate through a four-year evening school schedule. Field education requirements and 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.

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:

1. 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.)

2. The applicant’s graduate grade point average for all graduate coursework completed must be a minimum of 3.0 on a 4.0 scale.

3. Possess and demonstrate proficiency in the biblical and modern languages appropriate to work in the selected area of concentration.

4. 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 Candidacy Requirements

Admission to the Master of Theology program shall be followed by achievement of candidacy for the degree. Program candidacy occurs when

A minimum of 9 hours in the program is completed with a minimum GPA of 3.0 after program admission. (Note: These hours must be completed after admission to the program concentration, not merely after matriculation into TEDS.)

All entrance deficiencies and conditions are removed.

Formal action has been taken by the faculty to grant candidacy for the degree.

ThM Graduation Requirements

The following requirements must be completed to earn the Master of Theology degree in each concentration:

1. Complete the General Graduation Requirements for all master's programs.
2. 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.
3. Complete a 2-3 hour Capstone which includes some combination of the following dependent upon the department:
   a. Pass the ThM Comprehensive Exam (— 7977) arranged by the Department. (1 hour)
   b. 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)
   c. 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

- Advanced courses related to the concentration (normally 7000-8999 level)
- 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).
- Specific courses in the Concentration Core are developed from the Catalog curriculum in consultation with the department faculty. Generally this includes a research course.
ThM Capstone (See Capstone requirements by Department below)  2-3 hours
— 7977 ThM Comprehensive Exam (required in CH, NT, OT, PT)  1 hour
— 8980 ThM Major Research Paper (may be repeated to total 2 hours)  1 hour
— 8985 ThM Thesis  2 hours
(Note: If a student elects to take additional Capstone hours, those may count toward the Concentration Core.)

Total Program  22 hours

*Note: 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

Director

Dr. Martin R. Crain has been in pastoral ministry in churches in Illinois, Connecticut, and Massachusetts. In addition, he served nine years as District Superintendent of the New England District of the Evangelical Free Church of America and was chair of the EFCA Superintendents’ Council for three years. Dr. Crain has also been a track trainer for the education track of T-Net International, an Associate Chaplain of the Protestant Ministry at Chicago’s O’Hare Airport, and board chair of Areopagus II America, a national apologetics ministry directed to contemporary culture. He served for four years on the steering committee for the Association for Doctor of Ministry Education.

Purpose of the DMin Program

The mission of the DMin program is: The TEDS DMin program serves the church of the Living God by strengthening the professional competence of persons in ministerial leadership through integration of advanced theory with contemporary practice.

The Doctor of Ministry (DMin) program is a professional program intended for persons who are in full-time vocational Christian ministry, such as pastors, associate pastors, chaplains, Christian educators, missionaries, workers in parachurch organizations, and evangelists, both domestic and international. The DMin program is designed to enhance professional competence in ministry and therefore includes both research and practice in its purposes. In addition, Trinity is committed to maintaining high academic standards and a sound theological and biblical base for the practice of ministry.

The DMin program is designed as an in-service program enabling students to complete the degree while remaining in full-time ministry.

Program Outcomes

1. Students will be able to strengthen their abilities to assess and improve their own ministerial capabilities and competence.
2. Students will be able to sharpen their skills in integrating biblical/theological foundations, social science research, and contemporary ministry strategies into the practice of Christian ministry.
3. Students will be able to research and write in a manner that responsibly contributes to field-based research related to ministry.
4. Students will be able to foster their growth spiritually and relationally.

DMin Elective Concentrations

Pastoral Ministries (PM) is the general category that allows students to select core courses from any of the PR, PC, or LM concentrations.

Preaching (PR) emphasizes the proclamation of God’s Word—exegetically sound, spirit-empowered, and culturally relevant. Suitable for anyone whose role is primarily proclamation.

Pastoral Care (PC) emphasizes the relational side of ministry—family life, crisis intervention, bioethics, and spiritual formation. It is suitable for church staff, counseling center staff, or medical chaplains.

Leadership and Ministry Management (LM) emphasizes developing capabilities necessary to lead and organize ministry in areas of change, conflict, vision, core values, and motivation. It is suitable for various pastoral roles and those serving in ministry or missions organizational leadership.
Missions and Evangelism (ME) emphasizes issues related to Christian mission—worldview, cross-cultural ministry, church planting, and the urban context. It is suitable for missionaries, church planters, parachurch staff, and others in evangelistic ministry.

Military Chaplaincy (MC) is a special cooperative concentration between TEDS and the branches of the U.S. Military designed for currently serving career military chaplains who wish to focus on the chaplaincy in their program. Detailed information regarding this concentration is available from the Admissions Office.

**DMin Affinity Cohorts**

Beginning in 2015, TEDS plans to offer a modified cohort approach to DMin education based on ministry affinity, in addition to our elective concentrations. These cohorts will require that half the program be taken with others who are all in very similar ministry settings. The cohort schedule and course content will be pre-defined. The remainder of the coursework will be taken from regular required and elective offerings. Cohorts are currently anticipated for mega-church senior pastors and health care chaplains.

**Nature of the DMin Program**

Since the DMin is not designed to be a residential program, all classes are offered in one-week intensive class sessions. Each year classes are held on the Deerfield Campus in March, July, and November. Affinity Cohort classes may be held at other times and in other locales. These classes are preceded by personal study and followed by a project that applies course materials to the student’s ministry.

Exceptions to the nonresidential nature of the program are occasionally made that allow for coursework taken during the normal academic year. In these exceptional cases, students can utilize doctoral courses available in the PhD ICS or EDS curricula in addition to the regular DMin curriculum.

**DMin Admissions**

Trinity’s professional doctoral program is for students who have already completed a Master of Divinity degree or other acceptable masters level qualifications, have a minimum of three years’ full-time ministry experience following completion of the MDiv, and wish to pursue advanced studies in their field of interest.

**Application Deadlines and Review Dates**

Doctor of Ministry (DMin) applications are reviewed three times per year, corresponding to the three periods in which courses are offered (fall, spring, 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. Deadlines for receipt of completed application files are:

- June 15: Fall Admission
- October 15: Spring Admission
- February 15: Summer Admission

Application files completed after the deadline will be postponed for review until the next review date.

The application review process begins immediately after the deadline and normally takes three weeks. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission. Participation in the month-long online program orientation module is then required prior to registration for regular courses.

**Application Procedures**

In addition to the application form, credentials that are required of all doctoral applicants are outlined in the application instructions in the back of 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

1. Possess a Master of Divinity degree or other acceptable masters level qualifications from an accredited school that maintains academic standards similar to those of Trinity. (Other acceptable masters level qualifications are defined as an earned ministry or theology related masters degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity’s MDiv curriculum. Specifically, this should include 12 semester hours of Old Testament, 12 semester hours of New Testament, 12 semester hours of Systematic Theology, 3 semester hours of Church History, and 35 semester hours of free electives. On rare occasions, credit may be given for distinguished teaching experience. Students who lack a limited number of these prerequisites may be admitted with a deficiency that must be removed through appropriate master’s coursework taken at or through an accredited seminary before enrolling in the fifth DMin course.)

2. Have earned a minimum cumulative grade point average of 3.0 (on a 4.0 scale) for all master’s work.

3. Have had at least three years of consistent full-time ministry experience after receiving the Master of Divinity degree or its equivalent. Exceptions may occasionally be made on the basis of extensive ministry experience prior to receiving the MDiv degree. Such exceptions are normally considered on the basis of three years full-time experience prior to the MDiv as equivalent to one year of post MDiv full-time experience.

4. Take the Miller Analogies Test. (The MAT may be waived for those who have achieved an exemplary grade point average in their Master of Divinity program at an accredited seminary.)

5. Have prerequisite study equivalent to 9 semester hours of graduate courses appropriate to the concentration or cohort selected.

6. Meet, 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 first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL).

7. Since the program is heavily dependent on computer skills, applicants should be able to use a current word processing program such as WordPerfect or Word. Ownership of a desktop or laptop computer is required, along with Internet and e-mail capabilities.

**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 Deerfield 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 Deerfield 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 progress for DMin international nonresidential students is defined as taking at least one course in each of the three sessions (Fall, Spring, Summer) per year.

**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 ability to complete all degree requirements as evidenced by the following:

1. All prerequisite deficiencies (if any) have been removed.
2. Twenty-seven semester hours of coursework, including MN 9550 or MN 9555 (for Missions and Evangelism students), have been completed with a cumulative grade point average of at least 3.0.
3. 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.
4. The student has demonstrated writing skills appropriate to doctoral work and to the successful completion of the major project.
5. The student has demonstrated proficiency in the integration of course work and ministry.

**DMin Graduation Requirements**

The following general graduation requirements apply to all Doctor of Ministry students of Trinity:

1. Evidence of a working knowledge of the content of the English Bible.
2. Evidence of Christian life and character and recommendation accordingly by the faculty. All students are expected to give evidence of a consistent Christian testimony, a concern for others, and a sincere commitment to Christ such as to qualify for Christian service. The attitudes manifest to other students, professors, and others are to be such as to commend the gospel, strengthen the church, and honor the Lord.

The following 36 semester hours of work are required of those planning to receive the DMin degree:

1. The completion of at least 30 semester hours of credit in doctoral courses, with a minimum cumulative grade point average for program course work of 3.0 (on a 4.0 scale). No more than 9 semester hours of credit may be derived from Guided Research and transfer from other DMin programs.
2. The completion of the DMin major project, including successful oral defense. Major project research constitutes six hours of credit. All requirements for the degree must be completed within six years from the time of matriculation. If requested, eleven 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.

- A student who fails to pay the continuation fee must do the following:
  a. Write for reinstatement to the Doctor of Ministry Office
  b. Pay the fee for the time of absence from the program
  c. Resubmit application for the major project topic if such had previously been approved
  d. Apply to the Professional Doctoral Committee for an extension of time to complete the program, giving a new target date for graduation

**DMin Program of Study**

**Course Requirements**

Each doctoral course consists of three parts:

1. About three months prior to each class period, the student is provided with information on forthcoming classes, including a list of required reading and written work for each course. All precourse assignments are to be completed before the class sessions begin. The professor will ask for an accounting of the completion of the assignments, and failure to complete them prior to the first class session may result in a grade reduction for the course.
2. The second part of each course is the class week of interaction with the professor and other students. Twenty-eight clock hours of class time are involved, usually running from Monday through Thursday. Generally, there will be few out-of-class assignments during this week.
3. The third part of the course requirements is a project based on the reading and class work to be completed after the class sessions. The project will require students to integrate the course content with their own ministry. The integration factor in ministry is viewed as the most crucial phase of the student’s course work.
**Major Project**

The culmination of the DMin program is a major project. This major project is intended to help students think theologically about ministry by requiring them to apply new concepts and methods to their ministries. The proposal for the project must be formally approved by the Human Rights in Research Committee, two faculty readers, and the program director. One faculty reader will be designated as mentor/first reader to the student for the duration of the project. The major project must be on a topic appropriate to the student's concentration.

**Elective Concentration Curriculum**

In addition to the online program orientation module (MN 9500), each student is required to complete 36 semester hours of work as follows:

**Core Courses**  12 hrs

- MN 9550  Revitalizing Ministry (PM, LM, PC, PR) -or-
- MN 9555  Prolegomena for Missions and Evangelism (ME)  3 hrs

(must be taken as one of first three courses)

- Systematic Theology, New Testament, & Old Testament Integrative Courses (BT)  6 hrs
- MN 9990 Ministry and Missions Research  3 hrs

**Concentration Courses**  12 hrs

Four courses in one area of concentration: Preaching, Leadership and Ministry Management, Pastoral Care, or Missions and Evangelism. Those in the general Pastoral Ministries category may select any combination of courses from the PR, LM, or PC areas.

**Electives**  6 hrs

**Major Project**  6 hrs

- MN 9991 Doctoral Project Research (twice at 3 hrs each)

**TOTAL** 36 hours

**Affinity Cohort Curriculum**

In addition to the online program orientation module (MN 9500), each student is required to complete 36 semester hours of work as follows:

**Core Courses**  12 hrs

- MN 9550  Revitalizing Ministry  3 hrs

(must be taken as one of first three courses)

- Systematic Theology, New Testament, & Old Testament Integrative Courses (BT)  6 hrs
- MN 9990 Ministry and Missions Research  3 hrs

**Cohort Courses**  15 hrs

Predefined schedule of courses varies by cohort

**Electives**  3 hrs

**Major Project**  6 hrs

- MN 9991 Doctoral Project Research (twice at 3 hrs each)

**TOTAL** 36 hours

**Elective Concentration Course Offerings**

Trinity provides significant breadth in the subjects offered in the Doctor of Ministry program. The current course list includes the following:

**Note:**
All courses are 3 hours credit, except 9992, which is 0 hours for major project continuation.
Required core and Research courses (9550, 9555, 9990) are offered annually.
Guided Research and ME/ES cross-listed courses are offered as individually requested.
Remaining courses are offered on an approximate three-year rotating basis.
Students in the general Pastoral Ministries category can select concentration courses from any of PR, LM, or PC.

**Preaching** (PR)

- MN 9101  PR Guided Research
- MN 9110  Great Preachers and Preaching in History
- MN 9115  Increasing Clarity and Relevance in Preaching
- MN 9120  Fresh Directions in Biblical Preaching
- MN 9125  Preaching Biblical Narratives
- MN 9130  Hermeneutics and Homiletics (xBT)
- MN 9135  Advanced Expository Preaching
- MN 9140  Symposium on Dynamics of Effective Preaching
- MN 9145  Christ-centered Preaching
- MN 9160  Current Studies in Preaching

**Leadership & Ministry Management** (LM)

- MN 9201  LM Guided Research
- MN 9210  Change and Conflict Management
- MN 9212  The Contagious Congregation
- MN 9214  Equipping and Team-Building
- MN 9216  Organizational Development, Intentionality, and Planning
- MN 9220  Theology of Leadership (xBT)
- MN 9224  Leadership for Large Churches
- MN 9226  Leadership as Coaching / Mentoring
- MN 9228  Creativity and Innovation in Ministry Leadership
- MN 9230  Turn-around Churches: Principles and Practices
- MN 9260  Current Studies in Leadership & Ministry Management
- MN 9280  ME Cross-listed course
- MN 9285  ES Cross-listed course

**Pastoral Care** (PC)

- MN 9301  PC Guided Research
- MN 9312  Discipleship in Church and Home
- MN 9314  Theology and Practice in Spiritual Formation
- MN 9316  Teaching for Spiritual Growth
- MN 9318  Theology and Ministry of Prayer (xBT)
- MN 9320  Coping with Stress in Ministry
- MN 9322  Marriage and Family Ministry
- MN 9324  Building a Church through Small Groups
- MN 9340  Current Studies in Pastoral Counseling
- MN 9350  Current Studies in Bio-ethics for the Chaplaincy
- MN 9360  Current Studies in Pastoral Care
- MN 9380  ME Cross-listed course
- MN 9385  ES Cross-listed course

**Missions & Evangelism** (ME)

- MN 9401  ME Guided Research
- MN 9410  Multi-ethnic Ministry
- MN 9412  Missional Church Planting
- MN 9414  Worldview and Evangelism
- MN 9416  The Gospel and Roman Catholicism
- MN 9418  Theology and Practice of Evangelism
- MN 9420  Encounter with Eastern Religions
- MN 9422  Encounter with Folk Religions
MN 9424  Encounter with Islam
MN 9426  The Church in Cultural Context
MN 9428  Leadership Development Across Cultures (xLM)
MN 9430  Symposium in Missions Leadership
MN 9460  Current Studies in Missions & Evangelism
MN 9480  ME Cross-listed course
MN 9485  ES Cross-listed course

Core Requirements
MN 9500  New Student on-line Orientation
MN 9550  Revitalizing Ministry for the 21st C. Church (PR, LM, PC, PM)
MN 9555  Prolegomena for 21st C. Missions & Evangelism (ME)

Biblical & Theological Integration (BT)
MN 9801  BT Guided Research
MN 9812  Themes in the Pentateuch
MN 9814  Teaching from Joshua
MN 9816  Teaching from Judges
MN 9818  Living Psalms: Perspectives, Praise, and Preaching
MN 9820  Proverbs for the Life of the Believer
MN 9822  Isaiah: Foundations for Theology and Ministry
MN 9824  Missions in the Old Testament (xME)
MN 9830  Making Romans Relevant
MN 9832  Prison Epistles
MN 9834  Ministry According to the Pastoral Epistles
MN 9836  Epistle to the Hebrews
MN 9838  The Book of Revelation in the Life of the Church
MN 9840  Missions in the New Testament (xME)
MN 9844  Models of Divine Providence
MN 9846  Models of Sanctification in Ministry
MN 9848  Post-modernism and Implications for Ministry
MN 9850  Destiny of the Unevangelized (xME)
MN 9852  The Gospel and Contemporary Cultural Expressions (xME)
MN 9854  History of Evangelicalism and Fundamentalism
MN 9856  The Theology and Ministry of Jonathan Edwards
MN 9858  Revivals and Revivalism
MN 9860  Current Studies in Bible & Theology
MN 9880  ME Cross-listed course
MN 9885  ES Cross-listed course

Major Project
MN 9990  Ministry & Missions Research Methods (all concentrations)
MN 9991  Major Project Research (3 hrs. repeated 2x, CR/NC)
MN 9992  Major Project Extension (repeatable, NC)
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.

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<td>PhD/EDS</td>
<td>September 15 (spring admission)</td>
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<td>January 15 (summer/fall admission)</td>
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<tr>
<td>PhD/ICS</td>
<td>September 15 (spring admission)</td>
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<td></td>
<td>January 15 (summer/fall admission)</td>
</tr>
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<td>(EDS and ICS: Late application deadline of April 1 with permission of program director)</td>
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</tr>
<tr>
<td>PhD/THS</td>
<td>September 15 (spring admission)</td>
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<td>January 15 (fall admission)</td>
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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, Deerfield IL 60015; toll free: 800.345.TEDS; phone: 847.317.8000; e-mail: tedadm@tiu.edu; website: 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 (a) maintains an intranet webpage in MyTIU, (b) offers
seminars on various topics related to the PhD experience and to participation in the academic world, (c) counsels students in their program progress, and (d) is the connection for program information and support. The e-mail address for the ADO is 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.

The 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.

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: (a) the explication of research concepts and the basis for research method; (b) the development of skills in research methodology; and (c) 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 Deerfield 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:

1. 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.

2. 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.

3. 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.

4. 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.

5. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.

6. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. 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 Deerfield 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 Deerfield 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:

1. Applicants whose first language of instruction is not English must demonstrate English Language competency as measured by a qualifying score on the TOEFL.

2. Applicants must be admitted to the PhD/EDS program as a nonresidential student.

3. 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:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. 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.
3. Completion of 52 credit hours, including all seminars, comprehensive exams, and dissertation proposal preparation, with a grade of “B-” or higher in each seminar
4. A cumulative grade point average of 3.2 or better
5. Satisfactory completion of Comprehensive Examinations and the Dissertation Proposal, along with any conditions
6. 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:

1. 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.

2. 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.

3. Successful completion of the comprehensive written and oral examinations and dissertation proposal.

4. Successful acquisition of candidacy.

5. Submission of the Application for Graduation form to the Records Office.

6. 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.

7. 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.

8. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

**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.

**EDS Orientation**

- **1 hour**
- ES 9110 Orientation to EDS Doctoral Studies

**Foundations in Education**

- **18 hours**
  - Required (3 hour courses)
    - ES 9700 Biblical and Theological Formation of the Educator
    - ES 9750 Historical and Philosophical Foundations of Education
    - ES 9500 Psychological and Sociological Foundations of Education
    - ES 9175 Organizational Leadership
    - ES 9200 Adult Learning Foundations
    - ES or ME-- Inter-Cultural Studies Course

**Primary Elective Focus Areas with sample courses listed:**

- **18-24 hours**
  - (1, 2, or 3 hour courses)

  **Educational Ministry in the Local Church**
  - ES 7550 Local Church as System
  - ES 8240 Intergenerational Education
  - ES 9510 Developmental Issues in Children, Youth, or Adults
  - ES 7560 Program Planning Dynamics in the Local Church

  **Teaching and Learning**
  - ES 9210 Curriculum Theory and Design
ES 9150  Transformative Teaching and Learning  
ES 8220  Teaching in Higher Education  
ES 9725  Ethics in Teaching and Learning  
ES 8210  Teaching Others to Teach the Bible  

Leadership and Organizational Development  
ES 9275  Higher Education Administration  
ES 9130  Developing Emerging Leaders  
ES 7816  Leading Change in Organizations  
ES 7830  Developing Collaborative Teams  

Contemporary Issues in:  
ES 9000  Current Issues in Educational Studies  
ES 9890  Professional Development Practicum (0-2 of total elective hours)

Research in Education  
9 hours  
Required  
(3 hour courses)  
ES 9910  Foundations in Social Science Literature  
ES 9915  Social Science Research Methods  
ES 9920  Qualitative Research Methods  
(A historiographic research proposal requires ME 9925 or equivalent in lieu of ES 9910)

Comprehensive Exam Preparation and Dissertation  
8-14 hours  
ES 9990  Dissertation Proposal Preparation 0, 1, 2, or 3 hours total  
ES 9991  Dissertation Research 8 hours total  
ES 9975  Comprehensive Exam Preparation 0, 1, 2, or 3 hours total

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. 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.

Total Program 60 hours

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 (a) demonstrate strong master's-level preparation in their primary field of study and (b) 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.

**The Doctor of Philosophy (Intercultural Studies) Program**

**Director: Craig Ott, 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 intensive 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. Participation in the program...
links students with a diverse, broad-based international community of scholars and provides tools to promote lifelong learning.

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, and differences are understood to be the outgrowth of historical, geographic, and sociopolitical variability. The scholarly task in this field of doctoral studies is to grasp with knowledge and wisdom those matters of diversity that impinge on human relationships and various understandings of reality and to evaluate these in the light of biblical teaching. Globalization, migration, religious pluralism 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.

Socioanthropological inquiry is used to help understand the nature of intercultural relationships and to develop substantial cultural awareness, knowledge of the skills of analysis and interpretation, and theoretical comprehension of the nature and consequences of sociocultural diversity. Such insight must inform the missional practice of the church. 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 semester hours. The program operates on a year-round basis, with full-load enrollment available in fall, spring and summer semesters. Program courses are available in a variety of term-length and modular formats, making study accessible to students who do not relocate to Deerfield. To ensure that students not residing locally participate in the broader learning community, attendance at ICS fellowship meetings, academic hearings, and other community events while present on campus for coursework is expected.

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. The assumption is that ideas are not a person’s own until they can be shaped into 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. Seminars may be completed in a variety of formats such as regular semester courses, and modular (one or two-week) or weekend intensive 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 School 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.

**Residency Requirement**

Courses, seminars, and colloquia for the PhD/ICS degree are normally completed on Trinity’s Deerfield campus. A residency requirement in academic research doctoral programs is essential for students to receive intensive 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 resident coursework in either full or part-time status. Some students, especially those serving in higher education, choose to complete coursework during summer semesters and/or through intensive courses. It is thus possible to complete the program in either a traditional full-time residential mode, or as a student who commutes to Deerfield for intensive courses and other program requirements.

**Admission Requirements**

Applicants for the PhD/ICS program must fulfill the following requirements:

1. 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”).

2. 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.
3. Have completed at least three years of vocational ministry experience in areas consistent with the program purposes, with evidence of relevant gifts and abilities.

4. Present evidence of competence in two languages: (1) a contemporary field language or research language for bibliographic control; and (2) one biblical language. (In exceptional circumstances, the biblical language requirement may be waived.)

5. Give evidence of a superior intellectual ability in all previous accredited graduate studies.

6. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.

7. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. 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.

The requirements listed above should be understood as minimal requirements. Faculty select the applicants with the strongest qualifications. Applicants are assessed in terms 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. All other things being equal, for example, candidates with an MDiv will be given preference over candidates with an MA. However, it is the total mix of strengths that a candidate brings that will be considered in the selection process.

