Trinity Evangelical Divinity School 2013-2014 Catalog
The Divinity School of Trinity International University

Contact Information
Trinity International University
Trinity Evangelical Divinity School
2065 Half Day Road
Deerfield IL 60015
General 847.945.8800
Admissions 847.317.8000
Academic Dean’s Office 847.317.8086
Academic Doctoral Programs 847.317.8111
Bookstore 847.317.6800
800.456.7323
Dean of Students Office 847.317.4060
Distance Education 847.317.6554
800.588.7705
E-mail gradadmissions@tiu.edu
Website www.teds.edu/admissions/

Outside U.S. 847.317.8000
Fax 847.317.8097
E-mail distance@tiu.edu
Website www.teds.edu/distanceeducation/
Extension & Affiliated Ed 847.317.6550
800.588.7705
E-mail extension@tiu.edu
Website www.teds.edu/extension/
Employment On-campus 847.317.7122
Employment Off-campus 847.317.8038
Financial Aid 847.317.8060
800.435.8805
Health Insurance Enrollment 847.317.8080
Health Insurance Plan tiuinsurance.com
Housing On-campus 847.317.7135
Housing Off-campus 847.317.7135
International Students 847.317.4064
Internships/Field Education 847.317.8030
Mail Services 847.317.8170
Placement 847.317.8030
Professional Doctoral Program 847.317.8130
Records Office 847.317.8050
Student Accounting 847.317.8080
Student Affairs Office 847.317.4060

Trinity International University: Florida Regional Center
8190 West State Road 84
Davie, Florida 33324
General 954.382.6400
Fax 954.382.6420
E-mail gradflorida@tiu.edu
Website www.tiu.edu/florida

Trinity International University: South Chicago Regional Center
14240 Dante Ave
Dolton, IL 60419
General 708.201.2900
Fax 708.201.7980
E-mail gradadmissions@tiu.edu
Website www.tiu.edu/tiu/southchicago
Accreditation

Trinity International University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.ncahnlc.org

Trinity Evangelical Divinity School is accredited by the Association of Theological Schools—the accrediting association of theological schools in the United States and Canada.

The Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275
Phone: 412.788.6505
Fax: 412.788.6510
E-mail: ats@ats.edu

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Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400
888.224.6684 / 850.245.3200
www.fldoe.org/cie/

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Welcome to Trinity Evangelical Divinity School

A Message from the President

At Trinity Evangelical Divinity School (TEDS), we are committed to academic excellence while integrating the gospel with an education for life.

Here are some of our commitments to you:

- We commit to teach every subject through the lens of the historic and evangelical Christian faith, showing you how to integrate faith, learning, and living at every turn.
- We commit to academic quality—to cultivate in you intellectual curiosity with a focus on lifelong learning.
- We commit to building a Christ-centered community where you will feel both supported and stretched by friends, teachers, and mentors.
- We commit to offering you intense biblical and theological instruction, grounding your education in the traditions of the best thinking and living over the centuries.

When you think of TEDS, we want you to think of the words on our university seal, “Entrusted with the gospel,” which are taken from 1 Thessalonians 2:4. These words are both inspiring and humbling. **Inspiring** because God gives us the opportunity to work with him to bring the gospel to every nation, tribe, people, and language. **Humbling** because the God who brought creation into existence with just his word and who can defeat every evil force arrayed against him with just a finger wants to work with us—no matter what our specific vocations—to bring about his redemptive work. He has entrusted us with the gospel and Trinity is uniquely positioned to impact the world for God’s kingdom.

Here at TEDS, we want you to absorb the fullness of what we have on offer—a learning community that will prepare you to invest your life in worship, love, service, and professional excellence. No matter what God calls you to do with your life and your chosen career, **you can impact the world for the cause of Christ!**

*Neil Nyberg, JD (BA ’74)*
Interim President
A Message from the Dean

Greetings from Trinity Evangelical Divinity School. We are delighted that you are interested in discovering what Trinity is about.

Trinity is not just an educational institution. It is a community—a community of people committed to one overriding vision: a vision of loving God wholly, not only with our minds but with all our might, all our souls, and all our spirits. It is also a community of people committed to one passion: that of serving God through his church.

The church today exists in a complex and rapidly changing world. As such, we at Trinity are compelled to take that world seriously as we prepare students for ministry. This requires a disciplined commitment to the understanding of the Scriptures and their implications for the world today, a vibrant spiritual life, and an unashamed commitment to the Triune God.

If God leads you to join us at Trinity, we will be better for it as you enrich our community of faith. In turn, we trust that we will be able to contribute to your continued faithfulness to God.

_Tite Tiéhou, PhD_
Senior Vice President of Education and Dean of Trinity Evangelical Divinity School
About Trinity International University

History of the University

Trinity International University (TIU) is composed of a liberal arts college, a divinity school, a graduate school, and a law school in California. Trinity is the educational ministry of the Evangelical Free Church of America; its main campus is located in Deerfield, Illinois, with regional centers in Chicago, Illinois, in Davie, Florida, and in Santa Ana, California.

A Strong Heritage

Trinity International University traces its roots to 1897 when the Swedish Evangelical Free Church began a ten-week Bible course in the basement of a Chicago church. 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—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 college established a regional center in Florida, where the former Miami Christian College became Trinity College at Miami. In 1995, Trinity College, Trinity College at Miami, and Trinity Evangelical Divinity School were united to form Trinity International University. With the inauguration of the university, Trinity College in Deerfield became the College of Arts and Sciences and Trinity College at Miami became Trinity International University–Florida Campus. In 1997 the first class entered Trinity Graduate School. Trinity Law School, located in Santa Ana, California, incorporated into Trinity International University in January 1998. Trinity Law School is accredited with the State Bar of California and is moving toward application for American Bar Association accreditation. The residential undergraduate program in Miami closed in 2000, and the undergraduate and graduate programs were renamed the Trinity International University–Florida Regional Center. In 2002 the College of Arts and Sciences was renamed Trinity College. Trinity Graduate School at the Trinity Law School campus in California closed in 2008.

Time Line

Norwegian Danish Free Church

1884 Norwegian-Danish Department of Chicago Theological Seminary opens under the leadership of R.A. Jernberg.
1910 A three-year Bible school, the Norwegian-Danish Bible institute and Academy, is established in Rushford, Minnesota, with Ludwig J. Pedersen as its first president.
1914 Norwegian-Danish school discontinues association with Chicago Theological Seminary.
1916 School relocates to Minneapolis.
1941 Norwegian-Danish school is renamed Trinity Seminary and Bible College with Dr. T. Berner-Madsen as president.

Swedish Evangelical Free Church

1897 Under the leadership of Rev. P.J. Elmquist and Rev. J. G. Princell, twenty-two men and women of the Swedish Free Church begin a ten-week Bible course in Oak Street Hall, the site of the First Swedish Evangelical Free Church of Chicago.
1901 Bible school is incorporated as the Swedish Bible Institute of Chicago with Elmquist as its first president. Princell succeeds him in 1903.
1910 Swedish Evangelical Free Church assumes responsibility for the school and relocates it to Minneapolis.
1916 The school moves back to Chicago and becomes the Swedish Department of Moody Bible Institute and Seminary with Dr. Gustav Edwards as its director.

Evangelical Free Church of America

1925 Independent campus for the Evangelical Free Church Bible Institute and Seminary is established in Chicago.
1946-1949 The schools merged over this period of time under the direction of acting president Dr. T. Berner-Madsen and a united board. In 1949, the Norwegian-Danish school is relocated from Minneapolis to Chicago and the new institution is renamed Trinity Seminary and Bible College. Dr. C. Raymond Ludwigson presides over the school from 1949 to 1955. Madsen serves again as president from 1955 to 1957.

1958 Dr. Gunnar Urang becomes dean of the College.
1959 Trinity’s current campus in Deerfield, Illinois, is purchased as a result of a decision made at the 75th Jubilee Conference of the Evangelical Free Church of America. Dr. H. Wilbert Norton, who serves and the school’s president from 1957 to 1964, leads the purchase.

1961 Trinity relocates from Chicago to Deerfield, Illinois. Dr. Lacy Hall becomes dean of the College.
1962 The 79th Annual Conference renames the seminary Trinity Evangelical Divinity School (TEDS).
1963 Dr. Kenneth S. Kantzer is appointed dean of Trinity Evangelical Divinity School.
1964 Dr. Edward Neteland becomes dean of the College. Dr. Harry L. Evans is appointed president of both Trinity College and TEDS.

1962-1969 During these years of significant development and reorganization, noted scholars are added to the faculty. Broadened curriculum allows TEDS to strengthen the Bachelor of Divinity program and to begin programs leading to the Master of Arts and Master of Theology degrees.
1969 Trinity begins conferring the Master of Divinity instead of the Bachelor of Divinity as its professional degree. Dr. J. Edward Hakes becomes dean of the College.
1974 Dr. Kenneth M. Meyer is elected TEDS president. When TEDS moved to its new campus in 1961, the total enrollment was less than 50 students. By the fall of 1990, the enrollment was more than 1,400.
1979 Dr. Warren S. Benson becomes interim dean of Trinity Evangelical Divinity School.
1980 Dr. Walter C. Kaiser Jr. becomes the TEDS dean and vice president of education. Dr. Robert Baptista becomes dean of the College.
1984 Dr. Kenneth M. Meyer becomes president of the College.
1987 Dr. Donna Peterson becomes dean of the College of Arts and Sciences.
1992 Dr. W. Bingham Hunter replaces Walter Kaiser as TEDS dean and senior vice president of education.
1993 The Miami Campus becomes part of Trinity College of Arts and Sciences.
1995 Trinity Evangelical Divinity School becomes a part of Trinity International University, along with Trinity College in Deerfield, Illinois, and Trinity College in Miami. Dr. Gregory L. Waybright is elected president of Trinity International University. The previous president, Kenneth Meyer, is named chancellor.
1997 Trinity Graduate School is established by founding dean Dr. Kenneth S. Kantzer. Dr. Jeanette L. Hsieh becomes dean of Trinity College and senior vice president for academic affairs. The first class enters Trinity Graduate School. Trinity celebrates its 100th anniversary.
1998 Trinity Law School, in Santa Ana, California, is incorporated into Trinity International University in January. Dr. Miriam Stark Parent becomes dean of Trinity Graduate School.
2000 The leadership of Trinity Graduate School is given to the academic dean of the College, and Dr. Jeanette L. Hsieh becomes dean of Trinity College and Trinity Graduate School.
2001 Dr. Harold A. Nettland becomes interim dean of Trinity Evangelical Divinity School.
2003 Dr. Tite Tiénoto is named senior vice president of Education and dean of Trinity Evangelical Divinity School.
2004 Dr. Jeanette L. Hsieh is named executive vice president/provost of Trinity International University. Dr. James W. Mohler becomes interim dean of Trinity College and Graduate School.
2005 Dr. James Stamoolis is named dean of the College and Graduate School and senior VP for academic affairs. Donald R. McConnell is named dean of Trinity Law School.
2007 Trinity Graduate School celebrates its 10th anniversary. Dr. Gregory L. Waybright resigns as president, and Dr. Jeanette L. Hsieh is named interim president. Dr. James Stamoolis resigns as dean of Trinity College and Trinity Graduate School.
Dr. Steven R. Pointer becomes interim dean of Trinity College.
Dr. Joyce A. Shelton becomes interim dean of Trinity Graduate School and REACH.

2008 Trinity Graduate School discontinues its extension programs at the Trinity Law School campus in California.

2009 Dr. G. Craig Williford becomes president of Trinity International University.
Dr. Jeanette L. Hsieh resumes her position as executive vice president/provost.

2010 Dr. Robert Herron is named dean of the College and Graduate School and senior vice president for academic affairs.

2011 Myron Steeves is named dean of Trinity Law School
Dr. Robert Herron resigns as dean of the College and Graduate School.

2012 Dr. Jeanette L. Hsieh becomes dean of the College and Graduate School.

2013 Dr. G. Craig Williford resigns his position as president of Trinity International University.
Dr. Neil Nyberg is appointed interim president of Trinity International University.

What’s in a Name?
People use the word university to mean many different things. It can be just a label for a college or a way of describing a large college with graduate schools. But at Trinity, university emphasizes how every discipline is taught and studied from one common perspective (a uni-versity). This approach to education has been lost in many universities. All 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 (eighteen elected by the Evangelical Free Church of America Annual Conference delegates, nine appointed by the Board of Regents, three 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. One-third of its members are reelected or replaced at the Annual Conference each year.

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 more than 3,000 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 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.