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 Deerfield 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 Deerfield 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:

1. Applicants whose first language of instruction is not English must demonstrate English language competency as measured by a qualifying score on the TOEFL.
2. Applicants must be admitted to the PhD/ICS program as a nonresidential student.
3. 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:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Completion of 54 credit hours, including all seminars, comprehensive exam, and dissertation proposal preparation, with a grade of “B-” or higher in each
3. A cumulative grade point average of 3.2 or above
4. Successful completion of the written and oral comprehensive examinations and conditions (if any)
5. Acceptance of the dissertation research proposal and revisions (if any)
6. 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:

1. 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
2. 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
3. Successful completion of specified number of full-time academic terms in residency
4. Successful completion of the comprehensive written and oral examinations and the dissertation proposal
5. Successful acquisition of candidacy
6. Submission of the Application for Graduation form to the Records Office
7. 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
8. 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”
9. 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. 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 (1) additional reading assignments, (2) the successful completion of one or more courses, (3) the successful retaking of the comprehensive examination, and (4) 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.

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:

**Foundational Disciplines:**

**Prolegomena:**

- ME 9050 Prolegomena: Missiology as a Discipline
- Must be taken during the first year of study

**Theology: Choose one**

- ME 9700 Theology of Mission and Evangelism
- ME 8720 Theology of Religions (with permission)

**Social Science: Choose two**

- ME 8815 Ethnicity: Modes of Inquiry and Analysis
- ME 9325 Sociology for Mission and Evangelism
- ME 9610 Anthropology for Mission and Evangelism

**Religion and Worldview: Choose one**

- ME 8380 Religion in the Modern World
- ME 8390 Gospel, Cultures, and Church in Western Contexts
**History and World Christianity: Choose one**
ME 9400 History of the Expansion of Christianity 4 hours  
ME 8450 History of Evangelism 4 hours

**Research Methods: choose two**
ME 8922 Qualitative research methods 4 hours  
ME 9925 Histioriographic research methods 4 hours  
ME 9930 Quantitative research methods 4 hours

**Professional Development:** 2 hours  
Choose one  
ME 9260 Teaching Mission and Evangelism in Higher Education 2 hours  
ME 8250 Leadership Development and Culture 2 hours

**Designated Electives** 8 hours  
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. 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.

**Free Electives** 8 hours  
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.

**Comprehensive Exam Preparation and Dissertation 12 hours**  
ME 9970 Orientation for Comprehensive Exam and Dissertation 1 hour  
ME 9975 Comprehensive Exam Preparation 2 hours total  
ME 9990 Dissertation Proposal Preparation 3 hours total  
ME 9991 Dissertation Research 6 hours total  

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.

**Total Program 60 hours**

**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 (a) demonstrate strong master’s level preparation in their primary field of study and (b) 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.
The Doctor of Philosophy (Theological Studies) Program

Director: Richard Averbeck, 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 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 or French 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

Admission Requirements

Applicants for the PhD/THS program must fulfill the following requirements:

1. 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.

2. Have documented evidence of competency in biblical Greek and Hebrew.

3. Present evidence of potential for original academic research at the doctoral level by submitting a sample of an exemplary research paper or thesis.

4. Give evidence of intellectual competence in all previous accredited graduate studies.

5. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.

6. 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 Deerfield 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 Hebrew and Greek

The Hebrew and Greek Proficiency Exams evaluate proficiency in the biblical languages at a level similar to that of TEDS MDiv graduates. Participants whose biblical language 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 OT or NT seminars (and certain other courses where such proficiency is required) until they have proven their proficiency in Hebrew and Greek, respectively. This could delay the student’s course work plan/progress.

Participants must demonstrate advanced exegetical and reading skills in biblical Hebrew and Greek using one of the following options:

1. **Waiver:** Students who, in the two years preceding PhD matriculation, have completed advanced exegesis courses in Hebrew or Greek in their MDiv or equivalent level of graduate studies (with a grade of B+ or higher) or who have completed a ThM (in OT or 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 June15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).

2. **Exam:** Students may take an examination that includes translation, parsing, textual criticism, and theological, biblical, grammatical, and syntactical observations. Any student failing the exam is required to take a course (see option 3 below for instructions).
   a. **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.
   b. **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.

3. **Course:** Students may pass a remedial course: OT 6000 Hebrew Review (with at least a B) and/or NT 5211 New Testament Greek Exegesis II (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 5211 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.

a. *Fall matriculants*: OT 6000 must be taken in the TEDS summer session prior to matriculation. NT 5211 should be completed during the first fall semester in the program.

b. *Spring matriculants*: OT 6000 must be taken in the first TEDS summer session of the program. NT 5211 may be taken in the first semester of the program but not later than the first fall semester of the program.

**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. Students *may not* take a proficiency exam without having formally studied the language for at least a year at the college or master’s level.

**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:

1. 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; or, if the student needs to establish Hebrew proficiency by completing OT 6000 Hebrew Review in the summer prior to the first fall semester, German should be taken in the following summer semester.

2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the German proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who elect to take the German course sequence in the following summer.

**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:

1. Complete the French (or Latin, if approved) course sequence offered by the divinity school (French I / Latin I are offered in the fall and French II / Latin II are offered in the spring) and pass the exam given at the end of the course. (Please note: The Latin course is only offered on demand, and may not be available in a given year.)

2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the French / Other Language proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who took the exam prior to the first fall semester of their program and elect to take the French (or Latin, if approved) course sequence during the school year (see option 1 above for details).

**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 coursework 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:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. 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
3. A cumulative grade point average of 3.2 or better
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work.
5. Successful completion of all biblical and research language proficiency requirements
6. Successful completion of the major comprehensive examinations and conditions (if any)
7. Acceptance of the dissertation research proposal and revisions (if any)
8. 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:

1. 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
2. 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
3. Successful demonstration of proficiency in the requisite biblical and research languages
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work
5. Attendance at four doctoral colloquia
6. Passing of the major comprehensive examination and the dissertation proposal hearing
7. Successful acquisition of candidacy
8. Submission of the Application for Graduation form to the Records Office
9. 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
10. 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

11. 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 specific further academic work. Such work may include but is not limited to (1) additional reading assignments, (2) the successful completion of one or more courses, (3) the successful retaking of the comprehensive examination, and (4) 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 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.

Doctoral Seminars

Doctoral seminar courses are numbered 9000 or above. Most will be taken in the student’s department of concentration; however, three seminars must be taken outside of the student’s department of concentration in specially designated courses (one seminar in each of the nonconcentration departments). The “Advanced Theological Prolegomena” seminar (ST 9100) should be taken during the first fall semester of the student’s program. If seating permits, seminars may substitute for advanced electives.

Advanced Electives

Advanced electives are generally numbered 7500-8999. Students are strongly encouraged to pursue elective studies in their department of concentration. If seating permits, seminars numbered 9000 or above may substitute for advanced electives.
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.

Program course requirements are as follows:

<table>
<thead>
<tr>
<th>Church History/Historical Theology Concentration</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>33 hours</td>
</tr>
<tr>
<td>3 Historical Theology seminars</td>
<td>12 hours</td>
</tr>
<tr>
<td>1 New Testament seminar</td>
<td>4 hours</td>
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<tr>
<td>1 Old Testament seminar</td>
<td>4 hours</td>
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<tr>
<td>1 Systematic Theology seminar</td>
<td>4 hours</td>
</tr>
<tr>
<td>ST 9100 Advanced Theological Prolegomena seminar</td>
<td>4 hours</td>
</tr>
<tr>
<td>ST 9110 The Theological Scholar</td>
<td>1 hours</td>
</tr>
<tr>
<td>ST 9222 Principles of Higher Education</td>
<td>2 hours</td>
</tr>
<tr>
<td>CH 8911 Colloquium in Historical Methodology I</td>
<td>1 hour</td>
</tr>
<tr>
<td>CH 8912 Colloquium in Historical Methodology II</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Advanced Electives</strong></td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Comprehensive Exam Preparation and Dissertation</strong></td>
<td>12 hours</td>
</tr>
<tr>
<td>CH 9975 Comprehensive Exam Preparation</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 9990 Dissertation Proposal Preparation</td>
<td>3 hours</td>
</tr>
<tr>
<td>CH 9991 Dissertation Research</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Testament Concentration</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>33 hours</td>
</tr>
<tr>
<td>3 New Testament seminars</td>
<td>12 hours</td>
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<td>4 hours</td>
</tr>
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<td>1 Old Testament seminar</td>
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<tr>
<td>1 Systematic Theology seminar</td>
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</tr>
<tr>
<td>ST 9100 Advanced Theological Prolegomena seminar</td>
<td>4 hours</td>
</tr>
<tr>
<td>ST 9110 The Theological Scholar</td>
<td>1 hours</td>
</tr>
<tr>
<td>ST 9222 Principles of Higher Education</td>
<td>2 hours</td>
</tr>
<tr>
<td>NT 9111 New Testament Research</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
Advanced Electives 15 hours

Comprehensive Exam Preparation and Dissertation 12 hours

NT 9975 Comprehensive Exam Preparation 3 hours
NT 9990 Dissertation Proposal Preparation 3 hours
NT 9991 Dissertation Research 6 hours

Old Testament Concentration 60 hours

a. Focus in Old Testament Hebrew, Literature, and Exegesis

Required Courses 35 hours

3 Old Testament seminars 12 hours
1 Historical Theology seminar 4 hours
1 New Testament seminar 4 hours
1 Systematic Theology seminar 4 hours
ST 9100 Advanced Theological Prolegomena seminar 4 hours
ST 9110 The Theological Scholar 1 hours
ST 9222 Principles of Higher Education 2 hours
OT 8911 OT Studies I: Pentateuch and Historical Books 2 hours
OT 8912 OT Studies II: Poetic and Prophetic Books 2 hours

Advanced Electives 13 hours

Comprehensive Exam Preparation and Dissertation 12 hours

OT 9975 Comprehensive Exam Preparation 3 hours
OT 9990 Dissertation Proposal Preparation 3 hours
OT 9991 Dissertation Research 6 hours

b. Focus in Old Testament and Ancient Near Eastern History, Archaeology, and Languages

Required Courses

1 Old Testament Seminar 4 hours
OT 7680 Literature of the Ancient Near East 3 hours
OT 8xxx Religions of the ANE 3 hours
OT 8811 History and Archaeology of the ANE, Pt 1 3 hours
OT 8812 History and Archaeology of the ANE, Pt 2 3 hours

Ancient Near Eastern Required Languages 9 hours

1 Historical Theology seminar 4 hours
1 New Testament seminar 4 hours
ST 9100 Advanced Theological Prolegomena seminar 4 hours
ST 9110 The Theological Scholar 1 hours
ST 9222 Principles of Higher Education 2 hours
OT 8911 OT Studies I: Pentateuch and Historical Books 2 hours
OT 8912 OT Studies II: Poetic and Prophetic Books 2 hours

Advanced Electives 10 hours

Comprehensive Exam Preparation and Dissertation 6 hours

OT 9975 Comprehensive Exam Preparation 0 hours
OT 9990 Dissertation Proposal Preparation 0 hours
OT 9991 Dissertation Research 6 hours
Systematic Theology Concentration 60 hours

Required Courses 31 hours

3 Systematic Theology seminars 12 hours
1 Historical Theology seminar 4 hours
1 New Testament seminar 4 hours
1 Old Testament seminar 4 hours
ST 9100 Advanced Theological Prolegomena seminar 4 hours
ST 9110 The Theological Scholar 1 hours
ST 9222 Principles of Higher Education 2 hours

Advanced Electives 17 hours

Comprehensive Exam Preparation and Dissertation 12 hours

ST 9975 Comprehensive Exam Preparation 3 hours total
ST 9990 Dissertation Proposal Preparation 3 hours total
ST 9991 Dissertation Research 6 hours total

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 (a) demonstrate strong master’s level preparation in their primary field of study and (b) 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 education course, ST 9222.

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.

Flexible Delivery Makes a TEDS Education Accessible

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 program students unable to enroll in regular semester-length daytime courses. 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 Christian Studies, the Master of Arts (Theological Studies) (MA/TS), the Master of Arts in Ministry (MA in Min), the Master of Arts (Intercultural Studies) (MA/ICS), or the Master of Divinity (MDiv) may all be completed in a combination of nontraditional modes. One may complete a Certificate in two years, an MA/TS, MA in Min, or MA/ICS in four years, and an MDiv in eight years by taking one or two courses each fall, spring, and summer semester.
Extension site, TEDS online, and summer and short-term Deerfield campus 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, the Office of Extension, or a program advisor to determine possible options.

Various TEDS course delivery options are described below. Not all courses are available in each mode. Students should consult the various academic advisement tools available for specific program planning and note any limitations that may exist for program completion. Some offices may need to be contacted during normal daytime business hours.

Current and projected Deerfield course schedules are available online on MyTIU. A list of current TEDS Online courses may be found at http://tedsonline.tiu.edu. Current extension site offerings may be found at www.teds.edu/extension/.

**Option One: Daytime Courses in Deerfield**

Most Deerfield fall and spring semester courses meet one day each week—morning, afternoon, late afternoon, or evening. Biblical language classes and some other classes meet two days each week.

**Option Two: Evening, Weekend, and Short-term Modules in Deerfield**

The core MDiv curriculum with some electives rotates through a four-year evening-weekend school schedule on the Deerfield campus. Evening courses generally meet one night weekly for fifteen weeks during the fall or spring semester or for three or four Friday night–Saturday weekends during the semester, with summer school providing additional options. This rotation enables completion of MDiv coursework over eight years for those taking four courses each year. Completion of short-term modulars and summer school courses will lighten the load or accelerate the pace.

**Option Three: Summer School in Deerfield**

The core MDiv curriculum with some electives also rotates through summer school on the Deerfield campus. Summer courses are offered in one-, two-, or three-week short-term sessions. Courses are scheduled in two main sessions—Early Summer (May-June) and Late Summer (July-August)—with a one-week summer break surrounding July 4. The summer rotation enables completion of all MDiv coursework over six summers for those taking a full summer academic load or over four summers for those taking an additional two or three courses during fall and spring semesters.

Summer is often a convenient time for teachers and those involved in campus ministries to complete biblical and theological studies and provides opportunity for other students to accelerate their program completion. Students admitted for the fall semester are encouraged to begin coursework in the preceding summer term. Beginning Greek and Hebrew are offered each summer, enabling students to “jump-start” their fall program.

**Option Four: Extension Locations**

Church-based extension sites (Chicago, Illinois; Akron and Columbus, Ohio; Indianapolis, Indiana; Wexford, Pennsylvania; Madison and Milwaukee, Wisconsin; and Davie, Florida) hold weekend and evening classes. Classes at these sites generally meet for three to five weekends per semester and enable the completion of all MA (Theological Studies) coursework and about one-third of MDiv coursework. Visit www.teds.edu/extension/ for more information.

**Option Five: Conference Wrap-Around Courses**

TEDS offers graduate credit in conjunction with a number of high-profile conferences offered around North America. The Center for Bioethics and Human Dignity, the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and the U.S. Center for World Mission’s Perspectives on the World Christian Movement course are all available for academic credit. Each year additional conferences
are also available for academic credit. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

Option Six: TEDS Online Courses

Fully Online Courses may be completed from anywhere in the world that has internet access. Courses require at least weekly internet access to watch video lectures, interact with others in discussion forums, and work on group assignments. Visit the TEDS Online website for more information at http://tedsonline.tiu.edu.

Note: All TEDS courses, whether completed on-campus, at Extension Sites, in TEDS Online distance education mode, etc., are equally applicable to program requirements.

Extension, Affiliated Programs, and TEDS Online Distance Education

Trinity’s Office of Extension and Affiliated Education, together with TEDS Online, provide educational services for learners whose life situations are rooted in communities other than Deerfield, Illinois. Through extension sites, affiliate programs with parachurch organizations, occasional courses in various places and times, and online distance education courses, Trinity makes graduate coursework accessible.

Extension Sites

Five fully accredited extension sites throughout the Midwest and full-service regional centers in south Chicago and Davie, Florida, 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 Christian Studies may be completed at any of the six extension sites, and two regional centers.

The entire Master of Arts (Theological Studies) may be completed at either of the two regional centers (Chicago or Davie, Florida) or at each of the extension sites in Indianapolis, Indiana; Akron or Columbus, Ohio; Wexford, Pennsylvania; Madison or Milwaukee, Wisconsin.

In addition, the Master of Arts in Urban Ministry may be completed at the South Chicago Regional Center.

All extension students are encouraged to take coursework on the home Deerfield campus through short-term modular courses (particularly in the summer), weekend courses, or in other modes if possible.

Current Sites

Akron, Ohio

Courses are held at The Chapel, 135 Fir Hill, Akron OH 44304; Debbie Cardy (330.315.5910) or trinity@the-chapel.org.

Chicago, Illinois
Courses are offered at 14240 Dante Ave, Dolton, Illinois, 60419; Dr. Michael Reynolds, executive director and associate dean, South Chicago Regional Center, and director of the MA in UM program (312.287.9241).

**Columbus, Ohio**
Most courses are held at XENOS Christian Fellowship, 1340 Community Park Drive, Columbus OH 43229; Joshua Benadum (614.823.6510 x226 or benadumj@xenos.org).

**Davie, Florida**
Courses are held at Trinity’s Florida Regional Center, 8190 West State Road 84, Davie, Florida 33324. Please call 954.382.6400 and ask for the coordinator of the Master of Arts (Theological Studies).

**Indianapolis, Indiana**
Courses are held at College Park Church, 2606 W. 96th Street, Indianapolis, IN 46268; Kelly Alexander (317.532.8610 or kalexander@yourchurch.com).

**Madison, Wisconsin**
Courses are held at High Point Christian Studies Center, 7702 Old Sauk Road, Madison WI 53717; Brandon Ellis (608.836.3236 x155 or bellis@highpoint.org).

**Milwaukee, Wisconsin**
Courses are held at Elmbrook Christian Study Center, 777 S. Barker Road, Brookfield WI 53045; Susie Berry (262.364.5334 or sberry@elmbrook.org).

**Pittsburgh, Pennsylvania**
Courses held at North Way Christian Community Church, 12121 Perry Highway, Wexford, Pennsylvania; Jon Mathieu (724.935.6800 or jmathieu@northway.org).

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/.

**Extension Faculty**
Regular Deerfield-based faculty and approved adjunct faculty teach extension courses. These faculty members include the following:

- Jared Alcántara, PhD
- Garwood Anderson, PhD
- J. D. Atkins, PhD cand.
- Richard Averbeck, PhD
- Tim Baldwin, MA, MA
- Peter Cha, PhD
- John Feinberg, PhD
- Bruce Fields, PhD
- Daniel Green, PhD
- Sigurd Grindheim, PhD
- Jay Halley, DMin
- Dana Harris, PhD
- Lee Heyward, DMin
- Joshua Jipp, PhD
- Henry Knapp, PhD
- Mel Lawrenz, PhD
- Donald Lichi, PhD
- David J. Luy, PhD
- Dennis Magary, PhD
- Samir Massouh, MA, MDiv
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 School of Leadership in Fort Collins, Colorado. 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@uscm.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 Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

InterVarsity Christian Fellowship

Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708.

Perspectives

ME 5050 Perspectives on the World Christian Movement 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, call Perspectives at 626.398.2125.

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 contact Joel Miles at (773) 752-9876 (jmiles@simeontrust.org), or visit: http://www.simeontrust.net
**Young Life**

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Young Life staff. For information, call Ken Knipp of Young Life at 719.381.1999

**Occasional Courses**

Throughout the calendar year, TEDS offers graduate credit courses throughout North America at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

**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 Deerfield campus student. All DE courses are offered for graduate credit and may be applied to a Trinity program or transferred to another institution. (Check the specific stipulations of each program for DE course application.) Further information, including a current course listing and syllabi, is available at www.teds.edu/distanceeducation/.

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, or visit the office in the Veenstra Wing of the Kantzer Center in Deerfield.

1. 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.
2. Florida Regional Center students should register through the coordinator for the Master of Arts (Theological Studies) program. Please call 954.382.6400 and ask for the program coordinator.
3. Course registration is for a given semester. All Online Distance Education courses are tied to the regular semester schedule.
4. Course extensions *may* be granted by petition. Full-time Deerfield students are subject to the regular (very limited) extension policy for full-time Deerfield campus students through the Dean of Students Office.
5. Visiting students may enroll for a maximum of 9 hours per semester.
6. Full-time Deerfield 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.
7. Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Deerfield, 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.
8. 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 Deerfield 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, or visit the office in the Veenstra Wing of the Kantzer Center in Deerfield.

The TEDS Online Office anticipates offering the following courses on a rotating basis, with new courses being added as they are available. Please consult the TEDS course schedule on MyTIU for the list of courses available in a given semester. Please consult the Course Descriptions section of the catalog for a description of each course.

EM 5210 Christian Leadership and Administration – offered Spring 2016
EM 6000 Intergenerational Christian Formation – projected Summer 2016
HM 5000 Theology and Methodology of Biblical Preaching – offered Fall 2015
HM 7400 History of Preaching - projected
ME 5000 Foundations of Christian Mission – projected
ME 6410 History of the Expansion of Christianity – projected Spring 2016
ME 8230 Global Church Planting – offered Spring 2016
NT 4030 Beginning Greek I (undergraduate credit only) – offered Fall 2015
NT 4031 Beginning Greek II (undergraduate credit only) – offered Spring 2016
NT 5000 Introduction to the New Testament – offered Fall 2015
NT 5100 English Bible: Revelation – projected Spring 2016
OT 5000 Introduction to the Old Testament – projected Spring 2016
PT 5000 Personal Assessment and Introduction to Ministry – projected Spring 2016
PT 7280 Christian Worship – offered Fall 2015
ST 5101 Theology I: Introduction to Theology – projected Fall 2016
ST 5102 Theology II: Christ, Man, Sin, and Salvation – offered Fall 2015
ST 5103 Theology III: Holy Spirit, Church, Last Things – offered Fall 2015
Course Descriptions

Catalog courses are those regularly offered by the Divinity School, generally at least once every three years, though depending on the course and available instructors a course may be offered more or less frequently. Course descriptions bear an indication of the frequency of offering in some cases. In other cases a course may be offered on demand, which generally means upon petition to the department chair and academic dean's office approximately nine months before that semester is to begin, and with sufficient student enrollment.

Required program courses are offered on a rotating basis, enabling completion of the program in a timely fashion by full-time students. Projected course offerings are posted on the MyTIU > TEDS Academics web page. Further details may be obtained from department chairs or the academic dean's office.

Course Numbering Explanations

Course Prefixes and Numbering

Courses are designated by a two-letter prefix and four-digit number combination that identifies the primary department of course listing and the level at which the course is offered. All courses are graduate level, except 4000 series numbers that are available only for undergraduate credit.

4000  Upper-level undergraduate courses (generally graduate prerequisites)
5000  Recommended first-year courses
  Core courses
  Field education courses
6000  Recommended second-year courses
  Core courses
7000-7499  Recommended third-year courses
  Advanced master’s courses
  Core courses
  Master’s program capstones
  Available for ThM credit (if not a core requirement or capstone in another master’s program)
7500-8999  Advanced master’s courses
  Available for ThM credit
  Generally available for doctoral credit
9000  Doctoral courses (enrollment limited to doctoral students)

Section Numbers

Courses are also designated by two-digit section numbers, which indicate whether the course is a reading course or online distance education course and meeting location. Section numbers identify courses taught in Deerfield, at the South Chicago Regional Center, at the Florida Regional Center, or at an extension site (Akron and Columbus, Ohio; Indianapolis, Indiana; Wexford, Pennsylvania; Madison or Milwaukee, Wisconsin).
Course Descriptions and Credit Hours

Course listings bear a brief description of course contents, required prerequisite courses for enrollment, and academic credit designated in semester hours. Some courses are available for a range of hours, with differing course requirements commensurate with that number of hours. Other courses are designated with plus hours (e.g., 3+1) indicating that the course meets for three in-class hours accompanied by one hour of independent study.

All courses are offered on a letter grade basis, unless noted “Credit / No Credit” in the course description. The grading basis must be indicated at the time of registration if other than letter grade.

Independent Study Courses (Reading, Guided Research, Online Distance Education)

Independent Study Courses include three venues: reading courses; guided research; and online distance education. Reading courses are regular catalog courses completed in a semester when the course is not offered. Guided research courses are developed in consultation with a faculty member that engages a student in independent or cohort research and study. Online Distance education courses are prepared independent study courses that utilize technology, print, and communication to complete courses for regular TEDS credit. TEDS programs generally limit the number of credits in each of those modes that can apply to a program. Note those limits in the catalog program descriptions.