“Forming students to transform the world through Christ.” 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
Trinity College
Dean: Jeanette L. Hsieh, EdD
University view of the life and world—Christ-centered, intercultural, and missional. The Master of Arts degree in Christian Ministry (MA/CP) offers a comprehensive curriculum for those who wish to enter the ministry and equip students for servant leadership in church, community, and society. The Master of Arts degree in Theological Studies (MA/TES) provides a coherent framework for theological study with a variety of concentration options.

Trinity Graduate School (TGS)
Dean: Jeanette L. Hsieh, EdD
Trinity Graduate School offers master's degree programs in Deerfield, Illinois, and Davie, Florida, and the Advanced Placement Bachelor of Divinity (MDiv) degree for those with an undergraduate degree in Christian Ministry.

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

Trinity Evangelical Divinity School (TEDS)
Dean: Tite Tiénonou, PhD
TEDS offers the Master of Arts (Christian Studies) degree at seven extension sites, and a new Master of Arts (Intercultural Studies) degree program. TEDS also offers the Doctor of Ministry degree program, the PhD in missional studies, and the Master of Theology degree program.
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 faculty of the law school reflects 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 Locations

Welcome to the University
Trinity is seeking, under God, to build a university that is—like the great universities of our culture once were—grounded firmly in Jesus Christ as Creator and Sustainer and therefore as the starting point of all our knowledge of both God and his world. This university is also international, focused on the global mission of the church to “every tribe and tongue.” Students come to Trinity from all over the world, and Trinity has trained leaders of churches and schools in many countries.

This is an exciting time to be at Trinity! Join us in praying for the university as we seek to serve the Lord.

University Sites
Trinity International University
Deerfield Campus
2065 Half Day Road
Deerfield, IL 60015
Toll-free phone: 800.586.3435
Phone: 847.317.8000
Fax: 847.317.8097
Email: gradadmissions@tiu.edu
Website: www.tiu.edu

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 School of Human Performance and Wellness faculty offices, and assessment lab.
Carlson Hall, also located on the north side of campus, is a men’s dormitory. 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, which includes Maintenance, Grounds, Custodial, Motor Pool, Metra Shuttle Service, Locks & Keys, University Apartments & Graduate Housing Office, and Campus Safety & Security Services.

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

The Lee International Center, on the east side of campus, contains the offices of the academic 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, Information Technology, Communications and Marketing, the Graphics Design department, and the Business Department faculty 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 office of the
Associate Dean for the Graduate School, 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 the offices of Enrollment Management, Undergraduate & Graduate Admissions, University Records, and Financial Aid.

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

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

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**TRINITY INTERNATIONAL UNIVERSITY**

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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 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, administrative offices (including the human resources and business offices), 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 Academic Offices 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.

The Quadrangle, or “Quads,” is the graduate housing complex for single students and is a vital part of community life on campus. The buildings are comprised of single rooms and shared bathrooms and lounges.

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, MDiv program, 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. Its 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 for the 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 Graduate and Undergraduate Student Affairs, including the Dean of Students, the Chaplain’s office, Career Services, Multicultural Development, Student Ministries, and Leadership Development. Also housed in this building are the Hawkins Dining Hall, the White Horse Inn, student mailboxes, and amenities, such as ping-pong, air hockey, pool tables, television sets, and a “commuter corner” with kitchen facilities. ID cards can be obtained in the Student Affairs Office Monday-Friday from 9:00 a.m. to 4:30 p.m.

Trinity International University
South Chicago Regional Center
14200 S. Dante Ave.
Dolton, IL 60419
Phone: 708.201.2900
Fax: 708.2010.7980
Email: southchicago.trinet@tiu.edu
Website: http://www.tiu.edu/southchicago/

The divinity school offers the Master of Arts (Christian 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 the student for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. Trinity College offers bachelor degree completion programs in Christian Ministry, Psychology, and Organizational Leadership. The classroom building is located at 14240 Dante Ave., Dolton, Illinois 60419.
Trinity International University
Florida Regional Center
8190 West State Road 84
Davie, Florida 33324
Phone: 954.382.6400
Fax: 954.382.6420
Email: gradflorida@tiu.edu
Website: www.tiu.edu/florida

The graduate school offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling, in Florida. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admission. The divinity school offers the Master of Arts (Christian Studies), and the Certificate in Christian Studies.

Trinity International University
California Regional Center
2200 North Grand Avenue
Santa Ana, CA 92705
Phone: 714.836.7500
Toll-Free: 800.922.4748
Fax: 714.796.7190
Email: tls@tiu.edu
Website: www.tls.edu

The California Regional Center in Santa Ana, California, is home to 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.

1 Trinity offers nonformal opportunities to the public for continuing education, as well as formal degree programs.

2 Believers are called to be God’s co-laborers in God’s ongoing work in our broken world (1 Cor. 3:5-9), as we anticipate the return of the Lord. Wherever or however we serve, we are to be agents of restoration and transformation for the glory of God and the good of the world.

3 We seek to instill in our students the habit of doing academic work with excellence for the glory of God and the good of society.

4 A goal of our education is continuing faithfulness to Christ and his Gospel, to biblical authority, and to Christian doctrine as a guide to ethical living.

5 Habits of learning must be sustained throughout life for individual growth and for effective service in a changing world. These habits of learning characterize the TIU community of learners—faculty, staff, students, and graduates.
Trinity International University Statement of Faith
Trinity International University holds to the doctrinal position of the Evangelical Free Church of America.

EFCA Statement of Faith, Adopted by the Conference on June 26, 2008

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 centeredness. 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. Comprehensive education. We are here to educate for the whole of life, beginning with the mind and including a comprehensive discipleship that results in a comprehensive witness. We seek to nurture students to become spiritually mature and biblically informed persons who make well-reasoned and wise intellectual and moral judgments, thereby equipping and motivating them to tackle real-world problems.

3. Community. 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.

4. Church connectedness. 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.

5. Cultural engagement. 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.
About Trinity Evangelical Divinity School

“I believe that we desperately need people who give evidence of faithfulness to the Lord, who show the world over years of devotion that the Christian faith can be lived.”

Dr. Gregory L. Waybright (MDiv ’80), former president of Trinity International University

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:
- Christian 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 1,500 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, Bioethics, and Christianity and Contemporary Culture.

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 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. (See “Grievance Procedure for Discriminatory and Sexual Harassment Complaints” on page 216.)
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 The Church and Its Mission 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.