Interdisciplinary Course Descriptions

Courses below are listed in multiple departments (noted with prefix “—”) or are interdisciplinary in orientation (noted with prefix “ID”).

Undergraduate Level

ID 4010  Introduction to German
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. Two hours.

ID 4011  Theological German I
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. Two hours.

ID 4012  Theological German II
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. Two hours.

ID 4021  Theological French I
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. Three hours.

ID 4022  Theological French II
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. Three hours.
**Master’s Level: Multiple Departments and Capstone Courses**

Register with the prefix of the department in which you are taking the course or ID if posted as such.

**ID 7465 MA in Ministry Capstone Experience**

A ministry-based experience for MA in Ministry students that integrates the biblical/theological/historical with the ministry practice and context components of the program and provides the capacity for further specialized service in the church. The experience may be a practicum or project and will reflect 168 hours of experiential learning accompanied by a 7,500-10,000-word critical analysis paper (for 3 hours credit) demonstrating integration of program components with the area of ministry specialization. Counts as half-time academic status. Letter grade only. *Three to six hours.*

**ID 7466 MA in Ministry Capstone Experience Extension**

A one-semester extension for ID 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit. *Zero hours.*

**ID 7468 MA (Theological Studies) Capstone**

A program capstone for MA (Theological Studies) students that purposes 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. *Two hours.*

**ID 7469 MA (Theological Studies) Capstone Extension**

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, except on the South Florida campus, where it may be repeated on one occasion. No Credit. *Zero hours.*

-- **7477 MA Major Comprehensive Exam**

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. No hours.

-- **7478 MA Capstone Project**

A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs. *Zero to three hours.*

**ID 7480 MA Capstone Integrative Paper**

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. *Zero to two hours, as required by the program.*

**ID 7481 MA Capstone Integrative Paper Extension**

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. *Zero hours.*

**ID 7482 MDiv Capstone Research Paper**

MDiv participants in the Research Ministry Focus complete two capstone research papers and must register for ID 7482 concurrent with registration for the advanced elective course in which they are writing an MDiv 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.) *Zero hours.*
-- 7485 MA Thesis

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 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. Zero to three hours.

-- 7486 MA Thesis Extension

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. Zero hours.

-- 7501 Master's Guided Research

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. One to four hours.

-- 7975 MA or ThM Major Comprehensive Exam Preparation

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. Zero hours.

-- 7976 MA or ThM Thesis Proposal Preparation

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. Zero hours.

-- 7977 ThM Major Comprehensive Exam

A department-specific Major Comprehensive Exam required in some ThM 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. Zero to one hour.

-- 7980 MA Capstone Research Paper

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.) Zero to one hour.

-- 8980 ThM Capstone Research Paper

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.) Zero hours.

-- 8985 ThM Thesis

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 full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. Zero to three hours.

-- 8986 ThM Thesis Extension

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. Zero hours.

Master’s Level: Interdisciplinary Courses

ID 5000 Biblical Theology and Interpretation

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 CM, MA in MHC, and MDiv students. Should be taken during first year of enrollment. Offered fall and spring. Three hours.

ID 5010 Foundations in Biblical Studies

The course emphasizes biblical content and application with attention to developing skills to guide interpretation and understanding of Scripture in order to build, inform, and critique vocational practice. In the context of such an overview, relevant passages throughout the whole of Scripture may be sampled with particular attention to methods of understanding, interpreting, and applying such passages. This course does not satisfy requirements in the MDiv program. Not open to students taking OT 5000 or NT 5000. Offered fall. Three hours.

ID 5061 Latin I

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. Two hours.

ID 5062 Latin II

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. Two hours.

ID 5080 Formation Group

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 consecutive 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. Zero hours.
ID 6000  Current Topics in Interdisciplinary Studies
Selected topics of general or interdisciplinary interest. One to three hours.

ID 6012  Prayer and Life in the Spirit
The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north of Chicago that jointly sponsors a course each spring. The course is conducted in a two-evening and two-weekend retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. The spring topic varies in its examination of Christian life and practice. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered spring. Two hours.

ID 7375  Clinical Pastoral Education
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. One to two hours.

ID 7750  Study Tour
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. One to three hours.

ID 7900  Theological Research Methods
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. Two hours.

Doctoral Level
Register with the prefix of the department in which you are taking the course.

-- 9001  Guided Research (Doctoral)
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. One to four hours.

--9011  Private Study
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. Zero hours.

-- 9975  Comprehensive Examination Preparation
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. Zero to three hours.

-- 9977  PhD Comprehensive Exam

A department-specific Comprehensive Exam required in PhD 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. No hours.

-- 9990  Dissertation Proposal Preparation

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. Zero to three hours.

-- 9991  Dissertation Research

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. One to four hours each.

-- 9992  Dissertation Extension

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. Zero hours.
Church History and the History of Christian Thought Department

Course Descriptions

Courses in Church History and the History of Christian Thought Department demonstrate how the mission and message of the church have been understood and conducted since the apostolic age. The institutions, doctrines, and social attitudes of the church are studied, and particular emphasis is placed on the manner in which Christian thought has influenced Christian life and action.

A concentration in church history and the history of Christian thought is offered in the following programs: Master of Arts with concentrations in Christian thought, church history, and the history of Christianity in America; Master of Theology with a concentration in church history; and the Doctor of Philosophy (Theological Studies) in historical theology.

Church History Faculty

Scott M. Manetsch, PhD
Professor

Douglas A. Sweeney, PhD
Department Chair
Professor
Director, Jonathan Edwards Center

John D. Woodbridge, Doctorat de Troisième Cycle
Research Professor

Master’s Level

CH 5010 History of Christianity

The development of Christianity from the first century to the present, including the following are studied: the patristic period; the ecumenical councils; the development of a cultural and theological synthesis of the middle ages; the precursors, content, and personalities of the Protestant Reformation; the contributions of classical Protestant orthodoxy and subsequent rise of denominations; the rise of secularism and the “Enlightenment”; awakenings, revivals and missionary expansion; and theological trends. Offered fall and spring. Four hours.

CH 5060 American Church History

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. Offered fall and spring. Three hours.

CH 6000 Current Studies in Church History

Topics selected that deal with significant issues related to Christian history and thought. One to four hours.

CH 7210 Patristic Age

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. Prerequisite: CH 5010 or consent of department chair. Three hours.
CH 7215  History of Christianity in the Middle Ages
The course is designed to give an overview of ecclesiastical, political, and theological issues affecting the forms of Christianity from about 529 through 1453. Particular attention is 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, and the factors affecting the development of conciliarism. Three hours.

CH 7225  The Reformation Era
Historical and theological overview of the changes in the history of Western Christendom through Luther’s rediscovery of the gospel is the course focus. Topics covered include condition of the late medieval church; the Lutheran, Zwinglian, and Calvinist reformations; the rise of Anglicanism; the Anabaptists and other movements; and the Counter-Reformation. Prerequisite: CH 5010 or consent of department chair. Three hours.

CH 7411  History of the Free Church Movement
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. Two hours.

CH 7450  Christianity in the Non-Western World Since 1700
A broad overview of the significant shift of the center of Christianity from the West to Asia, Africa, and Latin America. The social, cultural, and political context of Western missions, sending nations, and the receiving nations in Asia, Africa, and Latin America will be examined. Consideration will be given to the rise and fall of Western imperialism, the world wars, the interaction between the missionaries and the indigenous churches, nationalism in newly independent nations, the emergence of independent and indigenous church movements, the rise of Pentecostalism. Three hours.

Advanced Master’s/Doctoral Level

CH 8000  Seminar: Current Issues in the History of Christian Thought
Topics chosen to interrelate the divisions of theology; attention focused on current issues or important neglected areas of Christian history and thought. Two to four hours.

CH 8100  Classic Texts in the History of Christianity
The course provides students the opportunity to read and discuss 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 and the modern world. Two professors from the Church History Department will co-teach this course. They will facilitate class discussions as well as present background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change year-to-year, important texts will include Plato, Symposium, Aristotle, Nicomachean Ethics, Ponticus, The Praktikos Chapters on Prayer, Athanasius, On the Incarnation, Augustine, Confessions, Aquinas, Summa Theologica, Luther, Babylonian Captivity of the Church, Calvin, Institutes of the Christian Religion, Descartes, Discourse on Method, Voltaire, Candide, Rousseau, Confessions, Wesley, Standard Sermons, Darwin, Origins of Species, Schleiermacher, Speeches on Religion, Hitler, My Struggle, Camus, Myth of Sisyphus and The Stranger, Gutiérrez, A Theology of Liberation, and Kuhn, The Structure of Scientific Revolutions. Master’s three hours, doctoral 3+1 hours.

CH 8235  The Enlightenment
Religious life and thought during the 18th century with special consideration of Deism and efforts by orthodox Christians to counter this philosophical tendency. Master’s three hours, doctoral 3+1 hours.
CH 8270 Protestant Thought in Nineteenth-Century America

Introduction to the leading Protestant theologians and theological schools of nineteenth-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 three hours, doctoral 3+1 hours.

CH 8280 The History of Fundamentalism and Evangelicalism

An analysis of 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 three hours, doctoral 3+1 hours.

CH 8320 Luther

An examination of the life of the German reformer Martin Luther (1483-1546) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of justification, the Word, the sacraments, pastoral ministry, and the relationship of church and state. Master’s three hours, doctoral 3+1 hours.

CH 8330 Calvin

An examination of the life of the French reformer John Calvin (1509-1564) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of the knowledge of God, providence, the Scripture, pastoral ministry, church discipline, and predestination. Master’s three hours, doctoral 3+1 hours.

CH 8361 Jonathan Edwards

Introduction to the life, times, and especially the theology of Jonathan Edwards. Intensive reading in and reflection on some of Edwards’s most important writings. Extensive reading and discussion about Edwards’s historical background (primarily in New England Puritanism) and historical legacy (with primary attention paid to the development of “the New England Theology”). Master’s three hours, doctoral 3+1 hours.

CH 8911 Colloquium in Historical Methodology I

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. One hour.

CH 8912 Colloquium in Historical Methodology II

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. One hour.

Doctoral Seminars

CH 9000 Issues in Historical Theology

Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to historical theology. May be repeated. One to four hours, as posted.

CH 9415 The Forgotten Reformers

A study of the history, 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 include Gasparo Contarini and Ignatius of Loyola (Catholic); Philip Melanchthon (Lutheran); Andreas Karlstadt (Lutheran-Radical); Martin Bucer, Heinrich Bullinger, and Theodore Beza (Reformed); Balthasar Hubmaier and Menno Simons (Anabaptist). 3+1 hours.
CH 9435  French Protestant Theology 1515 – 1685
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. The theology and role of prominent Protestant leaders such as Jacques Lefèvre d’Étaples,
Guillaume Farel, John Calvin, Theodore Beza, Jacob Arminius, Moïse Amyraut, and Francis Turretin will
be highlighted. 3+1 hours.

CH 9465  Pastoral Ministry in the Reformation
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 growing body of scholarly literature related to the
clerical office in early modern Europe, including local and regional studies of Protestant clergy and
clerical institutions; statistical studies of the social profile of early modern European clergy; and,
specialized studies of activities related to the pastoral vocation, including education, preaching, public
worship, catechetical instruction, and moral discipline. 3+1 hours.

CH 9490  Advanced Study in the Reformation
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. 3+1
hours.

CH 9710  Advanced Study in American Christianity
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 9862  The Origins of Modern Biblical Criticism in the 17th and 18th Century
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. 3+1 hours.

CH 9880  The New Religious History
Historiographical analysis of the “new religious history” based on recent, representative works in the
social and cultural history of American religion with attention paid to issues of race, ethnicity, class, and
gender/sexuality as they have arisen in the study of American religious history. Also included is
methodological discussion of recent economic and material histories of American religion, ethnographic
studies, and the new emphasis on such topics as popular religion and congregational history. 3+1 hours.
Counseling Department Course Descriptions

Courses in counseling are designed to enable students to better understand the nature and needs of human beings, to appreciate the differences between people, to become familiar with the methods and conclusions of psychology as applied to the work of the church, to study areas of alleged conflict between the Bible and scientific psychology, and especially, to develop skills in counseling and interpersonal relations.

A concentration in counseling is offered in the following programs: the Master of Arts in Mental Health Counseling, which is a licensure track program, the Master of Arts in Counseling Ministries, and the Master of Theology with a concentration in pastoral counseling and psychology.

Counseling Faculty

Keith V. Bjorge, PsyD
Assistant Professor

Stephen P. Greggo, PsyD
Department Chair
Professor

James E. Gruenewald, EdD
Associate Professor

Miriam Stark Parent, PhD
Associate Professor

Julie West Russo, EdD
Program Director for the Mental Health Counseling and Counseling Ministry Programs
Assistant Professor

Priscilla Selveraj, PhD
Assistant Professor

Counseling Ministries Courses

Other courses for the MA in Counseling Ministries may be selected from the “Counseling Courses”.

CM 5000 Introduction to Pastoral Ministry Counseling
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 CM, or MA in MHC. Offered fall and spring. Two hours.

CM 5110 Survey of Counseling Ministries
This course is an orientation to the various dimensions of ministry care and counseling. It provides an overview of the variety of roles and functions that those involved in ministry-oriented counseling may facilitate. These may include recovery ministries, discipleship care, and leadership of lay counseling ministries, among many others. Required for CM students. Two hours.

CM 6000 Issues in Counseling Ministries
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, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring. One to three hours.
CM 6572  Pastoral Counseling for Marriage and Family
Marriage and family counseling in a pastoral setting is investigated. An overview of systems theory and its implication for problem formation, maintenance, and resolution is reviewed. In particular, family communication, interaction, structure, boundaries, and development will be discussed. Includes an examination of premarital counseling styles and plans. In addition, specific issues of divorce, remarriage, and blended families will be examined. Finally, the course will discuss the role of the church in matters related to the family and marriage. Required for CM students, not recommended for MHC students. 
Three hours.

CM 7950  Counseling Ministries Practicum
The fieldwork in this practicum is designed to provide supervised experience in a Christian counseling setting, such as a crisis pregnancy center, Christian support group ministry, and so on. It is not designed to meet state licensure requirements as a professional counselor. Prerequisites: MA in CM candidacy and consent of department. Two hours.

Counseling Courses
CO 5210  Counseling Skills Training
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 skills of counseling. Not open to auditors. Cap 24. Three hours.

CO 5310  Counseling Theories
Classical and current theories of counseling will be studied and evaluated in light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. Three hours.

CO 5400  Foundations of Mental Health Counseling
This course 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. Professional issues and activities unique to the field will be considered. Three hours.

CO 5578 Family and Couple Counseling
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. Three hours.

CO 6000  Current Studies in Counseling
Topics selected deal with significant issues related to professional and ministry counseling. Recent titles include the following: Psychopharmacology; Grief Counseling; Urban Counseling Ministry. One to four hours.

CO 6110  Career Counseling
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. Three hours.

CO 6120  Addiction Counseling
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. Three hours.
CO 6130 Group Counseling
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. Cap 24. **Three hours.**

CO 6510 Human Growth and Development
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. **Three hours.**

CO 6530 Child and Adolescent Counseling
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. **Two or three hours.**

CO 6570 Theories of Family Development
This course represents an analysis of normative, developmental, and ecological changes that occur within families across the life span. Special focus is given to developmental transitions such as childbirth, adolescence, and aging. **Two or three hours.**

CO 6575 Parent Education
Basic principles in the organization, formulation, and presentation of parent study programs. Emphasis on ways of working with children from infancy through adolescence. Building self-esteem and responsible measures of child discipline are special concerns. **Two or three hours.**

CO 6610 Human Sexuality
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality, with particular emphasis on counseling-related issues. **Three hours.**

CO 6640 Gender Issues
Examines and discusses issues that are particularly pertinent to each gender. Implications for counseling are emphasized. **Two or three hours.**

CO 6650 Multicultural Issues in Counseling
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. **Three hours.**

CO 6710 Counseling and Theological Worldview: Faith and Practice
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. **Three hours.**

CO 6720 Ethics and Issues in Counseling
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. **Three hours.**
CO 6950  Counseling Practicum
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: MAMHC Candidacy and consent of PC Department. Cap 6 per section. Two hours.

CO 6955  Group Leadership Practicum
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. Two hours.

CO 7140  Crisis Counseling
This course considers the theory and practice of crisis and disaster mental health interventions. Various types of crises are presented through case vignette and class discussion. Crises are considered from both professional and pastoral perspectives. Two hours.

CO 7160  Community Counseling
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. Pastoral and church consultation will be an area of focus. Two or three hours.

CO 7210  Assessment and Evaluation
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. Three hours.

CO 7278  Strategies of Marriage and Family Therapy
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. Three hours.

CO 7330  Counseling Techniques
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. Two or three hours.

CO 7450  Psychopathology
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. Three hours.

CO 7900  Research Methods
Students will learn to conceptualize research problems, develop hypotheses and propose research methodologies for study. Emphasis is given to interpretation and inference. The class will conduct an empirically supported research study in which students will have the opportunity to administer pre- and post-intervention assessments, facilitate a psycho-educational intervention, analyze and interpret data, and report the research findings. Prerequisites: MA in MHC candidacy or consent of the department chair. Three hours.
CO 7905  Advanced Research Methods
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. Two hours.

CO 7961  Mental Health Counseling Internship I
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 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, MAMHC candidacy and consent of department. When taken in summer for two semester hours, may be repeated in fall for two semester hours. Two or three hours.

CO 7962  Mental Health Counseling Internship II
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. Two or three hours.

CO 7969  International Counseling Experience
This course is designed for those participating in nonlicensure counseling experiences, 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. Considered full-time academic status. Prerequisites: MA in MHC candidacy and consent of department. Credit / No Credit. Four hours.

CO 8000  Seminar: Current Issues in Counseling
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. One to four hours.

CO 8075  Advanced Group Process
The course examines the nature of interpersonal interactions in group counseling. An experiential component will enhance the understanding of group process and foster the development of group counseling skills that promote group interaction and interpersonal processes. Prerequisites: CO 5210 and CO 6130 or equivalent. Three hours.
Educational Ministries Department Course Descriptions

The mission of the Educational Ministries Department is to develop Christian leaders for age-appropriate discipleship ministries. Graduates serve the church in family life education, all phases of church education programming, Christian camping, student ministries, Christian higher education, Christian journalism and curriculum writing, and training of volunteer leaders.

A biblical philosophy of Educational Ministries requires balance between message and medium; consequently coursework represents a balance between biblical/theological subjects and professional subjects of Educational Ministry. The emphasis is largely leadership development, although sufficient stress is placed on pedagogical procedures to enable the graduate to be an effective teacher as well.

Educational Ministries Faculty

Deborah A. Colwill, PhD
Associate Professor

Donald Guthrie, EdD
PhD/EDS Director
The Jeanette L. Hsieh Chair of Educational Leadership
Professor

S. Steve Kang, PhD
Professor

James R. Moore, PhD
Associate Professor

Master’s Level

EM 5000    Foundations in Educational Ministry
How do the many and varied educational ministries of the church engage God’s people in growth towards maturity in Christ? This course briefly explores the central issues involved, including Biblical and theological foundations of educational ministry, discipleship, teaching and learning, curriculum development, administration, and team building. Specific applications will be made to a variety of ministries, including children’s, youth, adult, intergenerational, senior adult, and small groups. Two or three hours.

EM 5125    Teaching and Learning
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. Two or three hours.

EM 5150    Urban Educational Ministries
Introduction to the special educational program needs of administration and teaching in an urban context. Particular attention is given to the aims, principles, organizations, and development of a local church educational program, with focus on the aims, methods, media, and evaluation of the teaching process. Offered only at the South Chicago Regional Center. Three hours.

EM 5210    Christian Leadership and Administration
What is a Christian leader and how does one lead in a system context whether church or other organization? The course will survey leadership history and theories, the character of the leader, and topics such as teams, communication, power, conflict, change, ethics, and mentoring. Case studies will be used to assist participants in applying leadership theory to practice. Offered every year, generally fall. Two or three hours.
EM 5415  Educational Theory in Historical and Cultural Context
A study of key persons in the development of philosophy and theology of education with a particular focus on their historical and cultural contexts. An analytical model for analysis of a philosophy and strategy of ministry will be used as a template for analyzing the ministry emphases of these key figures in the history of Christian education to inform contemporary ministry practice. A special focus will be on the normative ends of educational ministry. Two or three hours.

EM 5510  Christian Formation and Journey
An interactive exploration of 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. Two hours.

EM 5540  Foundations of Youth Ministry
An examination of the essential components of youth ministry and their application to youth ministry situations. Two hours.

EM 5560  Church Ministry with Adults
A survey of adult development and generational differences, adult learning processes, and the ministry perspectives and structures necessary to assist Christian adults to progress toward maturity in a church or parachurch context. Two or three hours.

EM 5576  Marriage and Family Enrichment
Study of marriage and family from theological and social science viewpoints with a view to enriching them through methods and strategies of local church ministry. Students have the option of choosing projects to enrich their own marriage and family life or to prepare for marriage. Two or three hours.

EM 6000  Current Topics in Educational Ministries
Select and specialized topics relevant to educational ministry. One to four hours.

EM 6260  Small Group Process in Ministry
An examination of the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, group strategies for ministry, small group dynamics, and the role of group leaders in guiding an effective group meeting. Offered on a two-year rotation. Two or three hours.

EM 6265  Building Ministry Teams
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. Two or three hours.

EM 6270  Building Community in the Church
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. Two or three hours.

EM 6275  Developing Healthy Spiritual Leaders
Participants will learn 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. Two or three hours.
EM 7465    MA (Educational Ministries) Capstone Portfolio/Internship

The MA/EM Capstone experience including development of a portfolio and applied ministry experience. 
Zero to three hours.

Advanced Master’s/Doctoral Level

ES 7524    Education and Ministry Experiences for Children

Participants will 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. One or two hours.

ES 7550    Local Church as System

Participants will 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. One or two hours.

ES 7560    Program Planning Dynamics in the Local Church

Participants will 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. One or two hours.

ES 8000    Seminar: Current Issues in Educational Ministries

Topics chosen deal with contemporary issues in Educational Ministries. One to four hours.

ES 8211    Teaching Others to Teach

This course will connect 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. One or two hours.

ES 8240    Intergenerational Education

God’s people are blessed with the intergenerational task of declaring the praiseworthy deeds of the Lord. Participants will 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. One or two hours.

ES 8255    Models of Non-Traditional Education

Explores the literature related to out-of-school learning and experiential learning theories that inform the educational task of the church. Participants compare and contrast nonformal and formal educational approaches. Insights gained from these readings and class discussions are used by participants to critique various church-related models of nonformal education. One or two hours.

ES 8425    Theological Education: Topic

A three-course rotation examining vernacular, primary, secondary, and tertiary theological education in the context of Africa, Asia, and North America broadly defined. Emphasis is placed on the similarities and contextual uniquenesses of theological education in both majority and non-majority worlds. Presentations by international guest practitioners. May be repeated. Offered on a three-year rotation. One or two hours.
Doctoral Seminars

ES 9000  Current Issues in Educational Studies
Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to the field of Christian education. Offered on demand. One to three hours.

ES 9110  Orientation to EDS Doctoral Studies
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 One hour.

ES 9150  Teaching in Higher Education
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. Two hours.

ES 9175  Organizational Leadership
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. Three hours.

ES 9200  Adult Learning Foundations
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. Three hours.

ES 9210  Curriculum Theory and Design
An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction. Two hours.

ES 9250  Modes of Higher Education
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. One to three hours.

ES 9275  Higher Education Administration
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. One or two hours.

ES 9305  Developing Emerging Leaders
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. One or two hours.
ES 9316  Innovation, Agility, and Leading Change
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. Two hours.

ES 9330  Developing Collaborative Teams
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. One or two hours.

ES 9500  Psychological and Sociological Foundations of Education
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. Three hours.

ES 9510  Developmental Issues in Children, Youth, or Adults
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. One or two hours.

ES 9620  Education and Culture
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. Two hours.

ES 9700  Biblical and Theological Formation of the Educator
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. Three hours.

ES 9750  Historical and Philosophical Foundations of Education
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. Three hours.