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 course work 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
The Center for Bioethics & Human Dignity was established in 1994 to bring biblical-Christian perspectives to bear on current and emerging bioethical challenges. Its mission is to explore the nexus of biomedicine, biotechnology, and our common humanity. Such challenges include genetics, end-of-life decisions, abortion, reproductive technologies, and managed care, among many other issues. 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 July, the most recent being
- 2013: Health and Human Flourishing
- 2012: Reclaiming Dignity in a Culture of Commodification
- 2011: The Scandal of Bioethics
- 2010: Beyond Therapy: Exploring Enhancement and Human Futures
- 2009: Global Bioethics
- 2006: Neuroethics: The New Frontier
- 2005: Genetic and Reproductive Ethics

**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 tough bioethical issues:

**Audios & Videos**: Hundreds of topical audio CDs, cassettes, and online media by a diverse group of national and international experts in bioethics; many available in video format

**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](http://www.henrycenter.org)

The Carl F. H. Henry Center for Theological Understanding (HCTU) is a ministry aimed at bridging the gap that all too often divides the academy and the church. The HCTU conducts a number of programs aimed at producing collaborative work between ministers, professionals, academics, and seminary faculty. The goal of this partnership is to advance Christian wisdom in all areas of life and thought—in short, to enable people to apply the knowledge of God and themselves gleaned from Scripture in the rough and tumble of life. The work of the Center is thus aimed at promoting gospel-centered thinking and living with others—from a variety of ethnic and social backgrounds—for the glory of God, the good of his church, and the welfare of the world. The Center produces a number of publications, audio lectures, and video interviews available on their website.

**Programs**

**Christ on Campus Initiative**: This series of publications is aimed at producing top-notch Christian scholarship on the most important issues related to college students.

**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 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

All-University Convocation
An important part of community life at Trinity is the All-University Convocation that marks the beginning of each academic year. The university library and offices are closed so that all faculty, students, and staff from Trinity’s various schools may come together, united in worship and purpose. Worship is usually led by a team of administrators, students, faculty, and staff that gives visible expression to the diversity of the Trinity community. Through a presidential address, we are reminded of our calling as a Christian university and that we live and serve for the glory of God.

Chapel
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 Chaplain, 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 semiweekly corporate worship gatherings an integral part of their theological training.

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.

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.

Dean of Students and Graduate Student Affairs Department

The purpose of the Graduate Student Affairs Department is to provide orientation, guidance, support, and information to facilitate a positive learning experience for TEDS/TGS students. In addition, disciplinary issues and concerns are brought to the attention of the office of the Dean of Students, who serves as custodian of disciplinary records. Graduate Student Affairs is located in the lower level of the Waybright Center. The department is responsible for the following ministries, programs, and events.

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 has 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, 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.

Gambling and the possession or use of intoxicants (e.g., alcoholic beverages) or tobacco products are practices that are questionable and are not allowed on campus.

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), religion, 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 Graduate Student Affairs Department. 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.
Office Services

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. The Senior Vice President for Student Affairs seeks to identify those who qualify for this ministry.

Graduate Student Government Association (GSGA) Liaison
The Dean of Students serves as GSGA Liaison. For more information about GSGA, please see “Graduate Student Government Association (GSGA)” below.

Health Services
Health Services is available to all Trinity students and spouses for treatment of minor illnesses and injuries, referrals to off-campus health care facilities, health education, triage, and maintenance of immunization records. There is a minimal cost for required immunizations, but all walk-in office visits with a registered nurse are free. Our campus physician comes for a few hours every week to see students by appointment. Students receiving routine allergy shots will be charged a $15 fee per semester.

Immunization Records and Compliance
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. If written documentation is not available, all injections must be repeated. Accepted students will receive further information and a proper form to be completed as part of the admissions process. Immunization forms can be downloaded at MyTIU > Student Affairs > Health Services. Students who are taking less than 6 hours of credit per semester or who were born before 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A $50 late fee is charged at the end of your first noncompliant semester.

International Student and Scholar Office
The International Student and Scholar Office provides comprehensive nonimmigrant regulation advisement, hospitality assistance, social support, and advocacy for international students and strives to foster further cross-cultural understanding through interaction between the international students and the broader community.

The International Student and Scholar Office (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 in LL11.

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, and the Dean of Students serves as the primary signature authority for I-20, DS-2019, 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.

During the school year, opportunities exist for fellowship (e.g., family dinners), recognition of accomplishments (e.g., honoring graduates), and cross-cultural discussion.

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 Mike Phillips 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 biweekly 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 through the TEDS website.

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 Guide 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 students 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.

Residence Life
TEDS/TGS Residence Life facilitates a community learning environment that fosters the wellness of the whole person. TEDS/TGS Residence Hall housing, in the Owens and Quadrangle buildings, and the Living-Learning floors, provides both affordable housing and an opportunity for community building among single 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. Student group representatives will work with the Graduate Student Affairs Office to reserve a room. Please contact Graduate Student Affairs at 847.317.4062 in order to obtain a room reservation form.

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 Director of the Student Success Center acts as the institution’s ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Director of the Student Success Center, in consultation with the faculty member(s) involved, assists students with disabilities by making academic adjustments on a case-by-case basis that are subject to review by the Dean of Students. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability to the Director of the Student Success Center at the earliest possible time. (For more information, see the “Policies” section of this catalog.)

Special Events
Graduate Student Affairs promotes African American Festival Week, Global Christian Week, and other events. For more information about each of these events, please see the Special Events and Opportunities section on page 27.
Trinity Student Leadership (TSL)/ Graduate Student Government Association (GSGA)
Student groups on campus 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 on-campus groups may promote their activities and meetings in the Graduate Scrawl and Today@Trinity.

The Aldersgate Society
The Aldersgate Society is a group of students and faculty who meet regularly 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.

Ministry of Racial Reconciliation (M.O.R.R)
M.O.R.R exists to foster cross-cultural understanding and inter/intra cultural unity within the seminary community with the goal of open racial reconciliation. M.O.R.R partners with faculty, students, and administration to promote a long-term legacy of institutional change evident in a racially and culturally eclectic campus. M.O.R.R, in righteous celebration of diversity, seeks to cultivate reconciliation by promoting increased theological awareness and relational commitment that is faithful to the biblical witness of reconciliation in loving God, loving oneself, and loving one's neighbor.

FaithAlive
FaithAlive seeks to be a community that explores and embraces the interrelated aims of loving our God and loving our neighbor in society. They do this by raising awareness of local and global needs for justice and mercy through thoughtful examination of Scripture and society and by taking action to address those needs.

Fellowship of International Students (FIS)
The Fellowship of International Students exists to advocate for and attend to the needs of the F-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.

Graduate Student Government Association (GSGA)
GSGA operates in conjunction with the Graduate Student Affairs Department in representing student opinions to the faculty and administrators, as well as providing services and activities for the student body. 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.

VP of Academic Life 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.

International Sisters Helping to Adjust (ISHA)
International Sisters Helping to Adjust exists to support, encourage, and help women to grow in godliness. ISHA seeks to provide contexts for the growth of women’s understanding of how God is at work around the world through Bible study, personal testimonies, sharing, and country information reports. ISHA also provides opportunities for fellowship, friendship, learning, involvement, and service.
Trinity Artists Guild (TAG)
The Artists Guild will facilitate the involvement of students, staff, and faculty of Trinity Evangelical Divinity School and Trinity Graduate School in the arts. Trinity College students are welcome, but the events are focused on encouraging artistic involvement within the graduate schools.

Trinity Military Ministry Fellowship (TMMF)
Trinity Military Ministry Fellowship (TMMF) 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 Trinity Society of Women (TSW) is a ministry at TEDS/TGS for women students that seeks to encourage, equip, and challenge women for ministry and leadership in the world. TSW holds events for women students to enjoy fellowship with other women students on campus and seminars to encourage the development of Christian character.

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 & Community Relations Office
The mission of Alumni & Community 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 affinities for the University. This is accomplished through the offices of Alumni Relations, Communications, and Conference Services. Trinity's Alumni & Community Relations Department, in addition to serving campus guests who contract to use Trinity's facilities for conferences and other events, 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 & Community 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 & Community 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 on-campus Meyer Sports Complex contains a gymnasium, as well as a weight room that has free-weights and nautilus machines. TEDS students and their families are free to use the facilities. Aldeen also has a fitness center that is open to the whole TIU community. TEDS 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.
Trinity International University publishes an Annual Safety, Security and Fire Report. The report is available at http://www.tiu.edu/about/campus-safety/crime-statistics.dot. This report, along with our Daily Crime log, is also available to be viewed in person during normal business hours at Facility Services.

By operating a vehicle on University property you fall 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.

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.

Dining Services
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 the White Horse Inn. Block meal plans cannot be shared or used by another student.

Residential Unlimited Access Meal Plan
This plan allows an individual student to enter the Hawkins Dining Hall and enjoy an unlimited number of meals during regular operating hours. Access may not be transferred to another student or a guest.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Meals per Semester</th>
<th>Munch Money</th>
<th>Plan Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkins All Access unlimited</td>
<td>unlimited</td>
<td>$0</td>
<td>• Plan provides students the freedom of not having to track their meal usage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provides the student with access to Hawkins Hall from 7:00 AM - 7:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommended for athletes who need more frequent meals between work outs or practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recommended for on campus students who do not have the ability to travel off campus for meals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• One sack lunch is available each day for schedule</td>
</tr>
<tr>
<td>Block 240</td>
<td>240</td>
<td>$100</td>
<td>• All graduate students are eligible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Approximately 15 meals per week.</td>
</tr>
<tr>
<td>Block 210</td>
<td>210</td>
<td>$50</td>
<td>• All graduate students are eligible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Approximately 13 meals per week.</td>
</tr>
<tr>
<td>Block 140</td>
<td>140</td>
<td>$50</td>
<td>• All graduate students are eligible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Approximately 9 meals per week.</td>
</tr>
<tr>
<td>Block 100</td>
<td>100</td>
<td>Not included</td>
<td>• Limited Availability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students who purchase a Block 240, 210, or 140 plan in the fall are eligible for a Block 100 in the spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Approximately 6 meals per week.</td>
</tr>
<tr>
<td>10 Meal</td>
<td>10</td>
<td>Not included</td>
<td>• This is available in spring semester to those who purchased a Block 210 or 140 plan in the fall</td>
</tr>
</tbody>
</table>

*Munch Money is Dining Services credit that is added to your ID card with the purchase of an eligible meal plan and can be used at the White Horse Inn for a quick “to go” meal or a late-night snack.

Points
Points are Dining Services credit that can be purchased and used for any food items at the White Horse Inn 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 Accounting or at the White Horse Inn. 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.

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, he or she 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. More than one hundred 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 www.teds.edu/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 Service’s office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Work-Study and non Work-Study jobs, are listed online at 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

African American Festival Week
In conjunction with the Multicultural Development Office, the Dean of Students and Student Affairs Department sponsor African American Festival Week during the spring semester. The events of this week are designed to foster racial reconciliation, promote cross-cultural unity, and keep the seminary community aware of other cultural and racial issues. The week features a prominent African American theologian, scholar, or pastor as the chapel speaker for the week.

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. Kantzer, whose life and character as dean of both the Divinity School and Graduate School and also as president of Trinity College shaped the Trinity of today. The series provides a context for sustained conversations that compel the engagement of the Christian world and life view with the breadth of the disciplines in theology, the humanities, and the natural and social sciences. Recent guests include: Dr. 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

“We should fight the good fight of faith despite opposition and setbacks. God is more concerned with our availability, our faithfulness, and our love for him than he is with our past failures and with our natural talents. He specializes in making ordinary men and women into his choice servants.”

Dr. John D. Woodbridge, Research Professor of Church History and the History of Christian Thought

President’s Cabinet

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

Neil Nyberg (BA ’74)
Interim President

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

Jeanette L. Hsieh, EdD
Co-Provost
Senior Vice President for Academic Affairs
Dean, College and Graduate School

David Hoag, PhD
Senior Vice President for University Advancement

Roger L. Kieffer, MS
Senior Vice President for Enrollment

J. Michael Picha, MBA
Senior Vice President of Business and Finance
Chief Financial Officer

Tite Tiénou, PhD
Co-Provost
Senior Vice President of Education
Dean of Trinity Evangelical Divinity School

William O. Washington, PhD (BA ’88, MAR’98)
Senior Vice President for Student Affairs
Dean of Students, College
Board of Regents of Trinity International University

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Judy Bradish
Arlington Heights, Illinois
Homemaker

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

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

Ron Dunn (B.A. '84)
Woodstock, Georgia
President, CEO, and Owner
Alliance Flooring, Inc.