ES 9890  Professional Development Practicum
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. Zero to two hours.

**ES 9910  Foundations in Social Science Literature**

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. Three hours.

**ES 9915  Social Science Research Design**

The twofold purpose of this course is to engage in theological reflection on the complementary aspects of general and special revelation, and 2) 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. Three hours.

**ES 9920  Qualitative Research Methods**

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. Three hours.
**Mission and Evangelism Department Course Descriptions**

The God-given task of mission has never been more necessary and challenging than as we face the twenty-first century. Opportunity and opposition are to be found side by side in all parts of the world. The missionary enterprise requires the best the church can offer: dedicated men and women who are spiritually and academically prepared to serve the Lord in any part of his harvest field.

The philosophy of mission of the Mission and Evangelism Department is based on well-defined biblical presuppositions: all people without Jesus Christ are lost and need to be reconciled to God; salvation is to be found only in Christ; the supreme task of the Christian church in every generation is the proclamation of the gospel to every person; the progress of the gospel may be hindered temporarily by human or demonic forces, but there can be no doubt about its ultimate triumph in the world.

Trinity is committed to the task of global mission. Our goal is to produce servants of Christ grounded in the Scriptures, prepared to make disciples and plant reproducing churches. Through its Mission and Evangelism Department, Trinity offers outstanding training in intracultural and cross-cultural evangelism and discipleship. The department also provides opportunities for students to be discipled by faculty members, and involved in a variety of evangelism, discipleship, and missions ministries.

Courses are designed to lead the student into a mature understanding of world mission and the communication of personal faith as necessary corollaries of biblical Christianity. Courses cover the broad range of interdisciplinary concerns that assist students in preparation for global missionary service, issues unique to missionary service in the North American church or in the classrooms of higher educational institutions, and the meaning and methods of personal evangelism.

A concentration in evangelism or intercultural studies is offered in the following programs: Master of Arts, Master of Theology, and Doctor of Philosophy (Intercultural Studies).

Additionally, the Mission and Evangelism Department is particularly privileged to partner with the Evangelical Free Church Mission, which funds the REACHGlobal Chair of Mission.

**Mission and Evangelism Faculty**

David Gustafson, PhD  
Department Chair  
Associate Professor

Harold Netland, PhD  
Professor

Alice Ott, PhD  
Affiliate Professor

Craig L. Ott, PhD  
PhD/ICS Director  
ReachGlobal Chair of Mission  
Professor

James F. Plueddemann, PhD  
Professor

Robert J. Priest, PhD  
G.W. Aldeen Professor of International Studies  
Professor
Rick Richardson, PhD
Affiliate Professor

Ed Stetzer, PhD
Affiliate Professor

Tite Tiénou, PhD
Research Professor
Dr. Tite Tiénou Chair of Global Theology and World Christianity
Dean Emeritus

Joy Kooi-Chin Tong, PhD
Affiliate Professor

**Master's Level**

**ME 5000  Foundations of Christian Mission**
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. Offered fall and spring. *Two hours.*

**ME 5001  Foundations of Evangelism** 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. Offered fall and spring. *Two hours.*

**ME 5050  Perspectives on the World Christian Movement**
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. *Three hours.*

**ME 5140  Mission of the Urban Church**
A study of the nature and methods of the Christian mission as they apply to the development and implementation of a mission strategy for the urban church, as well as the training of individuals for outreach in the urban community. Offered only at the South Chicago Regional Center. *Three hours.*

**ME 5175  Evangelistic Bible Study: Mark**
This course anticipates the desire of many Christians who want to share Christ with friends or neighbors in an informal setting. Whether the student sees the prospect of planting a church, holding a Bible discussion in a university resident facility, or simply getting friends and acquaintances together to focus on contemporary issues, this course will fill those expectations. Using the inductive method of investigating the biblical text, the student will be enriched with the truth and relevance of Gospel narratives, as well as experience the joy of discovering the freshness of the gospel in the context of group interaction. Credit students only, no auditors. *Three hours.*

**ME 6660  Christian Community Development**
This course is offered in conjunction with the one-week Christian Community Development Association annual conference, which takes place in various cities. The course exposes students to the CCDA philosophy of ministry. They will also engage successful practitioners of the CCDA model of ministry. Students attend the conference and complete additional reading and written assignments. *Two hours.*

**ME 6000  Current Studies in Mission and Evangelism**
Topics selected deal with significant issues related to mission and/or evangelism. *One to four hours.*
ME 6240  The Intercultural Missionary
Explores decisions and developmental tasks involved in preparing for a missions career, adjusting to another culture, learning a language, rearing a family overseas, managing conflict, and handling intercultural stress. The spiritual formation of the missionary is emphasized. Two hours.

ME 6410  History of the Expansion of Christianity
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. Three hours.

ME 6610  Anthropology for Ministry
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. Two hours.

ME 6760  Theology of Mission and Evangelism
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. Three hours.

ME 6963  Principles of Discipleship
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. Three hours.

ME 7300  World Religions
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. Three hours.

Advanced Master's/Doctoral Courses

ME 7510  Missional Church
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. Masters three hours, doctoral 3+1 hours.

ME 7545  Leadership in the Urban Church
A visionary and practical approach to ministering in America’s cities. The emphasis in the course is not so much on the internal leadership structure of the local urban church as it is on leadership in the church that is responsive to its urban context. Masters three hours, doctoral 3+1 hours.

ME 7710  Contextualization
A study of contextualization from theoretical and practical perspectives, examining the relationship of gospel and culture, biblical guidelines, and various methods of contextualization. Students evaluate case studies of contextualization in diverse cultural settings dealing with a wide range of theological, ethical, cultural and ecclesial issues. Masters three hours, doctoral 3+1 hours.

ME 7722  Studies in Reconciliation
In a world marked by deep racial and ethnic conflicts, this course explores the teaching and ministry of reconciliation in the church and mission. It seeks to bridge the gap between theoretical and practical in order to produce serious-minded reflection on the scriptural mandate of reconciliation across racial and other social divides. Two hours.
ME 8000  Seminar: Current Issues in Mission and Evangelism
Topics chosen deal with significant issues in mission and/or evangelism. Opportunity provided for seminar discussion and for the presentation of advanced research papers. Two to four hours.

ME 8210  Intercultural Communications
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. Masters three hours, doctoral 3+1 hours.

ME 8215  Teaching across Cultures
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. Masters three hours, doctoral 3+1 hours.

ME 8230  Global Church Planting and Development
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. Masters three hours, doctoral 3+1 hours.

ME 8250  Leadership Development and Culture
The course will investigate theological, philosophical and anthropological foundations of leadership and culture. These foundational issues will inform the practice of developing multi-cultural leaders and working under leaders from different cultures. Special emphasis will be given to the missionary role of multi-cultural 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. 2 hours.

ME 8310  Religious Pluralism and Mission
An examination of the current debate over Christianity and other religions and an evaluation of the issues from an evangelical perspective. Theological, philosophical, and missiological implications of the debate will be explored. Masters three hours, doctoral 3+1 hours.

ME 8312  Christian Encounter with World Religions
An examination of some historical, theological, and intercultural issues in the Christian encounter with other major religions. Historical approaches by Christian missionaries to Islam, Hinduism, and Buddhism will be examined, with special emphasis on implications for such encounters today. Masters three hours, doctoral 3+1 hours.

ME 8315  Christian Encounter with Islam
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. Masters three hours, doctoral 3+1 hours.

ME 8320  Anthropology of Religion
An advanced seminar focused on readings in the anthropology of religion. Attention will be focused on anthropological theories of religious experience, religious symbols, myth, ritual, magic, witchcraft, spirit possession, ancestral cults, conversion, and secularization. The class will attempt to assess these theories biblically and to explore their relevance to missiology. Masters three hours, doctoral 3+1 hours.
ME 8370  Christian Encounter with African Religions
This course provides descriptions and analyses of African religions in order to ascertain areas of continuity and discontinuity between these religions and the Christian message. Theoretical issues related to the study of African Religions will be reviewed. The major topics of study are the following: the structure of African religions; the nature of theism; and ideas concerning human destiny taught in these religions. Christian approaches of African religionists will be examined. Masters three hours, doctoral 3+1 hours.

ME 8380  Religion in the Modern World
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. Masters three hours, doctoral 3+1 hours.

ME 8385  Christian Encounter with Popular Religions
A study of the religious beliefs and rituals of common folk, particularly those related to spirits, ancestors, magic, divination, witchcraft, shamanism, and other phenomena. Attention is given to developing a biblical response to these beliefs in the context of missions. Masters three hours, doctoral 3+1 hours.

ME 8390  Gospel, Cultures, and Church in Western Contexts
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. Masters three hours, doctoral 3+1 hours.

ME 8450  History of Evangelism
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 will be considered for evangelism in contexts today. Masters three hours, doctoral 3+1 hours.

ME 8455  History of Christianity in China
A broad overview of the history of Christianity in China and a survey of the current situation. After considering the various mission efforts in China, the course will focus on the historical development of the Chinese churches and several key Chinese church leaders. The course will then explore historical, cultural, political, ecclesiastical, and theological issues while considering their impact on today's church. Masters three hours, doctoral 3+1 hours.

ME 8720  Sin, Guilt, Suffering and Death
A course designed to give the student an understanding of human cultural and psychological realities related to sin, shame, guilt, conscience, suffering, sickness, and death. The goal is to integrate cultural and psychological understandings with biblical and theological ones, and to use these understandings to communicate the gospel in a manner that is intelligible, subjectively relevant, and meaningful to people of specific cultures. Masters three hours, doctoral 3+1 hours.
ME 8730  Theology of Religions
A doctoral 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. Masters three hours, doctoral 3+1 hours.

ME 8760  Spiritual Warfare
An examination of the spiritual warfare that servants of God face in Christian ministry. Attention is given to studies in biblical, historical, and contemporary perspectives of spiritual conflict. Masters three hours, doctoral 3+1 hours.

ME 8815  Ethnicity: Modes of Inquiry and Analysis
Participants in this seminar will employ anthropological and intercultural communication theories and analytical modes as they develop culture-specific taxonomies of ethnic variables, recognize factors that may facilitate communication or trigger conflict, and explore interfaces among theology, ethnicity, and ministry. Masters three hours, doctoral 3+1 hours.

ME 8875  Church, Mission, and Community Development
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. Masters three hours, doctoral 3+1 hours.

ME 8922  Qualitative Research Methods: 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. Masters three hours, doctoral 3+1 hours.

Doctoral Seminars

ME 9000  Contemporary Issues in Intercultural Studies
Topics chosen deal with contemporary issues in missions. Recent seminars include Cross-Cultural Theology and Intercultural Competencies for Missionaries. Four hours.

ME 9050  Prolegomena: Missiology as a Discipline
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. Two hours.

ME 9085  Global Migration and Diaspora of Faith Communities
This seminar course will examine 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. Four hours.
ME 9146  Urban Evangelism
The seminar explores critical issues facing the church in light of the rapid urbanization of the world. Among these are how the city shapes our lives as humans and as Christians and how Christians can plant churches and minister in the city. Attention is given to developing a theology of urban ministry. Four hours.

ME 9240  Intercultural Teaching in Higher Education
The course is designed for professors who teach in cross-cultural settings. Participants will investigate the theory and practice of course design, including cultural expectations, teaching outcomes, learning activities, and curriculum evaluation in the light of cultural differences in thinking, learning, and teaching. Four hours.

ME 9250  Teaching Mission and Evangelism in Higher Education
This course will prepare students for teaching mission and/or evangelism in higher educational settings and will include an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation. Two hours.

ME 9325  Sociology for Mission and Evangelism
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. Four hours

ME 9400  Seminar: History of the Expansion of Christianity  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. Four hours.

ME 9610  Anthropology for Missions and Evangelism
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. Four hours.

ME 9700  Seminar: Theology of Mission and Evangelism
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. Four hours.

ME 9925  Historiographic Research Methods
An introduction to the principles and practices of historical research within the discipline of missiology. The course with focus on historical methodology, the use and evaluation of primary and secondary sources (including oral history), and the planning and execution of a mission-historical research project. Four hours

ME 9930  Quantitative Research Methods
This course teaches methods of quantitative social science research. This includes topics such as survey design and execution; data collection, management and analysis; use of statistical tools and computer software. The course also addresses the theoretical foundations and ethical guidelines for quantitative research, its application to missiological inquiry, and dissertation proposal writing. Four hours.
ME 9970  Orientation for Comprehensive Exam and Dissertation

This course is taught in a workshop format. The purpose, expectations and methodology of preparing for the comprehensive exam, dissertation proposal and dissertation writing will be addressed. The course will include class instruction, reading of exemplary field statements and proposals, and active participation in the various oral hearings. One hour

New Testament Studies Department Course Descriptions

New Testament studies at Trinity provide students with a comprehensive understanding of the teaching, historical backgrounds, principles of interpretation, critical problems, and contemporary relevance of the New Testament writings. Special consideration is given to the life and teaching of our Lord and of Paul and to the unfolding of doctrine in the New Testament period.

A concentration in New Testament studies is offered in the following programs: Master of Arts, Master of Theology, and the Doctor of Philosophy (Theological Studies).

New Testament Faculty

Donald A. Carson, PhD
Research Professor

Constantine R. Campbell, PhD
Associate Professor

Dana M. Harris, PhD
Associate Professor

Joshua Jipp, PhD
Assistant Professor

Te-Li Lau, PhD
Associate Professor

Grant R. Osborne, PhD
Professor

David W. Pao, PhD
Department Chair
Professor

Undergraduate Level

NT 4030  Beginning Greek I (undergraduate credit only)

Introduction to phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Designed for students with little or no background in beginning Greek. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall. Four hours.

NT 4031  Beginning Greek II (undergraduate credit only)

Further study in phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 4030. Offered spring. Four hours.
NT 4038  Greek Review

Review of the elements of New Testament Greek, giving special attention to vocabulary, verbal forms and grammar. Prerequisite: a minimum of one year of credible undergraduate Greek with a B average. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall. Three hours.

Master’s Level

NT 5000  Introduction to the New Testament

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 coursework in the subject or are not intending to complete the MA program. Offered spring. Four hours.

NT 5100  English Bible: (Book Title)

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. Two to three hours.

NT 5210  New Testament Greek Exegesis I

Study in the use of Greek for the interpretation and application of the New Testament. Included are review of morphology, survey of syntax, introduction to textual criticism, and study of exegetical methodology. Participants must register for the same section of NT 5210-5211-5212 each semester. Placement in a specific section is made by the NT Department based on one of the following prerequisites: the score on Trinity’s Greek proficiency test (usually reflecting two years of undergraduate Greek), completion level of NT 4030-4031, or NT 4038. May not be audited unless already taken for credit at Trinity. Offered fall. Note: Registrants should ensure that they also take HM 5000 before or simultaneously with NT 5210 or NT 5211 to meet the NT 6600 prerequisite. Four hours.

NT 5211  New Testament Greek Exegesis II

Further study in the use of Greek for the interpretation and application of the New Testament. Participants must register for the same section of NT 5210-5211-5212 each semester. May not be audited unless already taken for credit at Trinity. Prerequisite NT 5210 passed with a C- or better. Offered spring. Note: Registrants should ensure that they also take HM 5000 before or simultaneously with NT 5210 or NT 5211 to meet the NT 6600 prerequisite. Two hours.

NT 5212  New Testament Greek Exegesis III

Advanced study in the analysis of selected New Testament passages with a view to sermon preparation. Participants must register for the same section of 5210-5211-5212 each semester. NT 5212 requires simultaneous registration for NT 6600. May not be audited unless already taken for credit at Trinity. Prerequisite NT 5211, and HM 5000 or concurrent registration. Offered spring. One hour.

NT 6000  Current Studies in New Testament

Topics selected deal with significant issues related to New Testament studies. One to four hours.

NT 6221  Synoptic Gospels and Johannine Literature

A survey of the Gospels, the Johannine letters, and the book of Revelation, with more intensive study of selected texts and issues. Included are survey of New Testament background, evaluation of various critical approaches to the Gospels and to the life of Christ, consideration of historical reliability, survey of central theological themes in the teaching of Jesus, the individual Gospels, and the Johannine corpus, and discussion of the hermeneutics of the interpretation of the Revelation. Prerequisites: NT 5210, and
NT 5000 (with a grade of C- or better) or passing the NT portion of the Standard Bible Content Test. Audit permitted only with instructor’s consent. Three hours.

NT 6222 Acts and the Pauline and General Epistles
A survey of the Book of Acts, the Pauline epistles, Hebrews, James, 1 and 2 Peter, and Jude, with more intensive study of selected texts and issues. Included are survey of apostolic history, discussion of the historicity and message of the Book of Acts, consideration of the life, mission, and theology of the Apostle Paul, and evaluation of the individual letters in their relationship to apostolic history and the life of the church. Prerequisites: NT 5210, and NT 5000 (with a grade of C- or better) or passing the NT portion of the Standard Bible Content Test. Audit permitted only with instructor’s consent. Three hours.

NT 6600 Preaching from the New Testament
An interdepartmental “exegesis for preaching” course team-taught by faculty from both the New Testament and Pastoral Theology departments. The course will equip the student to make the transition from exegesis to exposition, to move from text to sermon. Prerequisite or concurrent registration in HM 5000, as well as NT 5211 and 5212. Offered spring. One hour.

NT 7260 Romans
Stress on the theology of Paul, with consideration of the distinctive emphases of the epistle: Paul’s teaching on Judaism, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. Offered alternate years. Three hours.

NT 7270 Corinthian Correspondence
Historical background and principal theological emphases of these letters addressed to a first-century Gentile church. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. Offered alternate years. Three hours.

Advanced Master’s/Doctoral Level

NT 7605 Matthew
Examination of the structure and theology of Matthew, with special attention to exegesis of specific passages. Prerequisite: NT 5210. Offered alternate years. Master’s three hours, doctoral 3+1 hours.

NT 7607 Lukan Writings
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 5210. Offered alternate years. Master’s three hours, doctoral 3+1 hours.

NT 7610 Hebrews
Stress on the technique and method of book study. The distinctive emphases of the book are considered: the person and work of Christ, the philosophy of history, and the use of the Old Testament. Prerequisite: NT 5210. Offered alternate years. Two hours master’s or doctoral.

NT 7620 Revelation
Intensive historical, doctrinal, and critical study of the Apocalypse; interpretation of the messages and visions of the book, with consideration of the preterist, historic, idealist, and futurist positions. Prerequisite: NT 5210. Master’s three hours, doctoral 3+1 hours.

NT 7710 Intertestamental Period
History 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 and theology of the period. Prerequisites: NT 6221 or 6222 or concurrent enrollment. Offered alternate years. Master’s three hours, doctoral 3+1 hours.
NT 7720  Backgrounds of Early Christianity
Introduction to primary sources and recent literary finds in Judaism, the Hellenistic religions, and the social history of the early Roman Empire; provides a background for the study of the ministry of Jesus and the life and mission of the early church. Offered alternate years. Master’s three hours, doctoral 3+1 hours.

NT 7730  New Testament History
A study of the origins and the growth of the early church in the context of the history and the culture of the early Roman Empire, with particular attention to historical events, developments, and personalities, including chronological questions, exegetical interpretation of key New Testament and extrabiblical passages, and theological analyses of major trajectories. Prerequisite: NT 5210. Master’s three hours, doctoral 3+1 hours.

NT 8000  Seminar: Current Issues in New Testament Studies
Issues of importance in New Testament history, criticism, interpretation, and theology discussed in a seminar setting. Two to four hours, doctoral as posted.

NT 8420  Criticism of the Gospels
Seminar in the contemporary literary and historical approaches to the Gospel narratives and the formulation of a constructive position regarding the synoptic problem, the structure of the Gospel narratives, the composition of the fourth Gospel, and the relation of faith and history. Prerequisite or concurrent enrollment in NT 6221. Offered alternate years. Master’s three hours, doctoral 3+1 hours.

NT 8430  History of New Testament Interpretation
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 6221 or 6222 or current enrollment. Offered alternate years. Master’s three hours, doctoral 3+1 hours.

NT 8610  The Teaching of Jesus
Study in the methods and content of Jesus’ teaching with collateral reading in the modern interpreters of Jesus. Offered alternate years. Prerequisites: NT 5210, NT 6221, or concurrent enrollment. Master’s three hours, doctoral 3+1 hours.

NT 8620  Johannine Theology
Study in the theology of the Johannine literature, including critical appraisal of representative modern works. Offered alternate years. Prerequisites: NT 5210, NT 6221, or concurrent enrollment. Two hours master’s or doctoral.

NT 8630  Pauline Theology
Analysis and synthesis of Paul’s letters and related documents (e.g., Acts, the Gospels, the Old Testament) with the goal of better understanding his theology as a whole. Includes evaluation of the New Perspective. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. Offered alternate years. Two hours master’s or doctoral.

NT 8640  New Testament Theology
Study of the major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Pre/concurrent requisites: NT 5210, NT 6221, or 6222 or current enrollment. Master’s three hours, doctoral 3+1 hours.

NT 8720  Advanced Greek Exegesis
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 5210, NT 6222, or concurrent
Advanced Greek Grammar

NT 8721

Studies in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion. Prerequisites: NT 5211 (with an A- or better); and pre or co-requisite of NT 6221 or 6222. May be repeated as the instructor varies, register as NT 7501. Master's three hours, doctoral 3+1 hours.

The Septuagint and the New Testament

NT 8722

History of the version; translation of representative passages; consideration of the Septuagint's influence on New Testament grammar, lexicography, and theology; interaction with past and current Septuagint scholarship. Prerequisites: NT 5211 and OT 5242. Two hours, master's or doctoral.

New Testament Textual Criticism

NT 8723

Analysis of the materials, history, and principles of New Testament textual criticism with application to selected passages. Prerequisites: NT 5211, NT 6221, or 6222 or current enrollment. Offered on demand. Two hours master's or doctoral.

New Testament Research

NT 8911

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). Two hours master's or doctoral.

Doctoral Seminars

Issues in New Testament Theology

NT 9000

Topics are chosen to reflect research interests of faculty or program participants, or that explore matters of concern to New Testament theology. May be repeated. One to four hours.

Old Testament Quotations in the New Testament

NT 9150

This seminar works through representative quotations and allusions from the Old Testament in the New, in various corpora of the New Testament, in order to probe the difficult questions surrounding the relationships between the Testaments. Interest centers not only on questions of text and form but on the manner in which Old Testament texts are handled in Second Temple Judaism and on the diversity of ways in which the New Testament appeals to the Old, the appropriation techniques involved, and especially the hermeneutical axioms and warrants that explicitly or implicitly underlie such appropriation. An attempt is made to relate such findings to selected larger issues of biblical and systematic theology, in short, how Christians can have a unified canon, preaching, and teaching from the entire Bible. 3+1 hours.

Missions in the New Testament

NT 9160

This seminar integrates historical and exegetical research with theological reflection and missiological reality. Lectures and seminar papers will focus on the historical presuppositions, the geographical realities, the cultural and religious contexts, the communicative strategies, and the content of the missionary enterprise of the early Christian church. 3+1 hours.
NT 9175 Mystery in the New Testament

After surveying the possible Hellenistic and Jewish backgrounds of musthvrion, this course examines all the musthvrion passages in the New Testament, taking particular notice of the context and flow of the argument. The concern is not only to gain a competent grasp of these passages but to wrestle with the themes of hiddenness and revelation in the biblical canon and to reflect how these themes are tied to larger theological structures. In particular, it is important to weigh how the same gospel, which is sometimes said to be prophesied under the categories of the old covenant and fulfilled in terms of the new, is here said to be hidden in the past and now revealed in the new. 3+1 hours.

NT 9220 Acts and Early Christian Historiography

This seminar seeks to examine the theology and narrative structure of the Acts of the Apostles within its literary and historical contexts. Particular attention will be paid to the relevance of OT, and Second Temple Jewish and Greco-Roman historical writings for the understanding of the Lukan portrayal of the early Christian movement. Beyond the emphasis on the material content of these works, this seminar will also focus on the related methodological issues in the interpretation of ancient narrative texts. 3+1 hours.

NT 9280 Revelation and Apocalyptic Literature

This course will 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). 3+1 hours.

NT 9735 Advanced Hermeneutics

The course studies the history of hermeneutic theory in this century, especially with regard to current challenges to the possibilities of discovering meaning in the biblical text in the post-Gadamer era, with particular attention to biblical-critical (form, redaction, narrative criticism), sociocritical (liberation, black, feminist), and postmodern (deconstruction, reader response) concerns. 3+1 hours.
Old Testament and Semitic Languages Department Course Descriptions

Old Testament and Semitic Language courses acquaint students with the content and teaching of the Old Testament Scriptures and introduce them to the tools needed for a lifetime of effective independent study of these Scriptures. Attention is given to problems of Old Testament history and criticism. The value of the Old Testament for preaching and for understanding the New Testament is stressed. The courses also serve to introduce students to the historical and cultural backgrounds of biblical literature, provide an understanding of ancient Near Eastern cultures, shed light on the interpretation of the Bible in its historical setting, and support the biblical record and the Israelites in their interrelationship with the peoples of the ancient world.

A concentration in Old Testament offered in the following programs: Master of Arts; Master of Theology; and the Doctor of Philosophy (Theological Studies).

Old Testament and Semitic Languages Faculty

Richard E. Averbeck, PhD
Professor
PhD/THS Director

Barry J. Beitzel, PhD
Director of Middle Eastern Studies Program
Professor

James K. Hoffmeier, PhD
Professor

Dennis R. Magary, PhD
Department Chair
Professor

John M. Monson, PhD
Associate Professor

Eric J. Tully, PhD
Assistant Professor

K. Lawson Younger, Jr., PhD
Professor

Master’s Level

OT 5000 Introduction to the Old Testament

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 coursework in the subject or are not intending to complete the MA program. Offered fall. *Four hours.*
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OT 5050  Geography of Bible Lands
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. Three hours.

OT 5060  Development of the Old Testament Canon
Study of the formation of the canon, the history of ancient versions, and manuscript transmission, as well as critical analysis of the documentary hypothesis of the Pentateuch, consideration of major critical approaches, and issues of unity, dating, and authenticity of selected Old Testament books. Three hours.

OT 5075  Biblical Archaeology: Introduction to the World of the Old Testament
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. (MAARC students enroll for four hours) Three or four hours.

OT 5100  English Bible: (Book Title)
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. Two to three hours.

OT 5240  Elementary Hebrew I
Essentials of biblical Hebrew grammar with emphasis on morphology, phonology, syntax, and vocabulary. OT 5240-5241 is taught in a sequence. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Cap 16. Three hours.

OT 5241  Elementary Hebrew II
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. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5240 passed with a C- or better. Cap 16. Three hours.

OT 5242  Hebrew Exegesis
Application of exegetical methods to selected passages in the Hebrew text of the prophets. The course will equip the student to move from text to sermon and effectively to make the transition from exegesis to exposition. May not be audited. Prerequisite: OT 5241 passed with a C- or better. Four hours.

OT 5250  Hebrew Reading Skills
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 5241. Two hours.

OT 6000  Current Studies in Old Testament
Topics selected deal with significant issues related to Old Testament studies. May be repeated for credit. One to four hours.
OT 6216 Pentateuch and Historical Books
Examination of the Pentateuch (Genesis through Deuteronomy) with emphasis on the historical and hermeneutical questions of Genesis 1-11; the law-grace question and the Ten Commandments; sacrifices, atonement, and the forgiveness of sin; the covenant form; formation of the Hebrew canon; and critical analysis of the documentary hypothesis of the Pentateuch. Analysis of the historical books (Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra-Nehemiah, Esther), with emphasis on biblical narrative and the writing of biblical history, as well as on the biblical account of the conquest, period of the judges, united and divided monarchy, exile, and postexilic period. May not be audited. Prerequisite OT 5242, and OT 5000 (with a grade of “C-” or better) or passing the OT portion of the Standard Bible Content Test. Cap 50. Four hours.

OT 6217 Poetic and Prophetic Books
Examination of biblical poetry and Near Eastern background, nature, purpose, and form of the poetical books of the Hebrew Bible (Job, Psalms, Proverbs, Song of Solomon, Ecclesiastes, Lamentations). Consideration of prophecy in the ancient world and selected prophetic themes, e.g., true and false prophecy, the day of the Lord, restoration. Study of the Major and Minor Prophets with particular concern for hermeneutical and theological issues. Exegesis of selected texts. May not be audited. Prerequisite OT 5242, and OT 5000 (with a grade of “C-” or better) or passing the OT portion of the Standard Bible Content Test. Cap 50. Four hours.

OT 6600 Preaching from the Old Testament
An interdepartmental “exegesis for preaching” course team-taught by faculty from both the Old Testament and Pastoral Theology departments. The course will equip students to move from exegesis to exposition, from text to sermon. Prerequisites: HM 5000 and OT 5242. Cap 12. One hour.

OT 7090 Old Testament Theology
A study of the approaches to the theology of the Old Testament in the last two hundred years with an emphasis on the motifs of creation and redemption as integrative themes and as anticipatory of the coming of Jesus Christ. Three hours.

OT 7420 Ancient Near Eastern Religions
A comparative study of religions of the ancient Near East, with special treatment of Mesopotamian, Egyptian, Levantine and Israelite traditions. Various religious studies methodologies will be introduced, and sources for studying Ancient Near Eastern religions will be examined. Topics will be studied comparatively with the Israelite traditions, such as cosmology, temples, priests, popular religion and death/after-life. Three hours.

OT 7425 Egypt and the Bible
This course offers a diachronic study of 3000 years of Egyptian history and culture, utilizing archaeological, textual, and iconographic sources. Biblical narratives that are set in Egypt or where Israelite history intersects with Egypt will be examined, with special emphasis on the Hebrew sojourn and Exodus and the period of the Israelite monarchy. Three hours.

OT 7430 Origins of Israel
An investigation of the theories and issues related to the origins of Israel with particular emphasis on the textual sources, archaeological evidences, and anthropological models relevant to the question of historical reconstruction. Three hours.

OT 7432 Warfare in the Old Testament and Ancient Near East
Warfare in the Old Testament and Ancient Near East is examined from ideological, religious, strategic, and tactical perspectives by investigating various textual, artefactual, architectural and iconographical sources. Theological and ethical issues will also be raised by study of pertinent biblical passages. Three hours.
OT 7435    History of Israel
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. Three hours.

OT 7440    History of the Ancient Near East
An orientation in 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 will be geography, archaeology, and the study of institutions as these contribute to an understanding of ancient Near Eastern history. Three hours.

OT 7455    Fieldwork in the Middle East
This course serves as a capstone experience in the MA in Biblical Archaeology program. The student will spend a minimum of three weeks working on an excavation at a site in the world of the Bible that is approved by the Department and will write a paper that will integrate the field experience with an issue in Biblical Archaeology. The course normally will be taken at the conclusion of the first year of residency. Available every semester. Two hours.

OT 7456    Fieldwork in the Middle East Extension
A one-semester extension for OT 7455. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit. Zero hours.

OT 7460    Qumran and Dead Sea Scrolls
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 a early Christianity. Prerequisite: OT 5242. Three hours.

OT 7610    Biblical Aramaic
Reading of the Aramaic portions of Daniel 2–7 and Ezra 4–7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5242. Three hours master’s or doctoral.

OT 7614    Extrabiblical Aramaic
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 7610. Three hours master’s or doctoral.

OT 7620    Akkadian I
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 5242. Offered on demand. Three hours master’s or doctoral.

OT 7621    Akkadian II
Continuation of OT 7020. May not be audited. Prerequisite: OT 7020. Three hours master’s or doctoral.

OT 7630    Ugaritic
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 5242. Offered on demand. Three hours master’s or doctoral.
OT 7640  Syriac
Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 7010. Offered on demand. Three hours master's or doctoral.

OT 7650  Sumerian
An introduction to the early cuneiform script and a study of the Sumerian language and literature in its historical context. A substantial part of the course is devoted to reading selected Sumerian texts from royal inscriptions and other genres. May not be audited. Prerequisite: OT 5242. Offered on demand. Three hours master's or doctoral.

OT 7655  West Semitic Inscriptions
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 5242 or consent of the department chair. Three hours master's or doctoral.

OT 7660  Middle Egyptian
This is an introductory course on the Egyptian language from the period 2100-1400 B.C. The student will learn to read, transcribe and translate hieroglyphs. The grammar and syntax of Middle Egyptian will be covered as well. Three hours master's or doctoral.

OT 7680  Literature of the Ancient Near East
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 will include an informed reading in translation of selected texts in representative genres of literature from the various Ancient Near Eastern cultures. The student will develop a methodology for sound comparison with the corresponding biblical genres. Offered every other year. Three hours master's or doctoral.

Advanced Master’s/Doctoral Level

OT 8000  Seminar: Current Issues in Old Testament Studies
Topics chosen deal with significant issues in Old Testament content, history, introduction, and/or interpretation, and seminar discussion and presentation of advanced research papers. Course titles include the following: Biblical Theology; New Testament Use of the Old Testament; Theological Themes: Isaiah; Old Testament Backgrounds to the Book of Revelation; Issues in Old Testament Ethics; Expository Preaching: Psalms; Poetry in the Pentateuch; History of Old Testament Exegesis; Priestly Theology of the Old Testament; Translation Technique and the Ancient Versions; Synoptic Passages in Old Testament Theology; Use of Critical Methods in Old Testament Study; Puritan Old Testament Exposition; Historiography; Old Testament and Modern Interpreters; History and Theology of Jerusalem; and Rabbinics and Old Testament Interpretation. May not be audited. Prerequisites determined by seminar topic. Two to four hours, doctoral as posted.

OT 8210  Exegesis of Genesis
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 5242. Master's three hours, doctoral 3+1 hours.

OT 8230  Exegesis of Psalms
Overview of the Psalter’s structure, major genres, themes, theology, and exegesis of representative psalms. May not be audited. Prerequisite: OT 5242. Master’s three hours, doctoral 3+1 hours.

OT 8250  Exegesis of Isaiah
A text-linguistic study of selected portions of the Hebrew text of Isaiah. May not be audited. Prerequisite: OT 5242. Master’s three hours, doctoral 3+1 hours.
OT 8720  Advanced Hebrew Exegesis: (Book)
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 5242. Master’s three hours, doctoral 3+1 hours.

OT 8723  Old Testament Textual Criticism
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 5242. Offered on demand. Master’s three hours, doctoral 3+1 hours.

OT 8729  Advanced Hebrew Studies: (Topic)
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 5242. Master’s three hours, doctoral 3+1 hours.

OT 8811  History and Archaeology of the Ancient Near East I
A careful study of the Ancient Near Eastern world with special focus on Mesopotamia and Egypt. The course will survey the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of Ancient Near Eastern history and culture. Offered every even year in the fall semester. Three hours master’s or doctoral.

OT 8812  History and Archaeology of the Ancient Near East II
A careful study of the Ancient Near Eastern world with special focus on Syria, Anatolia, Palestine, and Transjordan. The course will survey the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of ancient Near Eastern history and culture. Offered every odd year in the spring semester. Three hours master’s or doctoral.

OT 8911  Old Testament Studies I: Pentateuch and Historical Books
The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Prerequisite: OT 5242 (master’s) or Hebrew language proficiency (doctoral). Offered each fall. No auditors. Two hours, master’s or doctoral.

OT 8912  Old Testament Studies II: Poetic and Prophetic Books
The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Offered each spring. No auditors. Prerequisite: OT 8911. Two hours, master’s or doctoral.

Doctoral Seminars

OT 9000  Issues in Old Testament Theology
Topics reflect research interests of faculty or program participants or that explore matters of concern to Old Testament theology. May be repeated. One to four hours.

OT 9210  Exegesis of Genesis 1–11
A seminar on Genesis 1-11 that focuses on the five primary features of biblical exegesis: textual criticism, grammar and syntax, semantics, literary analysis, and biblical theology. 3+1 hours.
OT 9410  History of the Hebrew Bible
A study of the textual evidence and theories regarding the compositional growth, progressive canonical development and recognition, and manuscript transmission of the books of the Old Testament from the 15th century B.C. down through the Masoretic period. The course will also consider the issue of intertextual reference and interpretation within the Old Testament and its contribution to our understanding of the historical growth and development of the Hebrew Bible. 3+1 hours.

OT 9710  Old Testament Theological Systems
Analysis and critique of the goals of various Old Testament theological systems and their methodologies. Special emphasis on the role of the exegetical method in the formulation of Old Testament theological concepts. 3+1 hours.

OT 9925  Historiography: The Theology of Writing History
This course will focus on the problems of general historiography and consider biblical historiography. Questions of selectivity, literary artistry, point of view, purpose, use of sources, and the author’s theology that emerges from these will be studied. Course content will focus on biblical historiography in 1–2 Samuel, 1–2 Kings, and 1–2 Chronicles. 3+1 hours.

Pastoral Theology Department Course Descriptions
Courses in the Pastoral Theology Department focus on homiletics and pastoral theology. Homiletics courses are designed to enhance the communication skills of those engaged in Christian ministry. Emphasis is placed on the importance of biblical preaching, audience analysis, and methods by which the biblical message may be applied to the contemporary needs of humanity. Courses in pastoral theology prepare students for the work of vocational ministry and stress the personal responsibility of the pastor as an example in Christian character and conduct, intellectual habits, and leadership.

A concentration in pastoral theology is offered in the Master of Theology program.

Pastoral Theology Faculty
Jared E. Alcántara, PhD
Assistant Professor

Peter T. Cha, PhD
Associate Professor

Martin R. Crain, DMin
Director of the Professional Doctoral Programs
Associate Professor

William P. Donahue, PhD
Associate Professor

H. Wayne Johnson, PhD
Director of the Master of Divinity Program
Associate Professor

Michael D. Reynolds, DMin
Affiliate Professor

Steven C. Roy, PhD
Associate Professor
Greg R. Scharf, DMin
Department Chair
Professor

Phillip W. Sell, PhD
Director of Supervised Ministries
Associate Professor

Homiletics: Master's Level

HM 5000  Theology and Methodology of Biblical Preaching
Theological foundations for preaching and sermon preparation with emphasis on biblical integrity and
structural soundness. Lecture sessions—must be taken concurrently with HM 5001. Offered Quad A fall
and spring. Two or three hours.

HM 5001  Preaching Lab
Lab sessions—must be taken concurrently with HM 5000. Credit / No Credit only. Offered Quad B. Zero
hours.

HM 5010  Preaching for Partners
This course offers the basics of preaching and encouraging those who preach. Not applicable toward the
MDiv degree. One or two hours.

HM 6000  Current Studies in Homiletics
Topics selected deal with significant issues related to homiletics. One to four hours.

HM 6610  Preaching Narrative
Homiletics laboratory to provide students with opportunities to preach from narrative texts. Introductory
lectures will focus attention on the hermeneutical and homiletical demands of that genre. Prerequisite:
HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and
spring. One hour.

HM 6620  Preaching Poetry and Prophecy
Homiletics laboratory to provide students with opportunity to preach from poetic or prophetic texts.
Introductory lectures will focus attention on the hermeneutical and homiletical demands of those genres.
Prerequisite: HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and
spring. One hour.

HM 6630  Preaching the Parables of Jesus
Homiletics laboratory to provide students with opportunity to preach from the parables of Jesus.
Introductory lectures will focus attention on the hermeneutical and homiletical demands of that genre.
Prerequisite: HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring One hour.

HM 6700  Preaching Biblical Doctrine
Procedures for the preparation and presentation of sermons based on biblical doctrine. Prerequisite: HM
5000. Offered on demand. Two hours. Offered on demand

HM 6710  Hermeneutical Foundations for Preaching
Study of the principles of hermeneutics in the context of the task of sermon preparation. Special attention
given to the interpretation and appropriate application of the various biblical genre. Prerequisite: HM
5000. Two hours.
HM 6715  Hermeneutical & Homiletical Foundations of Preaching
Focus on the hermeneutical and homiletical skills needed to develop biblical sermons with relevance to the urban setting. Offered only at the South Chicago Regional Center. *Three hours.*

HM 7210  Expository Preaching of a Biblical Book
Procedures for handling a biblical book as a unity and planning and presenting a series of sermons on that book. May be repeated. Prerequisite: HM 5000. *Two hours. Offered on demand.*

HM 7260  Evangelistic Preaching
Preparation and presentation of sermons for various evangelistic and conference occasions. Prerequisite: HM 5000. *Two hours.*

HM 7280  Preaching on Contemporary Problems
Using advanced methods, sermons on personal, community, and world problems are prepared and delivered. Prerequisite: HM 5000. *Two hours. Offered on demand.*

HM 7310  Genre-sensitive Preaching I: OT Narrative, Epistles, and Wisdom Literature
This course provides a teaching practice and laboratory to provide students with tools, models and opportunities for practicing teaching from Old Testament (OT) Narrative, Epistles, and Wisdom Literature. Lectures will focus attention on the exegetical demands of those genres, specifically concerning how to study these texts for teaching and preaching. Course available only through Simeon Trust. *Three hours.*

HM 7311  Genre-sensitive Preaching II: Prophetic, Apocalyptic, and Gospel/Acts
This course provides teaching practice and laboratory to provide students with tools, models and opportunities for practicing teaching from Prophetic, Apocalyptic, and Gospels/Acts. Lectures will focus attention on the hermeneutical and homiletical demands of those genres, specifically concerning how to study these texts with an eye towards teaching and preaching. Course available only through Simeon Trust. *Three hours.*

HM 7315  Preaching and Biblical Theology
This course provides a teaching practice and laboratory to give students tools, models and opportunities integrating the disciplines of Biblical Theology and preaching. Lectures will focus attention on the exegetical demands of Biblical theology, specifically concerning how to study for teaching and preaching. Course available only through Simeon Trust. *Three hours.*

HM 7400  Seminar: History of Preaching
Biographical and sermonic survey of homiletical and rhetorical theory and of Christian preaching from apostolic times through lectures and research with application to the improvement of preaching in our own time. *Two hours.*

HM 8000  Seminar: Current Issues in Homiletics
Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics. Pre or co-requisite HM 5000. *Two to three hours.*
Pastoral Theology: Master’s Level

PT 5000 Personal Assessment and Introduction to Ministry

Designed to assist in personal assessment of character temperament, learning style, talents, abilities and gifts, ministry and relational skills, and other traits relevant to ministry. Based on these assessments, students will develop a personal plan to accomplish their goals through coursework and an integrative paper. Should be taken during first or second semester of enrollment. A materials fee will be charged for this course. One hour.

PT 5090 Field Education

Specific subject sections noted below or as arranged with the Director of Field Education. Contact the Field Education Office, or review the online materials for current descriptions of these areas.

Prerequisite: Completed Field Education Orientation (a one-hour session offered during the first week of the fall and spring semester; contact the Field Education Office for dates) or have passed the Field Education Orientation Quiz. Once completed, students are cleared for course enrollment in a Field Education course. Repeatable as needed in the program. Credit / No Credit. Zero hours

Subject sections include the following, though section numbers will vary from semester to semester:

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PT 5095 Cross-Cultural Field Education

Required Field Education course for MDiv students. Contact the Field Education Office, or review the online materials for current description. Credit / No Credit. Zero hours

PT 5145 Introduction to Urban Structure and Context

An examination of the history of urbanization with special attention to recent urban trends. Analysis of urban systems in the metropolitan context, with focus on the dynamics, problems, and opportunities in the central city. Students are challenged to reflect on the implications for ministry and the mission of the church in an urban environment. Offered only at the South Chicago Regional Center. Two hours.

PT 5150 Introduction to Church Planting in North America

This course will provide the student with an overview of the theology, theory, and practice of a church-planting ministry. Special attention will be given to a model of evangelism for church planting, to the Pauline cycle, and to contemporary models of church planting. A preliminary assessment component for church planters is also included. Three hours.
PT 5155  
Church Planting Bootcamp

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.  
Three hours.

PT 6000  
Current Studies in Pastoral Theology

Topics selected deal with significant issues related to pastoral theology.  
One to three hours.

PT 6155  
Advanced Church Planting

Students will investigate church planting from a practitioner’s point of view. Particular attention will be given to leadership styles and skills, recruitment and training of leaders, and the integration of church growth principles with the practice of church planting. Prerequisite: PT 5150.  
Two hours.

PT 6210  
Advanced Personal Development for Ministry

A course designed to build on undergraduate study in ministry formation and personal assessment. The course will help students (a) gain a proactive engagement with the learning outcomes of the MDiv program, (b) understand and engage in a biblical model of spiritual formation for ministry, (c) reflect on personal history and assessment instruments, and (d) develop a spiritual and ministry development plan for the MDiv program. Enrollment limited to AP MDiv students only with instructor consent.  
One hour.

PT 6215  
Personal Spiritual Formation for Ministry

An exploration of the culture and dynamics of spiritual life, with special attention given to the nurture of the inner life through spiritual disciplines and participation in Christian community. The course is designed to promote the leading of an exemplary Christian life amid the pressures of school and ministry.  
Two hours.

PT 6300  
Introduction to Chaplain Ministries

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.  
Two hours.

PT 7210  
Pastoral Practices

A survey of the biblical foundations, qualifications, practices, and pitfalls of pastoral ministry in the context of the local church. Students will consider the importance of God’s call to pastoral ministry and how to maintain health and balance in the pastorate. Instructors will seek to foster wisdom that will assist students in various pastoral roles and settings. Prerequisite: PT 5000. Offered fall and spring.  
Two or three hours.

PT 7220  
Pastoral Leadership

Foundational insights concerning how pastors exercise leadership in local churches with emphasis on the ways a biblical theology of ministry informs practice. Students will critically engage contemporary perspectives on leadership in the light of a growing understanding of Scripture and the world into which they have been called. Prerequisite: PT 5000. Offered fall and spring.  
Two or three hours.

PT 7225  
The Essence of Biblical Leadership

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.  
Two hours.
PT 7280  Christian Worship
The importance, basic meaning, and historical background of Christian worship, with attention to principles, plans, methods, and resources for worship planning. Offered fall and spring. Two or three hours.

PT 7281  Christian Worship Lab
Building on the Christian Worship course, this lab provides further study and practice for students in the areas of worship planning, formulating and leading corporate prayer, and the public reading of Scripture. Pre- or corequisite: PT 7280. Offered Quad B each semester. Cap of 12. One hour.

PT 7410  Denominational History and Polity
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 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. This class may be taken as an alternative to PT 7412 Comparative Denominational Reading Course, or PT 7415 EFCA History and Polity. Offered every semester. One hour.

PT 7412  Comparative Denominational Reading Course
Designed for students seeking a greater understanding of two denominations in order to explore and envision how God might use them to serve in ministry, by possibly aligning with one of them. This is an independent study course with attention paid to history, polity, doctrine, missionary outreach, and current trends. To register for course, the student must contact the professor of record to receive clearance to register. Before registering, the student must select two denominations and submit a proposed reading list for comparing them. This class may be taken as an alternative to PT 7410 Denominational History and Polity Reading Course, or PT 7415 EFCA History and Polity. Offered every semester. One hour.

PT 7415  Evangelical Free Church History, Theology, and Polity
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. Offered fall and spring. One hour.

PT 7440  Seminar for Placement
Seminar designed for senior students who will be seeking placement in various local church ministries. Intended to help students present themselves for greatest possible consideration by prospective churches with an understanding of evaluating appropriate fit in particular ministry settings for long-term fruitfulness. Particular attention paid to ministry transitions and the candidating process. Recommended for students desiring to use the services of the Placement Office. No ThM credit. One hour.

PT 7450  Urban Ministry Practicum I
Focus: urban church education. A practicum that aims to develop skills in structuring Christian education curricula for a particular urban church setting. Opportunities for the student to acquire or increase practical experience and skill in working in, or restructuring, such areas as Sunday school evaluation, curriculum evaluation and selection, and adult education programming with the unique opportunities and problems of the city in mind. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center. Three hours.