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

James Gilbert (BA '71)
Turlock, California
President, PHIREtech, LLC

Maureen Girkins
Douglas, Michigan
Former CEO

William Hamel (MDiv '72)
Minneapolis, Minnesota
President, Evangelical Free Church of America

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

Bill Jones (MA '84)
Bailwin, Missouri
Senior Pastor,
First Evangelical Free Church

Charlene Kalebic
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

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

Paul Mang
Winneka, Illinois
Principal, McKinsey & Company

James Matson
Glen Ellyn, Illinois
Principal, Performance Trust

Mark Neaman
Lake Forest, Illinois
President and CEO
NorthShore University Health System

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

Neil Nyberg (BA '74)
Battle Creek, Michigan
Interim President, Trinity International University

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

Edmond L. Soliday
Valparaiso, Indiana
Indiana State Representative

James Tahmisian
Santa Maria, California
Psychologist
Dr. James A. Tahmisian, Inc.

W. Charles Thor
Scottsdale, Arizona
Senior Vice President, retired
Jewel Companies, Inc.

Henry Van Dixhorn
Lincolnshire, Illinois
General Partner, College Park Athletic Club
Trinity Evangelical Divinity School Academic Administration

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

Neil Nyberg, JD (BA ‘74)
Interim President, Trinity International University

Jeanette Hsieh, EdD
Co-Provost
Senior Vice President for Academic Affairs; Dean, Trinity College and Graduate School

Tite Tiénou, PhD
Co-Provost
Senior Vice President of Education; Dean, Trinity Evangelical Divinity School

James R. Moore (PhD ’95)
Associate Dean, Director of the MA in Ministry Program, Trinity Evangelical Divinity School

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

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

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

Keith V. Bjorge, PsyD
Counseling Department Chair

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

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

David M. Gustafson, PhD (MDiv ’88, ThM ’89)
Director of Placement

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, MDiv
Director of Extension and Affiliated Education

Harold A. Netland, PhD
Director of the PhD/Intercultural Studies Program

David W. Pao, PhD
New Testament Department Chair

Craig L. Ott (PhD ’91)
Missions and Evangelism Department Chair

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 follow the name of each faculty member indicate the year that full-time teaching at Trinity began.

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, Annenberg 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
BA, MA, Bob Jones University
PhD, The Dropsie University
Post-PhD, L’Université de Liège

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 licensed clinical psychologist whose experience includes service as a psychology postdoctoral fellow at the Center for Counseling and Psychotherapy. He has held professional staff and supervisory positions at several clinics and has been an adjunct faculty member at Grace University and TEDS. He has particular expertise in working with addictions, adolescents, and their families.

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. Campbell most recently served as Senior Lecturer in New Testament and Greek at Moore Theological College in Sydney, Australia. He has served as an Associate Pastor and as an itinerant evangelist throughout Australia, combining music with evangelism. His publications include Keep Your Greek: Strategies for Busy People, Basics of Verbal Aspect, and most recently Paul and Union with Christ: An Exegetical and Theological Study. He is an ordained deacon in the Anglican Church of Australia, and has as personal interests jazz music, bodybuilding, and his family—wife Bronwyn and their three children.

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


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
Deborah A. Colwill, 2013
Associate Professor of Educational Ministries
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 and the Jesus 101 Series.

Perry G. Downs, 1976
Professor 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, where he also served as chair of the department of Christian education. 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). His articles have appeared in such publications as *Eternity, Journal of Christian Education, Moody Monthly*, and *Christianity Today*. Dr. Downs has written a five-chapter section in *The Christian Education of Adults*, edited by Gilbert A. Peterson (Moody, 1984), as well as chapters in several other works, including *Nurture That Is Christian*, edited by John Dettoni and James Wilhoit. From 1997 to 2003 he served as the editor of *Christian Education Journal*. Dr. Downs also contributed two chapters to *Healing the Children of War* (MARC).

**Duane H. Elmer, 1999**

**Distinguished Professor 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. Most recently 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.

**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**

**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). Recent peer-reviewed journal articles and book chapters address themes related to assessment, bioethics, counselor education, counseling/theology and group therapy. These contributions have appeared in the *Journal of the Evangelical Theological Society (JETS), Journal of Psychology and Christianity (JPC), Edification: The Transdisciplinary Journal of Christian Psychology, and Journal of Psychology and Theology (JPT)*. His current publication interests are related to counseling assessment and theological worldview. Recently, he consulted to develop a series of apps that Christian counselors can use to track critical outcomes in session (e.g. *Pastoral Counseling Tracker*;
Couple’s Counseling Tracker. He routinely presents 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. For over two decades, Dr. Greggo has served as Director of Professional Practice for Christian Counseling Associates in upstate NY. He provides consultation services, in-service training and supervision. At ETS, Dr. Greggo chairs the Counseling, Psychology and Pastoral Care section. In addition, he continues to serve on the CAPS National Board. Dr. Greggo is 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 for Psychological Services in Deerfield, with more than thirty years experience in individual, marital, family, and group counseling. He earned a doctorate in Counseling from Northern Illinois University. He received his M.A. in Counseling Psychology from Trinity International University, and his B.S. in Psychology from the University of Wisconsin, Milwaukee. 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. He is currently serving as an elder in his church. He has been a member of numerous professional organizations, including the American Counseling Association, the 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 and a grandfather of two boys. 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
Director of Placement
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, Dr. Guthrie worked in campus ministry for twelve years with the Coalition for Christian Outreach and served on the faculty of Covenant Theological Seminary. During his fifteen years at Covenant, he directed the Field Education, Doctor of Ministry, and Distance Learning programs and also served as Vice President for Academics. Dr. Guthrie is a member of the North American Professors of Christian Education.
Recently, he has contributed chapters on “The Politics of Moving Continuing Education to the Center of the Institutional Mission” in A Lifelong Call to Learn: Continuing Education for Religious Leaders and “Christ-Centered Educational Ministry: An Overview of Frameworks and Practices” in All for Jesus: A Celebration of the 50th Anniversary of Covenant Theological Seminary. Additionally, he is a co-author of Resilient Ministry: What Pastors Told Us About Surviving and Thriving. Dr. Guthrie has enjoyed serving as a ruling elder in several local churches over the past twenty-five years. He is a frequent teacher at conferences and retreats, often addressing cultural trends, intergenerational ministry, calling and vocation, and adult learning. 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 Trusts, 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  