PT 7451  Urban Ministry Practicum II
Focus: organization and administration of the urban programs of the church. A practicum that aims to develop increased skills in management, leadership, and development of leaders. Special attention given to practical organizational and administrative problems in an urban church setting. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center. Three hours.
PT 7452  Urban Ministry Practicum III
Focus: theology of urban ministries. A practicum that aims to help students develop and reflect upon doctrinal, philosophical, and practical bases for functioning effectively in the city. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center. **Three hours.**

PT 7460  MDiv Capstone Seminar
A capstone seminar integrating MDiv program components from the classroom and field experiences with the participant’s philosophy of ministry. Emphasis upon the application of ministerial wisdom in ministry dilemmas through case-study exploration. To be taken concurrently or after PT 7465/7466 Internship. **One hour.**

PT 7465  MDiv or MA Internship (Part-time)
Designed for MDiv or MA/ICS students completing the internship during two consecutive semesters and averaging a minimum of 15 hours per week. Specific subject sections noted below or as arranged with the Director of Internship. Contact the Supervised Ministries Office, or review the online materials for current descriptions of these areas. Considered half-time academic status. Prerequisites: all required PT 5090 and PT 5095 Field Education courses, MDiv or MA/ICS candidacy, the completed Internship Orientation or Internship Orientation Quiz, and written consent of the Director of Internship or ME Department Chair via the Internship Approval Interview. MDiv students should take PT 7460 during or after PT 7465. Repeatable as needed. Letter grade only. **One hour.**

Subject sections include the following:

- Academic Teaching
- Adult Education
- Campus Ministry
- Chaplaincy
- Children and Youth Ministries
- Church Planting
- Compassion and Justice Ministries
- Counseling Ministries
- Discipleship
- Educational Ministries
- Evangelism
- Intercultural Ministries
- Leadership and Administration
- Media
- Music and Worship
- Pastoral Ministries
- Urban Ministries
- Women’s Ministries

PT 7466  MDiv or MA Internship (Full-time)
Designed for MDiv or MA/ICS students completing the internship during one semester, averaging at least thirty hours per week. Specific subject sections noted above or as arranged with the Director of Internship. Contact the Supervised Ministries Office, or review the online materials for current descriptions of these areas. Considered full-time academic status. Prerequisites: all required PT 5090 and 5095 Field Education courses, MDiv or MA/ICS candidacy, the completed Internship Orientation or Internship Orientation Quiz, and written consent of the Director of Internship or ME Department Chair via the Internship Approval Interview. MDiv students should take PT 7460 during or after PT 7466. Repeatable as needed. Letter grade only. **Two or three hours.**

PT 7471  Urban Ministry Project Design/Research
Research and design for professional projects involving pastoral ministry and outreach in an urban context. Includes a careful statement of specific project activities, measurable objectives, and evaluation
procedures. Prerequisite: completion of all classroom studies in the MA in UM. Offered only at the South Chicago Regional Center. Two hours.

PT 7472 Urban Ministry Project Report
Implementation of the project designed in PT 7471, including adjustments as necessary to meet the needs of participants. Prerequisite: PT 7471. Offered only at the South Chicago Regional Center. Three hours.

Pastoral Theology: Advanced Master’s Level

PT 7710 Pursuing Unity in the Church
This course explores the nature of the unity of the church and its grounding in the triune nature of God and his reconciling work in Christ. Specifically addressed are issues of unity between churches (ecumenicity); multiethnic, intergenerational, socio-economic, and gender unity in the church; and doctrinal and moral dimensions of the unity of the church. Three Hours.

PT 7720 Perseverance, Assurance, and Pastoral Ministry
This course is a study of the soteriological issues of the perseverance of the saints and the assurance of salvation and their impact on pastoral ministry. Topics to be considered will include biblical and theological frameworks for understanding these doctrines, the goal of pastoral ministry in light of these doctrines, preaching, especially from the warning passages of Scripture, pastoral care, especially in times of suffering, dealing with doubt, discipleship of believers at various points in their spiritual journeys, and evangelism and the offer of assurance. Three hours.

PT 7722 Developing a Healthy Congregational Culture
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. In various ways, congregational culture impacts the shaping of the identity, mission, and spiritual formation of all local churches. However, the formation of the congregational culture becomes even more critical when a congregation is facing the challenge of forming or maintaining generational, ethnic, or socio-economic class diversity. In this course, we will seek to understand what congregational culture is, why it is so essential in the formation of a healthy church, and how it is formed. Two hours.

PT 7724 Ministry in Under-Resourced Communities
This course aims to equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians and their churches have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty? (3) What means of structural change can be pursued by Christians today? Three hours.

PT 7820 Developing Asian American Ministries
Given the Asian American church’s unique socio-cultural setting and the particular set of challenges it faces, how should it care for its people and carry out its mission to the world? This course will examine the Asian American church experience from historical, sociological, and theological perspectives and then explore some of the models/approaches of ministry that might be appropriate for this particular context. Two hours.

PT 7842 Understanding the Urban World
The main focus of the course will be on modern and postmodern patterns of urbanization. Urban systems will be analyzed in their metropolitan as well as global contexts, and special attention will be given to the social, cultural, and economic restructurings that are taking place within the city. The student will be continually challenged to reflect on the unique ministry and mission implications that the urban context poses for the whole church. Two hours.
PT 7848  Ministry of the Urban Church

Through the lens of a biblical understanding of the church and its purposes, this course will examine the urban environment, with focused attention on the central city, the poor, and ethnic/minority communities as a context for ministry. The special needs in these contexts will be examined and related to the ministry challenge of the local church. The ministry task of the local church will in turn be examined in terms of the pastoral leadership role, including the personal dimensions of the minister’s life and preparation, as well as the actual practice of ministry. Two hours.

PT 7860  Social and Cultural Exegesis

This course seeks to equip the student to critically analyze the social and cultural context of today’s changing world from a biblical and theologically informed perspective. Special attention will be given to the social processes that have historically shaped our culture, from the post-1800s urbanization to postmodernism. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding culture/society and the church’s prophetic call to be a change-producing agent. Two or three hours.

PT 7870  Ministry of Mercy and Justice

To equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) What means of structural change, if any, are allowable and most appropriate for Christians today? (3) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty? Two hours.

PT 8000  Seminar: Current Issues in Pastoral Theology

Seminar discussion and advanced individual research on significant issues in pastoral theology. Two to four hours.
Biblical and Systematic Theology Department Course Descriptions

Courses in biblical and systematic theology are designed to provide a thorough grasp of the major doctrines of Christianity and to integrate these, as far as possible, into a harmonious system. The Bible is held as the source of all doctrine and the ultimate criterion for all theological formulation. Attention is given to the organic growth of Christian doctrine in the Old and New Testaments, as well as in the church through the ages since Pentecost. Courses are also provided to introduce the student to biblical perspectives on contemporary theological and ethical issues. Courses in this department include those with prefixes BE (Bioethics), CC (Christianity and Contemporary Culture), PR (Philosophy of Religion), and ST (Systematic Theology).

A concentration in biblical and systematic theology is offered in the following programs: Master of Arts with concentrations in Philosophy of Religion and Systematic Theology, Master of Theology, and the Doctor of Philosophy/THS (concentration in Systematic Theology).

Biblical and Systematic Theology Faculty

Graham A. Cole, ThD
Dean of Trinity Evangelical Divinity School
Professor

John S. Feinberg, PhD
Professor

Bruce L. Fields, PhD
Department Chair
Associate Professor

John F. Kilner, PhD
Director of Bioethics Program
Franklin and Dorothy Forman Chair of Christian Ethics and Theology
Professor

David J. Luy, PhD
Assistant Professor

Thomas H. McCall, PhD
Director, Carl F. H. Henry Center
Professor

Harold A. Netland, PhD
Professor

Kevin J. Vanhoozer, PhD
Research Professor

Keith E. Yandell, PhD
Affiliate Professor
**Systematic Theology: Master’s Level**

**ST 5000  Survey of Doctrine**
This course covers the nature of theology, revelation, Scripture, the triune God, creation, providence, humanity, sin, the person and work of Christ, the person and work of the Holy Spirit, salvation, the church, the church and Israel, the last things. Students enrolling in ST 5101, 5102, or 5103 may not enroll in this course. This course does not satisfy core theology requirements in the MDiv program. Required for MA/CM and MA/MHC students. Offered spring. *Three hours.*

**ST 5101  Theology I: Introduction to Theology**
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. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program. Offered fall and spring. *Three hours.*

**ST 5102  Theology II: Christ, Man, Sin, and Salvation**
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. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program. Offered fall and spring. *Three hours.*

**ST 5103  Theology III: Holy Spirit, Church, Last Things**
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. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate coursework in the subject or are not intending to complete the MA program. Offered fall and spring. *Three hours.*

**ST 5200  Christian Ethics**
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church and the minister, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian’s relation to society and the state. *Three hours.*

**ST 6000  Current Studies in Systematic Theology**
Topics selected deal with significant issues related to systematic theology. *One to four hours.*

**ST 6011  Global Theologies**
The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north side of Chicago that jointly sponsors a Global Theologies course each fall. The course is conducted in a one-evening and two-weekends retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. Globalization has produced an increased encounter between different cultures and religions. These encounters have brought new questions to theology which never before have been asked. The
questions challenge Christian theologians to think anew about the basic doctrines of the faith. The seminar will explore dimensions of theology opened by globalization, such as “Christology: Christ as Healer and Ancestor in Africa,” “Anthropology: Human Identity in Shame-Based Cultures of the Far East,” and “Pneumatology: The Holy Spirit in Latin American Pentecostalism.” Discussion of these topics will be led by the diverse faculty of NCTI and ACTS and will seek to include a variety of perspectives: Roman Catholic and Protestant, Ecumenical and Evangelical. Special attention will be paid to how these questions present challenges to evangelism, apologetics and ecumenism. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered fall. Two hours.

ST 6700    Personhood in Theological & Philosophical Perspective
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Three hours.

ST 6710    Wesleyan Theology
An introduction to the theology of John Wesley and a survey of subsequent theological developments in what became known as Wesleyan doctrine from the early nineteenth century to the present. The survey will include representative theologians from the broader family of Methodism with emphasis on those within the United Methodist tradition. Three hours.

ST 7070    Models of Sanctification
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. Three hours.

ST 7395    Hermeneutics
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. Three hours.

Systematic Theology: Advanced Master's/Doctoral Level

ST 7505    Use of Scripture and Theology
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. Three hours.

ST 7510    Survey of Contemporary Theology
Background and development of modern theological movements (The New Catholicism, Liberalism, Fundamentalism, Neoorthodoxy, and so on) and individual representatives of such (Kierkegaard, Barth, Brunner, Bultmann, R. Niebuhr, Tillich, Cullmann, Kung, Rahner, Moltmann, Schillebeeckx, Pannenberg, et al.). Master's three hours, doctoral 3+1 hours.

ST 7612    Technology and Culture
Technological innovations of the past 200 years have defined the modern world. Human inventions have left indelible marks on culture and civilization. By all accounts, the twenty-first century will be the information and biotechnology century. Historically, Christians have responded differently to
technology—some repudiating it, others embracing it. This course will analyze the impact of technology on contemporary culture and the church, including the movement from papyrus to cyberspace and from pottery to cloning. Students will be equipped to think Christianly about technology. Master’s three hours, doctoral 3+1 hours.

**ST 7700 Christian Ethics Seminar**

Topical course conducted as a seminar on an ethical issue of contemporary significance such as capital punishment, war, social justice, genetic engineering, or sexual ethics. Three hours.

**ST 7710 Biblical and Theological Anthropology: Race, Ethnicity, and Nationality**

The doctrine of humanity, “faith seeks understanding” of humankind and the world of human making coram Deo, before God are examined in this course. Participants will interact critically and constructively with an array of theoretical perspectives (in biblical and theological studies and philosophical, social scientific and historical research) relevant to “race,” ethnicity and nationality: schemas by which contemporary human social existence is interpreted, ordered, and altered. We will develop a theological framework and a multi-disciplinary matrix of theories and concepts with which to (1) assess past and present instantiations of these various forms of community and models of social identity, and (2) discern which aspects are more and less commensurate with the normative patterns set forth in the Scriptural account of the drama of creation and redemption. This course aims to equip participants to engage in more acute analysis of prevalent assumptions, truth-claims, values, and practices (held by unreflective Christians and non-Christians alike) in the various sociocultural contexts in which they live, in order to bring authentically Christian patterns of embodied witness and practice to bear within their spheres of influence. Master’s three hours, doctoral 3+1 hours.

**ST 7715 Political Theologies**

A course designed to clarify what constitutes a “political theology” and to investigate the biblical and theological bases of representative political theologies. Discussion focuses around such systems as liberation theology, black theology, and feminist theology. Master’s three hours, doctoral 3+1 hours.

**ST 7720 New Testament Ethics**

The study of various approaches to this type of biblical engagement, serves as a starting point for this course. It considers further methodological considerations for the determination of what specific biblical passages can contribute to the formulation of specific ethical standards. Issues that will recent significant attention include: divorce and remarriage, responses to warfare, racial/ethnic conflicts, homosexuality, and abortion. Master’s three hours, doctoral 3+1 hours.

**ST 7911 Colloquium in Systematic Theology**

Integrative seminar for all students majoring in theology on various topics of contemporary concern. May be repeated. Credit / No Credit. One hour, master’s or doctoral.

**ST 8000 Seminar: Current Issues In Theology**

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. Two to four hours, doctoral as posted.

**ST 8030 The Problem of Evil**

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 will cover the problem in both its logical and evidential forms. Master’s three hours, doctoral 3+1 hours.

**ST 8040 Justification**

This course considers the biblical and theological foundations of this doctrine. It explores these foundational elements incorporating a historical perspective. Influential thinkers will be 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, will be engaged. **Master’s three hours, doctoral 3+1 hours.**

**ST 8050 Pneumatology**
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. **Master’s three hours, doctoral 3+1 hours.**

**ST 8310 Theology of Augustine**
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. **Master’s three hours, doctoral 3+1 hours.**

**ST 8360 Karl Barth**
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 will be 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). **Master’s three hours, doctoral 3+1 hours.**

**ST 8390 Recent and Contemporary Theologians**
Lectures or seminar in the work and writing of an important theologian of the present or recent past. Theologians selected for study reflect the special competence of resident and visiting faculty. **Master’s three hours, doctoral 3+1 hours.**

**ST 8410 Theology in Contemporary Literature**
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. Offered on demand. **Master’s three hours, doctoral 3+1 hours.**

**ST 8720 Postmodern Theology**
A study of the postmodern situation and of the various theological responses to which it has given rise. The first part of the course examines recent attempts to distinguish the modern from the postmodern. Special attention will be given to studying eight types of theological responses to the postmodern condition. **Master’s three hours, doctoral 3+1 hours.**

**ST 8730 Theology of the Spirit World**
This course facilitates an exploration of the relationship between the material world and the spiritual world. “God’s Covenant-Kingdom” (Sykman) serves as an organizing structure for particular topics. These include: the nature of God’s providence, spiritual warfare, necromancy, ancestor worship, and magic. **Master’s three hours, doctoral 3+1 hours.**
Systematic Theology: Doctoral Seminars

ST 9000  Issues in Systematic Theology
Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to systematic theology. May be repeated. One to four hours.

ST 9100  Advanced Theological Prolegomena
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 nonevangelical theologians. To be taken concurrently ST 9110. Offered fall. 3+1 hours.

ST 9110  The Theological Scholar
An orientation to doctoral-level scholarship, research philosophy and methodology, English writing skills, dissertation preparation, and program specifics. To be taken concurrently with ST 9100. Offered fall. One hour.

ST 9150  Continuity and Discontinuity Between the Testaments
Investigation of the relation of the Old Testament to the New as foundational to theological discourse. The issue of continuity and discontinuity is treated as it relates to such topics as hermeneutics, salvation, the law of God, the people of God, kingdom promises, and a person’s overall theological system. Emphasis on various forms of continuity and discontinuity answers to the question of how the testaments relate. 3+1 hours.

ST 9222  Principles of Higher Education
A discussion of the educational process, activities, and the instructional techniques used in higher education. Offered spring. Two hours.

ST 9450  Historical Theology: The Atonement
This course examines the proclamation of the atoning work of Christ from the earliest days to the present, including the “classic” views of the patristic period, medieval interpretations, Reformation doctrine, Arminian and moral government views, and recent interpretations and distortions, including criticism of these views from a conservative evangelical perspective. 3+1 hours.

ST 9600  Philosophy and Theology
Demonstration of the integral relation between philosophy and theological studies. Treatment of the general uses of philosophy in theology as well as the specific ways philosophy and theology interface (e.g., theological discussions that incorporate philosophy and philosophical considerations of theological topics). Topics involve such philosophical fields as ethics, epistemology, metaphysics, philosophy of action, philosophy of science, philosophy of mind, and philosophy of language. 3+1 hours.

ST 9610  God, Time, and Eternity
An investigation of the biblical, theological, historical, and philosophical issues and arguments surrounding the question of divine eternity as temporal or atemporal. The topic is treated as it relates to an understanding of divine attributes of immutability, simplicity, and omniscience and to the question of how God acts in the world. 3+1 hours.

ST 9620  Models of God
A course designed to investigate various contemporary evangelical and non-evangelical conceptions of God such as classical Christian theism, process theism, and open theism. Focus will especially be on how each model conceives the divine person (divine attributes in particular) and divine control over and action in the world. The various models will be evaluated not only in terms of their biblical and theological validity, but also their religious adequacy. 3+1 hours.
ST 9710  Matters of Life and Death
This seminar develops biblical perspectives on the major bioethical issues of the day (abortion, assisted suicide, access to health care, assisted reproduction, genetic intervention, and so on) through in-depth word studies of the various Old Testament and New Testament words for “life” and “death.” Similarities and differences between biblical and other perspectives particularly influential in contemporary culture are explored.  3+1 hours.

ST 9720  Prayer and Providence
An examination of prayer, providence and models of God’s relation to the world with particular attention paid to the discussions in classical theism, process thought, the openness of God school and biblical personalism with a view to answering the practical question of what does prayer change. Put another way, does God really answer prayer? 3+1 hours.

Bioethics: Master’s/Advanced Master’s Level
Courses in bioethics are designed for those wanting to develop a biblically based, theologically informed understanding of current and emerging ethical challenges involving matters of life and death, sickness and health. Courses address various arenas in which bioethical issues are shaped and engaged, including medicine and nursing, law and public policy, education and the church. Special summer bioethics institutes and conference courses provide the opportunity to interact with Christian leaders in bioethics from around the world.

BE 5000  Introduction to Bioethics: Matters of Life and Death
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. Three hours.

BE 5100  Intensive Bioethics Institute
A survey of the field of bioethics, introducing competing ways of addressing biological issues in historical, philosophical, and theological perspective. A national/international team of 15-20 top Christian bioethicists address their special areas of expertise under the direction of the course professor. Three or four hours.

BE 5299  The Clinical Context
An explanation of basic precepts of clinical medicine and clinical ethics for students not already familiar with them. Designed to be taken concurrently with BE 5300 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5300. One hour.

BE 5300  Clinical Issues in Bioethics
Methods of clinical ethics consultation plus in-depth analysis of specific issues in clinical ethics, including resuscitation, assisted ventilation, management of patients with brain damage, and more. Offered as a 2-hour course for students familiar with basic precepts of clinical medicine and clinical ethics. Students lacking this familiarity should take BE 5299 concurrently with this course. Two hours.

BE 5499  The Public Policy Context
An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. One hour.

BE 5500  Bioethics and Public Policy
The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square, analysis of public policies, and creating a public policy strategy. Offered as a 2-hour course for students familiar with basic federal and state
governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 concurrently with this course. **Two hours.**

**BE 5800  Bioethics Regional Conference Course**

The regional bioethics conferences held by Trinity in various parts of the U.S. and world that 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 postconference writing program tailored to the topic of the conference. Class meeting with the professor takes place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. **Two or three hours.**

**BE 5900  Bioethics National Conference Course**

Participating in this Trinity-sponsored 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 postconference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. May be taken in addition to an Institute course such as BE 5100 or BE 6500 offered in conjunction with the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. **Two or three hours.**

**BE 6100  Bioethics Colloquium**

The Colloquium meets four times during the semester, 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. **One or two hours.**

**BE 6300  Bioethics, Human Dignity, and the Church**

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. **Three hours.**

**BE 6400  Readings in Bioethics**

Readings in bioethics from Hippocrates to the beginning of the modern bioethics period in Fletcher and Ramsay down to the most contemporary bioethicists. Readings in the earlier periods focus on the birth and development of the Hippocratic/Judeo-Christian tradition. Readings in the most contemporary bioethicists place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress. Depending on the professor’s interest and expertise, the course may focus on either classical or contemporary readings. **Three hours.**

**BE 6500  Advanced Bioethics Institute**

A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. A current issue in bioethics provides a test case. A national/international team of 15-20 top Christian bioethicists address their special areas of expertise under the direction of the course professor. Prerequisite: BE 5000 or BE 5100. **Three or four hours.**

**BE 6600  Classic Cases in Bioethics**

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. **Three hours.**
BE 6700  Personhood in Theological & Philosophical Perspective
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Three hours.

BE 7700  Bioethics Seminar
Topical course conducted as a seminar on a question such as autonomy and informed consent, healthcare systems, resource allocation, end-of-life decision-making. May be repeated. One to four hours.

BE 8100  Contemporary Figures in Bioethics
This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics. ThM students only. Two or three hours.

Christianity & Contemporary Culture: Master's/Advanced Master's Level
The courses in Christianity and Contemporary Culture are especially designed for those committed to equipping people to understand and meet the challenges of today's world. They are interdisciplinary in nature, drawing on the expertise of faculty across the curriculum in assessing and engaging contemporary culture.

CC 5610  Cultural Hermeneutics
This introductory course provides students with the basic framework for thinking theologically about contemporary culture. The course presents the concepts of culture and society along with the ways they are often investigated by cultural and social studies. The aim of the course is to reflect on what is involved in a properly theological interpretation of culture. This course develops the hermeneutic principles for interpreting culture that will be applied in subsequent courses. Biblical themes and Christian doctrines (e.g., creation and creation mandate; reason and revelation; the kingdom of God) will be explored as ingredients in a theological interpretation of culture. The course includes a brief survey of various theological models (e.g., Lutheran, Reformed, Anabaptist, neoorthodox, liberation) for understanding the relation of gospel and culture. Two hours.

CC 5615  Cultural Engagement
Following from the first two courses in hermeneutics and exegesis of contemporary culture, this course seeks to engage contemporary culture biblically and theologically. The aim is to develop a Christian position on certain significant issues in contemporary culture (e.g., multiculturalism, tolerance, the media, cyberspace, sexuality, and so on). Students will be encouraged to develop their own positions on the relation of gospel and culture, church and world, through detailed case studies. Three hours.

CC 5620  Cultural Exegesis
This course takes some of the categories introduced in the Cultural Hermeneutics course and explores them in greater detail. Various methods and tools from sociology, cultural anthropology, and philosophy are used to explore such themes as urbanization, modernization, pluralization, secularization, and globalization, with theological reflection on these themes. Prerequisite: CC 5610. Three hours.

CC 6000  Current Studies in Christianity & Contemporary Culture
Topics selected deal with significant issues related to Christianity and Contemporary Culture. May be repeated. One to four hours.

CC 7960  Christianity and Contemporary Culture Integrative Seminar
A seminar addressing the engagement of the gospel and contemporary culture, focusing the varied concerns of the emphasis in an interdisciplinary context and drawing on student projects (including thesis proposals for MA students and, for MA and MDiv students, papers prepared for other courses) to include a major integrative paper arising out of the work of the seminar. (To be taken by MA students toward the end of their program, when possible, and by MDiv students in their final year.) One hour.
Philosophical Theology and Apologetics: Master's Level

Courses in philosophy of religion are designed to provide an appreciation for the contribution that philosophical thought can and has made to an understanding of the biblical Christian faith. In these courses, the student will be challenged to develop answers to the problems posed by philosophical and scientific inquiry and equipped to present reasonable evidence for the tenets of the Christian faith.

PR 5500    Apologetics

An introduction to the discipline of Christian apologetics, its relation to theology and evangelism, and its place in Christian ministry. Selected intellectual challenges to core Christian claims for contemporary culture (e.g., the existence of God, the problem of evil, the resurrection of Jesus Christ, religious pluralism), along with Christian responses to those challenges, are explored. Two hours.

PR 6000    Current Studies in Philosophy of Religion

Topics selected deal with significant issues related to philosophy of religion. One to four hours.

PR 6410    History of Philosophy of Religion I

This course covers ancient and medieval philosophy of religion and ends with discussion of the rationalists Descartes, Spinoza, and Leibniz. Three hours.

PR 6411    History of Philosophy of Religion II

This course begins with study in the early modern period with the empiricists (Locke, Berkekey, and Hume) and continues with an examination of the contemporary period. Three hours.

PR 7220    Ethical Theory

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. Three hours.

PR 7330    Philosophers of Religion and of Religious Significance

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. Three hours.

Philosophical Theology and Apologetics: Advanced Master's/Doctoral Level

PR 7625    Analytic Philosophy

Examination of the main streams of thought arising out of Wittgenstein, including Russell, Ayer, Wisdom, Ramsey, and others as they bear on current issues in philosophy of religion. Offered alternate years. Master's three hours, doctoral 3+1 hours.

PR 7630    Existentialism

Comparative study of the religious thought of the principle existentialist philosophers, including Dostoyevsky, Nietzsche, Kierkegaard, Jaspers, Heidegger, and Sartre. Two hours, master’s or doctoral.

PR 7705    Religious Epistemology

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. Master’s three hours, doctoral 3+1 hours.

PR 7715    Theism

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. Master’s three hours, doctoral 3+1 hours.
PR 7750  Philosophical Issues in Religious Pluralism

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. Master’s three hours, doctoral 3+1 hours.

PR 8000  Seminar: Current Issues in Philosophy of Religion

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. Two to four hours, doctoral as posted.

Admissions

Contact Information

Trinity Evangelical Divinity School seeks applicants who are committed to Jesus Christ, endowed with the necessary gifts for service, and in sympathy with our statements of faith and purpose. Admission to Trinity is open to qualified persons of all denominations and fellowships, of any race, color, and national or ethnic origin, without regard to sex or handicap. For information concerning our admissions policies or procedures, please contact the location in which you are interested:

<table>
<thead>
<tr>
<th></th>
<th>Deerfield Campus</th>
<th>South Chicago Regional Center</th>
<th>Florida Regional Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE:</td>
<td>Graduate Admissions Office</td>
<td>14200 S. Dante Ave. Dolton, IL 60419</td>
<td>Admissions 8190 West State Road 84 Davie, FL 33324</td>
</tr>
<tr>
<td>CALL:</td>
<td>800.345.TEDS 847.317.8000</td>
<td>877.237.0029 708.201.2911</td>
<td>954.382.6410</td>
</tr>
<tr>
<td>FAX:</td>
<td>847.317.8097</td>
<td>708.201.7980</td>
<td>954.382.6470</td>
</tr>
<tr>
<td>EMAIL:</td>
<td><a href="mailto:gradadmissions@tiu.edu">gradadmissions@tiu.edu</a></td>
<td><a href="mailto:alogan@tiu.edu">alogan@tiu.edu</a></td>
<td><a href="mailto:gradflorida@tiu.edu">gradflorida@tiu.edu</a></td>
</tr>
<tr>
<td>WEB:</td>
<td><a href="http://www.teds.edu/admissions">www.teds.edu/admissions</a></td>
<td><a href="http://www.tiu.edu/southchicago">www.tiu.edu/southchicago</a></td>
<td><a href="http://www.tiu.edu/florida">www.tiu.edu/florida</a></td>
</tr>
</tbody>
</table>

Admissions policies and procedures are subject to change without notice.
General Admission Requirements for Master’s Programs

Applicants to master’s programs* (MA, MDiv, ThM) and the Certificate, as well as special student, and visiting student status, must meet the following requirements:

1. 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 in Min, MA/TS 2.50
   - AP MDiv 3.25
   - ThM 3.00 (in MDiv program)
   - Certificate or Visiting Student 2.00

2. Submit official transcripts from all colleges or universities attended (electronic copies directly from the institution or in a sealed envelope from the Records/Registration office of the institution).
   
   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 (www.wes.org)
   - Educational Credential Evaluators, Inc. (www.ece.org)
   - International Education Research Foundation (www.iert.org)

3. Solicit 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

4. Submit a written three-part statement with (a) your personal testimony and (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 (i.e. MA in Mental Health Counseling). All applicants for whom English is not their first language must 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.

*See doctoral sections of the Catalog for admission requirements for doctoral programs.
Application Procedure for Master’s & Doctoral Programs

1. Application Deadlines

**Master’s Level**

We use a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. 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**

- August 1: For fall semester admission
- December 1: For spring semester admission
- April 1: For summer session admission

**International Applicants**

- 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)**

- 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/ICS)**

- 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 submit a supplemental application in order to have their file reviewed at a subsequent date. 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)**

**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 submit a supplemental application in order to have their file reviewed at a subsequent date. 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.

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.

2. **Personal Statements**

Personal statements should be submitted with the online application, responding to the questions asked on the application.

3. **Official Transcripts**

An official transcript must come from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. 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  
Deerfield, 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 (www.wes.org)
- Educational Credential Evaluators, Inc. (www.ece.org)
- International Education Research Foundation (www.ierf.org)

4. **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 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 Christian Studies, and Special Student Applicants**

Please have recommendations submitted from the following three people:

1. **Pastor or church official**
2. A faculty member or administrator familiar with your academic work (undergraduate or graduate)
3. An employer, professional acquaintance, or lay leader in your church
4. MA in Ministry Applicants only: A letter of endorsement on letterhead from your local church, parachurch, or church related ministry which demonstrates church-connectedness and affirms: (a) interest and giftedness for church-related ministry; (b) evident Christian life and character; and (c) the support and prayers of the ministry organization for the course of study. This letter should not merely be a letter from the pastor or a ministry leader, but may be drafted by this individual on the ministry’s behalf. As a church-related ministry degree program this requirement is not optional.

**Master of Theology (ThM) Applicants:**

Please have recommendations submitted from the following three people:

1. **A pastor or church leader**
2. A teacher or professor who has instructed you in the concentration (OT, PT, ME, etc) to which you are applying
3. A ministry supervisor, professional acquaintance, or lay leader in your church

**Doctor of Ministry Applicants**

Please have recommendations submitted from the following four people:

1. **A ministry supervisor (a superintendent, pastor under whom you are serving, etc.)**
2. A ministry colleague
3. A lay leader
4. A faculty member or administrator familiar with your graduate educational work

**Doctor of Philosophy (Educational Studies) and Doctor of Philosophy (Intercultural Studies) Applicants**

Please have recommendations submitted from the following four people:

1. **A ministry supervisor (e.g., a superintendent, senior pastor or church leader, field supervisor, or mission executive)**
2. A professor from your most recent graduate studies
3. A professional colleague
4. A lay person from your church or organization

**Doctor of Philosophy (Theological Studies) Applicants**

Please have recommendations submitted from the following four people:

1. **A pastor or church official**
2. Three professors
5. Standardized Tests

Master of Arts Applicants

Applicants to the Master of Arts in Mental Health Counseling program are required to submit scores from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT). Applicants to other 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.

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE</td>
<td>150 (verbal); 4.0 (analytical)</td>
<td>50</td>
</tr>
<tr>
<td>MAT</td>
<td>400 (scaled score)</td>
<td>50</td>
</tr>
</tbody>
</table>

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:

Test of English as a Foreign Language (TOEFL) Information

If your first language is not English, you will be required to submit Test of English as a Foreign Language (TOEFL) scores. See the following chart for required tests and minimum scores:

English Language Test (TOEFL) Requirements

<table>
<thead>
<tr>
<th>Tests:</th>
<th>Format:</th>
<th>Cert.</th>
<th>MA</th>
<th>MDiv</th>
<th>ThM</th>
<th>DMin</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>Internet (iBT)</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Computer (CBT)</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>250</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Paper-based</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>600</td>
</tr>
</tbody>
</table>

1Students may submit any test format. Degree programs that do not require certain tests are listed as “N/A.”

2Includes Certificate in Christian 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.

<table>
<thead>
<tr>
<th>Graduate Record Exam (GRE)</th>
<th>Miller Analogies Test (MAT)</th>
<th>Test of English as a Foreign Language (TOEFL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITE: GRE</td>
<td>The Psychological Corporation</td>
<td>TOEFL Services</td>
</tr>
<tr>
<td>Educational Testing Service</td>
<td>555 Academic Court</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>PO Box 6000 Princeton, NJ 08541-6000</td>
<td>San Antonio, TX 78204</td>
<td>PO Box 6161 Princeton, NJ 08541-6151</td>
</tr>
<tr>
<td>CALL: 609.774.7670</td>
<td>800.622.3231</td>
<td>609.771.7100</td>
</tr>
<tr>
<td>FAX: 609.774.7906</td>
<td>210.921.8802</td>
<td></td>
</tr>
<tr>
<td>EMAIL: <a href="mailto:gre-info@ets.org">gre-info@ets.org</a></td>
<td></td>
<td><a href="mailto:toefl@ets.org">toefl@ets.org</a></td>
</tr>
<tr>
<td>Trinity Code: R1797</td>
<td>2068</td>
<td>1797</td>
</tr>
</tbody>
</table>

6. **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 Deerfield 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".)

7. 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

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 from US$25,000 to US$30,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US$2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students residing in the United States should submit a tuition deposit of $125). See application instructions for information on refunds.

Visa Requirements

Trinity is authorized under U.S. law to enroll international students. Students who require a student visa must apply for a F-1 or a J-1 visa in order to study at Trinity. Students who hold other visas will be admitted on a case by case basis. Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity’s International Students & Scholars Office (ISSO) on campus. It is the responsibility of the student to maintain legal immigration status.

A U.S. Immigration Certificate of Eligibility will be issued by Trinity, enabling the international applicant to apply for an F-1 or J-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources
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 master's 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 packet. 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 packet has not yet been completed in full. Such application packets 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 master's 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 to more than one program 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 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.
Advanced Standing for Credit

Advanced standing is available only to students enrolled in the MDiv program. Eligibility is determined by those who have taken undergraduate coursework in excess of a standard bachelor’s degree (generally 126 semester hours) and have taken coursework that would be repeated in their master’s program. Advanced standing is available only for core courses (not electives). A maximum of 15 semester hours may be granted. 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.” Students accepted into the AP MDiv program are not eligible to receive advanced standing.

Requests for evaluation of advanced standing eligibility must be made to the Records Office subsequent to an accepted student indicating their intention to enroll by submission of the tuition deposit or during the first year of enrollment.

Advanced standing hours are credited after a written or oral assessment has been made by the department in which advanced standing is being considered. The assessment examination evaluates whether a student has the knowledge, competence, and skills provided by the specific course(s) for which advanced standing is being considered. The level of achievement on the examination that constitutes a Pass is determined by the department or department chair and is final. A student may be examined only once for each course. A Pass on the examination results in the posting of advanced standing hours; a Fail requires that the required course or a course substitute be completed. (Consult the “Finances” section of this catalog for the exam fee.)

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:

1. 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.

2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.

3. At least one semester of TEDS/TGS coursework 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.

4. 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.

5. 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.

6. 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@tiu.edu or visit our website at www.teds.edu/admissions/.

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.

1. 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.

2. 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.

3. **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.

4. 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.

5. **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.

6. 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.
- Sire, James. The Universe Next Door.
- Tozer, A. W. Knowledge of the Holy.
- Wilberforce, William. Real Christianity.
Theological Education:

- Cetuk, Virginia Samuel. What to Expect in Seminary: Theological Education as Spiritual Formation.

Theology:

- Augustine. Confessions.
- Chesterton, G. K. Orthodoxy.
- Demaray, Donald E. Basic Beliefs: An Introductory Guide to Christian Theology.
- Oswalt, John. Called to Be Holy.
- Packer, James I. Knowing God.
- 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.
- Turabian, Kate. A Style Manual for Writers.
- Zinsser, William. On Writing Well.
Tuition and Other Expenses

Master's Degree Tuition

*Deerfield (Master's full-time academic standing begins at 10 hours per semester)*

- Masters tuition (including Distance Education courses), per hour: $635
- French (undergraduate credits), per hour: $525

Doctoral Programs Tuition

*Deerfield (Doctoral full-time academic standing begins at 9 hours per semester)*

- Doctoral of Ministry, per hour: $535
- PhD, per hour: $750
- French (undergraduate credit), per hour: $525

Audit Fees

**Master's Level**

- Full-time students (10 credit hours or greater): No charge
- Part-time students (below 10 credit hours), per hour: $75

**Doctoral Level**

Students in the Educational Studies, Intercultural Studies, and Theological Studies PhD programs may audit free of charge the same number of hours that they are taking for credit. See the doctoral handbook for other restrictions that may apply.

- For DMin students, per hour: $250
- For DMin & DMin/DMiss graduates, per hour: $90
- For PhD, all programs, per hour: $150

Extension Sites

- Akron, Indianapolis, Pittsburgh, Dolton, per course: $225
- Columbus, Milwaukee, per hour: $45
- Madison, per course: $200

Cancellation of Classes

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

Capstone Extension and Continuation Status Fees

Capstone Extension and Continuation Status fees are assessed each semester based on a student’s academic status. 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 Course Fee

Charged at the time of registration for the following courses: BE 7486, CP 7486, ED 7486, LR 7486

- $50 per semester

**Continuation Fees**
A student is in *continuation status* and continuation fees are charged each semester when a student’s program statute of limitation has expired and a program extension has been 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.

$360 per semester

**Doctoral-Level Fees**

PhD/EDS and PhD/ICS students are charged continuation fees of $610 in the following situations:

1. If candidacy has not been achieved within five years of matriculation for the EDS participants and four years for the ICS participants. This fee is assessed for each successive semester not enrolled for courses, excluding summer, until candidacy is certified.

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

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

3. If enrolled for Private Study (— 9011). Fee would be $610.

4. If 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. Fee would be $610.

5. Upon failure to enroll for coursework, Private Study, or Dissertation Research/Extension. This fee is assessed for each successive semester not enrolled, excluding summer semester, and is levied retroactively. Fee would be $610.

**Doctor of Ministry Fees**

DMIN students who are in continuation status and continuation fees are charged when a student’s program statute of limitations has expired and a program extension has been granted. Program extensions are required six years from enrollment in the first doctoral class. Students with overseas assignments may request a five-year extension. Continuation fees are charged each fall and spring semester until the program extension has expired or the degree has been completed.

$100 first extension  
$200 second extension  
$300 third extension  
$400 final extension
Comprehensive Fees

The comprehensive fees provide access to various services of Trinity, such as student publications, community life opportunities, student organizations/leadership development, health services, and technological advances.

**Master's students**

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (10 hours or greater)</td>
<td>$100</td>
</tr>
<tr>
<td>Part-time students (5-9 hours)</td>
<td>$50</td>
</tr>
</tbody>
</table>

**Academic Doctoral students**

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (9 hours or greater)</td>
<td>$100</td>
</tr>
<tr>
<td>Part-time students (5-8 hours)</td>
<td>$50</td>
</tr>
</tbody>
</table>

**International Student Service Fee**

International Student Service Fee provides nonimmigration regulation advisement, transition assistance, and special community life opportunities for international students. This fee is charged to all F-1 and J-1 visa students active in their program and is in addition to the Comprehensive Fee and the Academic Doctoral Activity Fee (if applicable).

$50 per semester

**Academic Doctoral Activity Fees**

Academic Doctoral Activity Fee facilitates the doctoral retreat and other professional development opportunities. This fee is charged to doctoral students registered for 5 credit hours or greater.

$40 per semester

**Residence Hall Charges**

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owens 700 A Single</td>
<td>$2,765</td>
</tr>
<tr>
<td>Owens 700 B Single</td>
<td>$2,525</td>
</tr>
<tr>
<td>Owens 700 C Single</td>
<td>$2,705</td>
</tr>
<tr>
<td>Owens 800-900 A Single</td>
<td>$2,200</td>
</tr>
<tr>
<td>Owens 800-900 B Single</td>
<td>$1,960</td>
</tr>
<tr>
<td>Owens 800-900 C Single</td>
<td>$2,140</td>
</tr>
</tbody>
</table>

The Quadrangle building does not have a kitchen facility.

**Monthly Rental Rates for On-campus Apartments**

<table>
<thead>
<tr>
<th>Type of Apartment</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficiency</td>
<td>$630-710</td>
</tr>
<tr>
<td>One bedroom</td>
<td>$680-850</td>
</tr>
<tr>
<td>Two bedroom</td>
<td>$920-1070</td>
</tr>
<tr>
<td>Three bedroom</td>
<td>$1220</td>
</tr>
</tbody>
</table>

Contact the Housing Office (847.317.7135) for further details.

**Board Charges**

<table>
<thead>
<tr>
<th>Type of Meal Plan</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkins All Access plan (unlimited meals)</td>
<td>$2,400</td>
</tr>
<tr>
<td>Block 240 meal plan, per semester</td>
<td>$2,140</td>
</tr>
<tr>
<td>Block 210 meal plan, per semester</td>
<td>$1,965</td>
</tr>
<tr>
<td>Block 140 meal plan, per semester</td>
<td>$1,725</td>
</tr>
<tr>
<td>Block 100 meal plan, per semester</td>
<td>$1,375</td>
</tr>
<tr>
<td>10 Meal Pass</td>
<td>$90</td>
</tr>
</tbody>
</table>
Meals are added 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.

The Block 100 meal plan is available in the spring semester to students who had a Block 240, 210, or 140 meal plan during the fall semester.

Changes in block meal plans can be made only during the first two weeks of the semester through Trinity Central.

Registration Fees

Change in Registration (Add/Drop)

Semester or Quad courses—any registration changes after the first week of courses: $10 per change
Modular courses—any registration changes after the first day of the course: $10 per change
DMIN courses—any registration changes made less than thirty days before the course: $75 per change

Late Registration

Semester or Quad courses—registration after the second week of class: $35 per semester
Modular courses—registration after the first day of the course: $35 per semester

This fee will be assessed if a student fails to register for a course and is applicable to all zero hour courses.

Student Account Payment Charges

Deferment Fee

Students not participating in the traditional Trinity Alternative Payment Plan (TAPP) will be charged a deferment fee of 1 percent per month for any outstanding balance on their student account.

Failure to Finalize Payment Arrangements Fine

Payment arrangements must be made no later than two weeks after the beginning of each semester. A $200 fine is assessed to registered students who have not paid-in-full or enrolled in a payment plan with the Office of Student Financial Services.

Payment Plan Fees

A $50 fee is charged each semester to students participating in a payment plan. This fee covers the cost of administering the payment plan and is factored into the payment agreement. A $40 fine is assessed for any payment that is more than five days past due.

Returned Check Fee

A $23 fee is charged for any check returned by the bank due to nonsufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Other Fees

Advanced Standing Exam

The charge is $50 per exam.

Graduation Application Fee

This fee is charged in the semester for which the student submitted the Graduation Application form with the Records Office. This charge is nonrefundable: Deerfield: $115 Florida: $125
Candidacy

PhD (Educational Studies), PhD (Intercultural Studies), and PhD (Theological Studies): $200

MDiv Vocational and Personality Testing

During the first semester of MDiv studies, a one-time fee is assessed for a vocational and personality assessment (PEPQ). This assessment includes two to three individual appointments with the Trinity Counseling Center for an interview and interpretation. Details are provided during New Student Orientation, or MDiv students may contact the Counseling Center directly for arrangements: $100

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 students’ accounts at the time that they take the exam and covers a portion of the exam cost: $25

Proctoring

For special administration of any comprehensive examination: $50 per exam

Transcripts

Official Transcript: No charge (limit of 5 per request)

Transcripts are processed within seven business days. If other service is requested (e.g., overnight mail), there will be an additional charge to cover the cost of that service. Detailed ordering information and forms are available on the Records Office website: https://www.tiu.edu/tiu/records/transcript/info. All balances owed to the institution must be paid in full prior to the release of transcripts or a diploma.

Vehicle Registration

Students bringing a motor vehicle on campus must register the vehicle with Security Services. These rates apply to both commuter and residential students.

First Vehicle, per semester $50

Each additional vehicle, per semester $5

Trinity reserves the right to modify all charges without notice.

Financial Assistance Overview

Financial Aid Information

For those who qualify, financial aid or assistance is a source of monetary support provided by various agencies (federal, state, and local governments, universities, community organizations, and private corporations or individuals) to help students meet the cost of attending university. It includes gift-aid (grants and scholarships) and self-help (loans and student employment). The following is an overview of available financial assistance based upon qualification.

For consideration, students must complete the Scholarship Application for Incoming Students prior to the start of their first semester. Continuing students must complete the TEDS/TGS Returning Financial Aid Application annually http://www.formstack.com/forms/tiu_forms-returning. Information concerning the various grants and scholarships offered by Trinity, including the application, can be found on our website at www.divinity.tiu.edu/admissions-financial-aid.

Students interested in federal student loans or work-study employment should complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The TIU Deerfield (including the South Chicago Regional Center) school code is 001772. Students enrolled in the Certificate in Christian Studies Program are not eligible to receive federal student loans, either in the Perkins or Direct Student Loan...
programs, or participate in the Federal Work Study Program. For more information, please contact the TIU Student Financial Services.

**Extension Sites**

Extension Site Program students seeking a degree and enrolled at least half time are eligible to apply for funds through the Direct Student Loan Program. File the FAFSA at [www.fafsa.gov](http://www.fafsa.gov) annually to determine eligibility. Extension Site students are not eligible for TIU scholarship consideration, and are therefore not required to complete the TIU scholarship application.

**Eligibility**

All TIU scholarship opportunities are designed specifically for Divinity School and Graduate School students pursuing a master’s degree or Certificate in Christian Studies on the Deerfield Campus. **Most scholarships and grants are not available during the summer term.** The University Academic Records Office must consider students at least half-time to qualify for Federal Student loans (Direct Loan and Perkins Loan). Students who are enrolled part-time (5-9 hours) are eligible to receive institutional (TIU) financial aid on a pro-rated basis. Classes taken in the Online Distance Education or Extension Site programs cannot be combined with Deerfield-based classes to comprise full time status for purposes of TIU scholarship aid.

Visiting, Online Distance Education, and Extension-site students are not eligible to receive institutional aid.

Campus and parachurch ministry staff whose organizations have agreements with Trinity may choose between rebates offered within their respective program and those outlined on our website at [http://divinity.tiu.edu/admissions/financial-aid/](http://divinity.tiu.edu/admissions/financial-aid/).

**Availability of Scholarships and Loans**

All scholarships and grants are awarded on a yearly basis. **Recipients of grants and scholarships must reapply annually.** Students attending for one semester of an academic year will receive one-half of the yearly amount of the scholarship or grant awarded. **The availability of all grants and scholarships are determined as funds permit.** Students are evaluated for institutional scholarships and grants during their application process by submitting the Scholarship Application for Incoming Students found on our website at [www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/](http://www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/).

All loans are awarded on a yearly basis. Therefore, applicants attending for one semester will receive one-half of the annual loan amount. Loan eligibility for students who are attending part time (5-9 hours) will be calculated based on hours taken. Students enrolled in the Certificate in Christian Studies are not eligible to receive federal student aid, including Federal Work Study, or loans, either in the Perkins or Direct Student Loan programs. For more information, please contact the TIU Student Financial Services.

**Satisfactory Academic Progress**

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, federal Perkins Loans, and federal Work-Study.

Trinity International University 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.

1. **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 2.0.
Credits transferred, incompletes, and course withdrawal will not count toward the cumulative GPA average.

Successful retaking of a course may improve the cumulative GPA average.

2. Quantitative Standards of Academic Progress or PACE

Financial aid recipients are expected to complete a degree within 150 percent 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 TIU, students must achieve a PACE of 67 percent in order to complete degree requirements within the maximum timeframe 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.

3. Failure to Meet the Satisfactory Academic Progress Standards

Financial Aid Warning

Student records are reviewed after each term. 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 may continue to receive financial aid.

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 while taking courses at the student’s expense.

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

Note: 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, 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.

A student who submits a financial aid appeal will receive written notification of the appeal decision. A successful appeal results in one term of Financial Aid Probation.

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. On an individual basis, a probation period can be extended, if the student has demonstrated strong academic improvement towards the specified standard.

**Trinity Scholarships and Grants**

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:

<table>
<thead>
<tr>
<th>Hours Per Semester</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more hours</td>
<td>100%</td>
</tr>
<tr>
<td>5-9 hours</td>
<td>50%</td>
</tr>
</tbody>
</table>

Please note that selected courses/credits cannot be included in the hours needed to achieve half-time status for purposes of TIU Scholarship eligibility. For instance, Extension Site courses, and some Distance Education courses that bill at a reduced rate, do not qualify for scholarship consideration. Please check with the Office of Student Financial Services for more detailed information.