Dr. Hoffmeier, who was born in Egypt and lived there until age sixteen, returns often for research, excavation, and teaching ministry. From 1975 to 1977 he worked with the Akhenaten Temple Project in Luxor. He served as Professor of Archaeology and Old Testament at Wheaton College and was chair of Wheaton’s Department of Biblical, Theological, Religious and Archaeological Studies. From 1996 to 1999 he was also director of the Wheaton Archaeology Program. He has published in such venues as the Journal of the American Research Center in Egypt, Journal of Egyptian Archaeology, Revue d’Egyptologie, Ägypten und Levante, Oxford Encyclopedia of Ancient Egypt, Anchor Bible Dictionary, and the New International Dictionary of Old Testament Theology & Exegesis. He was an archaeological editor for the English Standard Version Study Bible and authored “Sacred” in the Vocabulary of Ancient Egypt (1985), Israel in Egypt: Evidence for the Authenticity of the Exodus Tradition (Oxford University Press, 1997), Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition (Oxford University Press, 2005), The Archaeology of the Bible (Oxford: Lion, 2008), The Immigration Crisis: Immigrants, Aliens and the Bible (Crossway 2009). He edited and contributed to a number of books including Abortion: A Christian Understanding and Response (Baker 1988), Faith, Tradition and History: Old Testament Historiography in Its Near Eastern Context (Eisenbrauns 1992), The Future of Biblical Archaeology (Eerdmans 2004), Do Historical Matters Matter to Faith (Crossway 2012). He directed excavations at Tell el-Borg, Sinai, since from 1998-2008, and has appeared in and served as a consultant for television programs on the Discovery, History, Learning, and National Geographic Channels. Dr. Hoffmeier teaches and lectures regularly across the USA and internationally.

**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 has taught New Testament in a variety of settings, including as a Teaching Fellow at TEDS, before joining the faculty at Trinity. His most recent scholarly work includes “The Son’s Entrance into the Heavenly World: The Soteriological Necessity of the Scriptural Catena in Hebrews 1:5-14” in New Testament Studies, and contributions
to *Paul: Jew, Greek, and Roman* (Pauline Studies 5, Brill) and to *Paul and the Gospels: Christologies, Conflicts, and Convergences* (T & T Clark).

**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. He holds a PhD in Hermeneutics and New Testament from Westminster Theological Seminary, the ThM and MDiv from Trinity Evangelical Divinity School, and a BA in Music from Dartmouth College. At Trinity, he has served as Dean of the Chapel and Dean of Students 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. A member of the pastoral theology faculty, Dr. Johnson teaches courses in hermeneutics, biblical theology, Christian worship, and spiritual formation. He enjoys an extensive preaching ministry, as well as consulting with churches in developing transformative worship. He has written on topics related to hermeneutics, biblical theology and Christian worship.

**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; Genetics, Stem Cell Research, and Cloning*; and most recently, *Why the Church Needs Bioethics: A Guide to Wise Engagement with Life’s Challenges*. 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. In June 2006 he received the Educator of the Year Award from the national Christian Medical & Dental Associations.

**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 several patents in the field of computer engineering. He taught New Testament Greek at Singapore Bible College, TEDS, and Emory University. His most recent publication is *The Politics of Peace: Ephesians, Dio Chrysostom, and the Confucian Four Books* (Brill). Dr. Lau is a member of the Society of Biblical Literature and the Evangelical Theological Society.

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

Prior to his appointment at Trinity, Mr. Luy completed studies at Marquette University in the area of systematic theology. His dissertation project is entitled *Dominus Mortis: Martin Luther on the Incorruptibility of God in Christ*, and focuses on the historical interpretation and contemporary reception of Luther's Christology. The defense of this dissertation will take place in the early fall of 2012. Mr. Luy is a member of the American Academy of Religion and the Evangelical Theological Society. He is regular contributor for *Luther Digest*, which is an annual abridgment of Luther studies and has had an essay on Hans Urs von Balthasar published in 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 has served as an instructor in Bible at Trinity College and as a teaching assistant in Biblical Hebrew at the University of Wisconsin–Madison. He also was a visiting instructor at Trinity for several years before assuming his present position. Along with his extensive experience as an educator, he has served in a variety of ministries, including the role of assistant pastor.

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, 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 volume 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 Dean**  
**Director of Master of Ministry Program**  
**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 serves as an affiliate faculty member in the College, teaching in the Division of Biblical, Religious, and Philosophical Studies and in Interdisciplinary Studies. He has also served as Director of Administration for Doctoral Programs in the Divinity School and Assistant Dean of Trinity Graduate School. Dr. Moore has written articles for the *Baker Dictionary of Christian Education* and has developed curriculum in research theory and methodology and in leadership and management for Trinity’s degree completion program, REACH. He has also developed curricular 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**  
**Director of the Doctor of Philosophy (Intercultural Studies) Program**  
**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, assisting in church planting, and teaching at Tokyo Christian University. Dr. Netland’s areas of expertise include religious pluralism, epistemology of religion, apologetics, and missions in East Asia. Dr. Netland’s published works include *Dissonant Voices: Religious Pluralism and the Question of Truth* and *Encountering Religious Pluralism: The Challenge to Christian Faith and Mission*, as well as numerous articles in such journals as *Religious Studies*, *Faith and Philosophy*, and *Missiology*. He also coedited, with Craig Ott, *Globalizing Theology: Belief and Practice in an Era of World Christianity*, and coauthored with Keith Yandell, *Buddhism: A Christian Exploration and Appraisal*.  

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 Revelation, Romans, and John. 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. He has recently finished a commentary on Matthew for Zondervan.

Craig Ott, 2002
Chair of the Mission and Evangelism Department
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 has served as academic dean and faculty member at the Akademie für Weltmission (Korntal, Germany), and has planted several churches in both the United States and Germany. His published works include Encountering Theology of Mission (coauthor), Global Church Planting (coauthor), Globalizing Theology: Belief and Practice in an Era of World Christianity (coeditor), and Das Traingsprogramm für Mitarbeiter. He has ministered in nearly forty countries and continues to teach and consult internationally.

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


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**  
**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
Chair of the Pastoral Theology Department
Professor of Pastoral Theology
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, and Relational Preaching, and editor of The Challenge of Preaching. He is chair of the board of Langham Partnership, USA and assists with preaching seminars in the Majority World under the auspices of Langham 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.