**Carl F. H. Henry Scholarship**

In honor of Carl F. H. Henry, a longtime faculty member at Trinity Evangelical Divinity School who valued Christian thinking that makes a difference in the academy, our churches, and the world, a limited number of scholarships will be awarded to students pursuing a theological degree in the amount of $7,500. This is Trinity's highest award. New students are recommended by the Admissions committee based on a minimum GPA of 3.75, along with their overall qualifications and potential to make a significant contribution to the evangelical community. This scholarship cannot be combined with any other scholarships. The student must be enrolled in at least 10 semester hours on the Deerfield campus and must maintain a 3.5 GPA.

**Alan and Susan Ruud Scholarship**

This scholarship is awarded based on academic merit and leadership potential in the evangelical community. For new students, eligibility is based on the undergraduate transcript with a minimum GPA of 3.5. This scholarship cannot be combined with any other scholarships. To retain the scholarship, the recipient must be enrolled in at least 10 semester hours on the Deerfield campus and must maintain a minimum 3.25 GPA. The annual award amount is $5,000.

**Dean's Scholarship**

For new students, eligibility is based on the transcript of the most recently completed degree (undergraduate or graduate) with a minimum GPA of 3.2. For returning students, eligibility is based on an evaluation of the student’s cumulative GPA at Trinity. The maximum annual award is $2,500.

**Graduate Leadership Scholarship**

A limited number of scholarships are awarded to students with evidence of outstanding leadership potential in the evangelical community. Scholarships range from $500 to $2,000.

**Waybright Multicultural Development Scholarship**

A limited number of scholarships are awarded to U.S. citizens or Permanent Residents who represent multicultural backgrounds or experiences that will contribute to Trinity’s core value of Community: “The makeup of the community should be a reflection of the breadth and diversity of the family of God.” Scholarships range from $500 to $2,000.

**Helga Henry Scholarship**

In honor of Helga Henry, an educator and author who taught in colleges and seminaries for more than twenty-five years, a limited number of scholarships are given to outstanding female candidates who show exceptional leadership potential. Students entering into TEDS Counseling Programs can receive up to
$1,500 per year and students entering into TEDS theological programs can receive up to $2,500 per year.

**Waybright International Student Grant**

International students who are not U.S. citizens are considered candidates for this award. This grant is based on a combination of academic merit and financial need and is not available during the first year of study. If interested, please contact the International Student and Scholar Office at 847.317.4063.

**EFCA Church Planting Scholarship**

Scholarship applicants must meet all admissions requirements to the TEDS MDiv degree program and be nominated by their district prior to matriculation. Scholarship recipients will be awarded a $5,000 annual Church Planting Scholarship.

**Armed Services and National Guard Chaplaincy Scholarship Program**

Students in the chaplain career field of the armed services are eligible to receive a minimum of $4,500 in Trinity scholarships. Students must be approved as a Chaplain Candidate and accepted into TEDS.

**Deposit Match Grant**

Trinity will match a first-year full-time student’s tuition deposit on a dollar-for-dollar basis. Normally, applicants can request a refund of their deposit up to thirty days before the beginning of the semester. However, if a student will allow Admissions to reclassify their deposit as nonrefundable, Trinity will match the $125 deposit with another $125 provided the deposit is made by June 1. For the spring semester, Trinity will match the $125 deposit with another $125 if the deposit is made by November 1. Please contact the Trinity Admissions Office for further details.

**Campus Visit Grant**

Trinity will provide a grant of $250 to all scheduled and approved admissions visitors. Trinity will provide a grant of $500 to all registered participants of Explore. This grant will be awarded to first-year full-time students who enroll in their first-degree program on the Deerfield campus. Students may receive only one (1) campus visit grant.

**Church Match Grant**

Donations given by a church to help support a student’s education will be matched by Trinity. Please see the Church Match Grant Application on our website for further details: [www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/](http://www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/)

Doctor of Ministry students may receive this grant in the summer.

**Church Partnership Grant**

New students who currently attend a church that has partnered financially with Trinity, may be eligible for this grant. In order to receive the grants students must be “approved” by the pastor as a regular attendee of the sending church. In order to be eligible for this award you must be a new student at Trinity. Please contact your church to determine if they participate.

**Graduate Assistantships (Athletic)**

A limited number of graduate assistant positions are available to new graduate students through the TIU Athletic Department. This program is not available to current graduate students. A graduate assistantship is valued up to 50% of tuition, and cannot be combined with any other institutional aid except a Church Match Grant. Contact the Athletic Department for more information.

**Loans**

**Federal Perkins Loan:** This federal program provides limited funds at a low interest rate and delayed repayment schedule to eligible students who are U.S. citizens. Such loans are to be used to offset direct school expenses. Interest and principal repayments are deferred as long as the student remains enrolled at least one-half time in an approved program. A completed FAFSA is required to determine eligibility for each academic year.
**Federal Direct Loan:** The Direct Loan program provides low-interest student loans. Principal repayments of a Direct Loan are deferred as long as the student continues to study in at least one-half time status in an approved program. A completed FAFSA is required to determine eligibility.

Students enrolled in the Certificate in Christian Studies are not eligible to receive federal student aid funds, from the Perkins or Direct Student Loan, or Federal Work Study Program. For more information, please contact the TIU Student Financial Services.

Trinity reserves the right to modify all financial policies without notice.

**Master’s Program Rebate Benefits**

Ministry benefit/rebates are not retroactive and will be granted only in the semester during which a student is enrolled in classes. Contact Student Financial Services for detailed information on the following programs:

**Credit Hour Spouse Rebate**

Spouses of full-time master’s or doctoral students may be eligible to receive a 50 percent reduction in tuition charges for master’s-level courses when taking coursework during the same semester. If both spouses are full-time students, only one may receive the benefit. The spouse who receives the benefit is not eligible for any other Trinity aid, rebates, or tuition waivers, including a graduate assistantship. The spouse who does not receive the benefit is eligible to apply for all other forms of Trinity financial aid. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs. This rebate is not available in the summer. See Student Financial Services for required form.

**Audit Hour Spouse Rebate**

The spouse of a full-time master’s or doctoral student may audit free of charge the same number of units that the student takes for credit in a given semester. The spouse of a PhD student in dissertation stage may audit up to 6 hours without charge. Please note that the spouse who is receiving this benefit is not eligible for any other grants or tuition benefits from Trinity. The application form for this rebate must be completed each semester at the time of registration. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs. This rebate is not available in the summer. See Student Financial Services for required form.

**Cross-Registration Rebate**

Full-time graduate students may register for one undergraduate course per semester free of charge (up to 4 hours) at Trinity College. Undergraduate deficiencies may be met this way. Certain restrictions apply. Students must meet the qualifications as listed in the “Cross-Registration into Trinity College” form. This form must be filed in the Academic Records Office prior to registering for the course. Contact the Academic Records Office (847.317.8050) for more information.

**Trinity College Graduate Rebate**

Graduates of Trinity College or the REACH program will be guaranteed a minimum of $2,000 in institutional aid annually.

**Campus Crusade for Christ Rebate**

Full- or part-time (at least 20 hours per week) staff members of Campus Crusade for Christ are eligible for 50 percent off the regular tuition rate on master’s-level courses (no matter how many hours are taken). Employment at CCC must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs or in any courses offered through each of these programs.
InterVarsity Christian Fellowship Rebate

Full- or part-time (at least 20 hours per week) staff members of InterVarsity Christian Fellowship are eligible for 50 percent off the regular tuition rate on master’s-level courses (no matter how many hours are taken). Employment at IVCF must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs, or in any courses offered through each of these programs.

Young Life Rebate

Full- or part-time (at least 20 hours per week) staff members of Young Life are eligible for 50 percent off the regular tuition rate on master’s-level courses (no matter how many hours are taken). Employment at Young Life must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs, or in any courses offered through each of these programs.

Campus Minister’s Rebate

Students who are on the full-time or part-time (at least 20 hours per week) staff of a campus ministry, such as Navigators or other campus ministries not mentioned above, may be eligible for a special 50 percent tuition reduction plan. Under this plan the student would complete the program through summer studies. The 50 percent tuition discount is applicable only if the student is a master’s degree student during summer studies. Students who are enrolled during the fall and spring semesters are ineligible for this rebate. This rebate is not applicable toward students enrolled in the REACH, MA/T, M.Ed., Distance Education, and Extension Site programs, or in any courses offered through these programs..

Veteran’s Benefits

The Office of Student Financial Services determines institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels until graduation. Federal financial aid is not affected by VA education benefits. Students who are eligible to receive benefits from the Veterans Administration must contact the TIU VA Certifying Official in the Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.

Transfer Credits

All veteran’s benefits recipients must report all prior education and training. The university will evaluate such training and grant appropriate credit, with training time and tuition reduced proportionately, and with the USDVA and student so notified.

Academic Probation and Dismissal

Veteran’s Administration Education Benefits Recipients: Enrolled students receiving VA education benefits are subject to all established regulations as outlined in the Code of Federal Regulations. As such, VA students who have not maintained a 3.0 grade point average at the end of any grading period will be placed on academic probation for a maximum of two consecutive semesters. If VA students have not raised their grade point average at that time, the VA will be notified and all benefits will be terminated. (Note: the satisfactory progress and academic enrollment at Trinity International University is dependent on the university standards, not on the standards of the Veteran’s Administration. Although the above statement applies to funding from the VA, it does not apply to the academic standards of Trinity International University.) Additional requirements for VA students regarding academic progress will be communicated in writing to student VA recipients each academic year.

Trinity reserves the right to modify all financial policies without notice.
Doctoral-level Financial Assistance

Doctoral Program Eligibility
PhD students who are enrolled part time are eligible to receive institutional financial aid on a prorated basis. Doctor of Ministry grants are awarded on a per seminar basis and are available to fully accepted DMin program students registered for classes on the Deerfield Campus. PhD and DMin students may be eligible for federal assistance. If interested, please complete a FAFSA at www.fafsa.gov.

Doctor of Philosophy Grants and Scholarships

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:

<table>
<thead>
<tr>
<th>Hours Per Semester</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or more hours</td>
<td>100%</td>
</tr>
<tr>
<td>5-8 hours</td>
<td>50%</td>
</tr>
</tbody>
</table>

Please note that selected courses/credits cannot be included in the hours needed to achieve one-half time status for purposes of calculating TIU Scholarship eligibility. For instance, Extension Site courses that bill at a reduced rate, do not qualify for scholarship consideration. Please check with the Student Financial Services for more detailed information.

Church Match Grant: Donations that are given by a church to help support a student’s education will be matched by Trinity. Please see form on our website for further details: www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/.

Greg Waybright PhD Leadership Scholarship: No application required. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients. If you have questions, please contact the PhD department. One scholarship will be awarded to a full-time student in each of the PhD program concentrations each year. The maximum amount of this award is $35,000 and is renewable for up to four years.

PhD Program Scholarship: No application required. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients. If you have questions, please contact the PhD department. One scholarship will be awarded to a full-time student in each of the three PhD programs each year. The maximum amount of this award is $11,500 and is renewable for a second year. See the pro-ration schedule above if enrolling in less than 9 credits in a semester.

PhD Merit Scholarship: No application required. The PhD department and an admissions committee select the recipients. If you have questions, please contact the PhD department. One scholarship will be awarded to a full-time student in each of the four THS departments (OT, NT, ST, CH) and one each in the EM and ME departments annually. The maximum amount of this award is $5,000 and is renewable for a second year. See the pro-ration schedule above if enrolling in less than 9 credits in a semester.

PhD Professional Papers: An award for students who either present a paper at a professional conference or publish an article in a reputable academic journal. Award requirements vary according to program. Students should refer to their specific program handbook for application details. The award amount vary each year depending upon the number of presentations/papers by students and the budgeted allowance. Eligible participants may receive a maximum of one award per academic year.

Campus Visit Grant: Trinity will provide a grant of $250 to all scheduled and approved Admissions visitors. Trinity will provide a grant of $500 to all registered participants of Explore. This grant will be awarded to first-year full-time students who enroll in their first-degree program on the Deerfield Campus.
Doctor of Ministry Grants and Scholarships

Church Match Grant:
Donations that are given by a church to help support a student’s education will be matched by Trinity. Please see form on our website for further details: www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid/.

Loans
Federal Perkins Loan: This federal program provides limited funds at a low interest rate and a delayed repayment schedule to eligible students who are U.S. citizens. Such loans are to be used to cover direct school expenses. The interest and principal repayments are deferred as long as the student remains on at least half-time status in an approved program. A completed FAFSA (www.fafsa.gov) is required to determine eligibility.

Federal Direct Loan: The Federal Direct Loan program provides low-interest loans to students. Principal repayments of a Direct Loan are deferred as long as the student continues to study in at least half-time status in an approved program. A completed FAFSA (www.fafsa.gov) is required to determine eligibility.

Note: Students enrolled at less than half-time status are not eligible for Federal Direct and Perkins Loans.

Doctoral Program Rebate Benefits
Ministry benefit/rebates are not retroactive and will be granted only during the semester in which a student is enrolled. Contact the Office of Student Financial Services for detailed information on the following programs:

Credit Hour Spouse Rebate
Spouses of full-time master’s or doctoral students may be eligible to receive a fifty (50) percent reduction in tuition charges for master’s-level courses when taking coursework during the same semester. If both spouses are full-time students, only one may receive the benefit. The spouse who receives the benefit is not eligible for any other Trinity aid, rebates, or tuition waivers including a Graduate Assistantship. The spouse who does not receive the benefit is eligible to apply for all other forms of Trinity financial aid. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs, or in any courses offered through each of these programs. This rebate is not available in the summer.

Audit Hour Spouse Rebate
The spouse of a full-time master’s or doctoral student may audit free of charge the same number of units that the student takes for credit in a given semester. The spouse of a PhD student in dissertation stage may audit up to 6 hours without charge. Please note that the spouse who is receiving this benefit is not eligible for any other grants or tuition benefits from Trinity. The application form for this rebate must be completed each semester at the time of registration. This rebate is not applicable toward students enrolled in the REACH, Distance Education, and Extension Site programs, or in any courses offered through each of these programs. This rebate is not available in the summer.


Cross-Registration Rebate
Full-time graduate students may register for one undergraduate course per semester free of charge (up to 4 hours) at Trinity College. Undergraduate deficiencies may be met in this way. Certain restrictions apply. Students must meet the qualifications as listed in the “Cross-Registration into Trinity College” form
which must be filed in the Academic Records Office prior to registering for the course. Contact the Records Office (847.317.8050) for more information.

https://my.tiu.edu/dotAsset/f240e42a-52ea-4f84-926b-58d961e3046c.pdf

Trinity College Graduate Rebate

Graduates of Trinity College or the REACH program will be guaranteed a minimum of $2,000 in institutional aid annually.

Veteran’s Benefits

Effective fall 2010, the Office of Student Financial Services will determine institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels until graduation. Federal financial aid is not affected by VA education benefits.

Students who are eligible to receive benefits from the Veterans Administration must contact the TIU VA Certifying Official in the Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.

Transfer Credits

All veteran’s benefits recipients must report all prior education and training. The university will evaluate such training and grant appropriate credit, with training time and tuition reduced proportionately, and with the USDVA and student so notified.

Academic Probation and Dismissal

Veteran’s Administration Education Benefits Recipients: An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a VA student who has not maintained a 3.0 grade point average at the end of any grading period will be placed on academic probation for a maximum of two consecutive semesters. If VA students have not raised their grade point average at that time, the VA will be notified and all benefits will be terminated. (Note: the satisfactory progress and academic enrollment at Trinity International University is dependent on the university standards, not on the standards of the Veteran’s Administration. Although the above statement applies to funding from the VA, it does not apply to the academic standards of Trinity International University.) Additional requirements for VA students regarding academic progress will be communicated in writing to student VA recipients each academic year.

Trinity reserves the right to modify all financial policies without notice.

Tuition Payment Policies

Each semester students are expected to make payment in full or enroll in a payment plan by the first day of classes. Failure to finalize payment arrangements will result in a $200 fine assessed to registered students following the second week of the semester (MA/T and MEd/DL excluded)

Newly confirmed students will receive access to the Dashboard at my.tiu.edu allowing registration and selection of meal plans. After registering, new students can access a Course and Fee Statement with the semester balance.
Continuing program students may access the Dashboard at my.tiu.edu to review the semester bill immediately after completing their online registration. Continuing program students are expected to check this Course & Fee Statement for the balance due. A separate bill will not be mailed.

Complete information on how to finalize payment can be found at www.tiu.edu/accounting.

**Trinity Alternative Payment Plan (TAPP)**

The TAPP allows students to divide total semester costs into installments by enrolling in a four-, or five-month payment plan. **A TAPP is not successfully established unless both the first payment and the signed payment plan form have been received in the Student Financial Services Office by the appropriate due date (see below).** TAPP payment plan forms are available at www.tiu.edu/accounting.

**TAPP Payment Terms**

**Fall Semester**

- **5 Months**  July 15, Aug. 15, Sept. 15, Oct. 15, Nov. 15
- **4 Months**  Aug. 15, Sept. 15, Oct. 15, Nov. 15

**Spring Semester**

- **5 Months**  Dec. 15, Jan. 15, Feb. 15, Mar. 15, Apr. 15
- **4 Months**  Jan. 15, Feb. 15, Mar. 15, Apr. 15

**Summer Session**

Payments for summer session classes are due **on or before the first day of each class**. Students not making payment in full will be dropped from their summer course(s). This policy is unique to the summer session. Extended payment plans are not available.

Summer courses, such as distance education, guided research, internships, or reading courses must be paid in full by June 30. This type of coursework follows the full-semester refund policy for withdrawals and dropped courses.
General Policies

Accepted Forms of Payment
The university accepts cash, check, money order, MasterCard, Visa, American Express, and Discover.

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 provided to Student Financial Services.

Email Messaging
All TIU offices use the university email system for notification of important information and deadlines. It is the students’ responsibility to check their university e-mail.

Outstanding Balances
Any students not participating in the traditional TAPP will receive a deferment fee of 1 percent 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 bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed to the institution must be paid in full prior to the release of transcripts or a diploma.

Refund Policy

Withdrawal from School
Subject to the date of official withdrawal, tuition, and institutional fees will be refunded according to the following schedule during the fall and spring semesters:

<table>
<thead>
<tr>
<th>Period of Enrollment</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 2nd week of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Through 3rd week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Through 4th week of classes</td>
<td>70%</td>
</tr>
<tr>
<td>Through 6th week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>Through 8th week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Through 9th week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>After 9th week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

It is the students’ responsibility to inform the Graduate Student Life Office if they are not returning for the following semester. If notification is not made, the student may be liable for any prorated tuition, fees, room, and board.

The refund schedule for partial withdrawals is listed below under the section below titled “Dropping Courses.”

Refund Policy for Title IV Funds
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; or
- 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 (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 university 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, students are considered to have earned all of their 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. To outstanding balances on federal Direct Loans (Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS Loan)
2. To the federal Perkins loan
3. To the federal Pell Grant
4. To the Federal Supplemental Educational Opportunity Grant
5. To other Title IV assistance
6. To other federal, state, private, or institutional aid
7. To the student

When aid is returned, students may owe an outstanding balance to the university. In this case, it’s their responsibility to contact a Student Accounts representative to make payment arrangements.

For additional information on refunds to Title IV sources, please contact the Office of Student Financial Services at 847.317.8060.
Dropping Courses: Fall and Spring Semesters

**Fall and Spring Semester** courses will be refunded tuition and fees, including audited courses and courses changed from a credit to an audit, according to the refund schedule below.

- Through the 2\textsuperscript{nd} week of the semester: 100%
- After the 2\textsuperscript{nd} week of the semester: 0%

**Quad Courses** are refunded according to the following schedule:

- Through the 1\textsuperscript{st} week of the Quad: 100%
- After the 1\textsuperscript{st} week of the Quad: 0%

**Summer Session & All Modular Courses** must be dropped on or before the first day of class in order to receive a refund. Summer courses such as distance education, guided research, internships, or reading courses will be refunded according to the full-semester course refund schedule above.

Before changing from full-time to part-time status, students should contact Student Financial Services to determine any reduction in financial aid. Students who find that they need to reduce their academic load will be refunded tuition and fees according to the policies listed above.

**Tuition and Housing Deposits**

Refunds of tuition and housing deposits made by new students are granted only if written notification of intention to cancel enrollment is received by the Admissions Office or Housing Office 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.

Trinity reserves the right to modify all financial policies without notice.
Official University Policies

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: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) 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; and (3) 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. 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> Information Technology. 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
- For 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 is 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, 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-Danny, 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.

2. Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion.

3. 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.

4. 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).

5. 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, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, class level, honors, certificates, degrees and dates conferred, and the most recent previous educational agency or institution attended by the student. 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:

A. 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:
1. Other university officials, including faculty, who have legitimate educational interests

2. 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

3. 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

4. Those who serve in connection with the student’s application for, or receipt of, financial aid

5. 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

6. 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

7. 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

8. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code

9. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law

10. In connection with a health or safety emergency

11. Information that has been designated as “directory information”

12. To the parent of a student who is not an eligible student or to the student

13. 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

B. 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.

C. 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.

D. 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 safe-guarding 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 or go to Health Services 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) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) 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; (c) 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; (d) 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; (e) 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; (f) 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/](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.
# Academic Calendar

Reference should be made to the current Academic Handbook or to the University 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.

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<td>New Student Orientation</td>
<td>August 21-25</td>
<td>August 19-23</td>
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<td>August 22</td>
<td>August 19</td>
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<tr>
<td>Faculty workshop</td>
<td>Aug. 20-21</td>
<td>Aug. 18 – 19</td>
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<tr>
<td>First day of fall classes</td>
<td>Aug. 26</td>
<td>Aug. 24</td>
</tr>
<tr>
<td>Convocation</td>
<td>Sept. 2</td>
<td>Aug. 31</td>
</tr>
<tr>
<td>Labor Day holiday (no classes)</td>
<td>Sept. 7</td>
<td>Sept. 5</td>
</tr>
<tr>
<td>Fall break (no classes)</td>
<td>Oct. 15 – 18</td>
<td>Oct. 13 – 16</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Oct. 19</td>
<td>Oct. 17</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>Oct. 27</td>
<td>Oct. 25</td>
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<tr>
<td>Fall DMin Classes</td>
<td>Nov. 2-12</td>
<td>Oct 31 – Nov 10</td>
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<tr>
<td>Thanksgiving recess (no classes)</td>
<td>Nov. 25 – 30</td>
<td>Nov. 23 – 28</td>
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<tr>
<td>Last day of classes</td>
<td>Dec. 11</td>
<td>Dec. 9</td>
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<tr>
<td>Semester exams</td>
<td>Dec. 14 – 17</td>
<td>Dec. 12 – 15</td>
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<tr>
<td>TEDS/TGS December Commencement</td>
<td>Dec. 18</td>
<td>Dec. 16</td>
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<tr>
<td>First day of spring classes</td>
<td>Jan. 13</td>
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<tr>
<td>Martin Luther King Day holiday (no classes)</td>
<td>Jan. 18</td>
<td>Jan. 16</td>
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<tr>
<td>Quad A ends</td>
<td>Mar. 2</td>
<td>March 1</td>
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<tr>
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<td>Mar. 3 – 13</td>
<td>Mar. 2 – 12</td>
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<tr>
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<td>Mar. 14</td>
<td>March 13</td>
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<tr>
<td>Day of Prayer (no classes)</td>
<td>Apr. 6</td>
<td>March 29</td>
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<tr>
<td>Easter break, no classes</td>
<td>Mar. 24 – 29</td>
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<tr>
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<td>May 6</td>
<td>May 5</td>
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<tr>
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<tr>
<td>Commencement</td>
<td>May 14</td>
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<tr>
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<td>May 17 - June 3</td>
<td>May 16 – June 2</td>
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<tr>
<td>Memorial Day holiday (no classes)</td>
<td>May 30</td>
<td>May 29</td>
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<tr>
<td>TEDS Early Summer Session</td>
<td>May 23 – Jul 1</td>
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