Mark H. Senter III, 1980
Professor 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.

Elizabeth Yao-Hwa Sung, 2007
Assistant 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 many years 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 on “Culture and Hermeneutics” to the Dictionary for Theological Interpretation of the Bible, and “Culture” to the revised edition of the New Dictionary of Theology, and has read papers at the Annual Meetings of the American Academy of Religion and of the Evangelical Theological Society. She also served as a US delegate to “Cape Town 2010,” the third Lausanne Congress.

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 and Reformed Theological Seminary. 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 the Jonathan Edwards Research Fellowship, Beinecke Rare Book and Manuscript Library, Yale University. Dr. Sweeney has written numerous books and articles about religious history and the American theologian, Jonathan Edwards. He is coeditor of The Sermons of Jonathan Edwards: A Reader, author of Nathaniel Taylor, New Haven Theology, and the Legacy of Jonathan Edwards, editor of Jonathan Edwards’s “Miscellanies” Nos. 1153-1360, The Works of Jonathan Edwards, vol. 23, coeditor of Jonathan Edwards at Home and Abroad: Historical Memories, Cultural Movements, Global Horizons, author of The American Evangelical Story: A History of the Movement, coeditor of The New England Theology: From Jonathan Edwards to Edwards Amasa Park, author of Jonathan Edwards and the Ministry of the Word, and co-editor of After Jonathan Edwards: The Courses of the New England Theology.

Tite Tiénou, 1997  
Senior Vice President of Education and Dean of Trinity Evangelical Divinity School  
The Tite Tiénou Chair of Mission and Global Theology  
Professor of Theology of Mission  
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, the National Association of Professors of Hebrew, and the Society of Biblical Literature. His research interests include the prophetic literature, Hebrew linguistics, and textual criticism.
Willem A. VanGemeren, 1992
Professor 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.

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). He has edited several books, including The Cambridge Companion to Postmodern Theology (Cambridge University Press, 2003), Dictionary for Theological Interpretation of the Bible (Baker, 2005), and a collection of essays by Trinity students entitled Everyday Theology: How to Read Cultural Texts and Influence Trends (Baker, 2005). He also serves on the editorial board of the International Journal of Systematic Theology and the Journal of Theological Interpretation and is the North American Consultant for IVP's forthcoming New Dictionary of Theology.

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 postgraduate study with fellowships from the National Endowment for the Humanities and the American Council of Learned Studies. Dr. Woodbridge has taught history at the University of Toulouse, Northwestern University, and Hautes Etudes, Sorbonne. He is the author of Revolt in Prerevolutionary France, Biblical Authority and coauthor with Timothy George of The Mark of Jesus. He is coeditor of Scripture and Truth, Hermeneutics, Authority and Canon, and Doing Theology in Today’s World, as well as the editor of Great Leaders of the Christian Church, More than Conquerors, and Ambassadors for Christ. With Collin Hansen, he is the co-author of A God Sized Vision: Stories of Revivals that Stretch and Stir and with Maurice Possley, the co-author of Hitler in the Crosshairs: A GI's Story of Courage and Faith. He has received four Gold Medallions for his books. He has also served as a senior editor for Christianity Today and has also published academic articles and books in Europe.

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); *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 web page.

**Affiliate Faculty**

Affiliate Faculty are those persons with annual part-time contractual responsibilities at Trinity in either teaching or administration; however, they also have major commitments to another employer that prohibits them from full participation in daily campus life. They are appointments of the Dean.

**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 12 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.

**Crawford W. Loritts, Jr.**

Affiliate Professor of Pastoral Theology and Urban Leadership  
BS, Philadelphia Biblical University  
DD, Biola University  
STD, Philadelphia Biblical University  
LittD, Trinity International University

Dr. Loritts is Associate Director, U.S. Ministries, Campus Crusade for Christ. He has authored four books, among them *Make it Home Before Dark* and *Lessons from a Life Coach*. He is the host of a daily radio program, *Living a Legacy*, and can be heard regularly on the Moody Broadcast Network. Dr. Loritts is one of the featured speakers for
Promise Keepers and serves on the National Speaker Team for FamilyLife Marriage and Parenting Conferences and for Urban Family Conferences. He also serves as senior pastor of Fellowship Bible Church in Roswell, Georgia.

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. During that time she studied ancient languages at the “Sprachenkolleg” in Stuttgart. She has contributed chapters to various academic volumes on Pietism

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 seminary’s Deerfield Campus.

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).

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*.

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
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*.

**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: Given in honor of his outstanding fiscal leadership and service to the university. Wes served on the Trinity College Board and later as a full-time staff member for 13 years. The chair of the business department at the college will occupy this chair.

The Eva Cornelius Chair of Christian Education has been 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: Given in honor of Dr. Jeanette Hsieh’s outstanding leadership at Trinity International University for more than 15 years. Dr. Hsieh has been a faithful servant to Trinity. She has served in numerous roles: Dean of the College and Graduate School, Provost/Executive Vice President, and Interim President. The Director of the PhD (Educational Studies) occupies this chair.

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: The Dean of the college and/or graduate school will occupy this chair in perpetuity. In event that the college/graduate school is reorganized the President will designate which Dean will occupy this chair in consultation with the donors or their representatives.

The Tite Tiénou Chair of Mission and Global Theology: Given in honor of Dr. Tite Tienou’s outstanding leadership in this area. Once he retires as dean, Dr. Tiénou will occupy this chair as long as he continues as a full time TIU faculty member. Successors to this chair will have a proven commitment and ability to continue Dr. Tiénou’s leadership in mission and global theology as determined by the President and in consultation with the donors or their representatives.

The William Washington Chair of Student Leadership: Given in honor of his outstanding leadership in student affairs for more than 25 years. Dr. Washington has been a faithful servant to his alma mater during this time frame. The Senior Vice President for Student Affairs 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.

Camille Bishop
Adjunct 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.

Linda M. Cannell
Adjunct Professor of Educational Studies
BRE, Central Baptist Seminary, Toronto
BA, University of Manitoba
MRE, EdD, Southwestern Baptist Theological Seminary

Dr. Cannell served as director of Trinity’s PhD/Educational Studies from 2001 to 2005. She is currently Dean of Academic Life at North Park Theological Seminary and has served as a minister of Christian education, as an instructor in Christian education in a number of theological institutions in Canada and the U.S., and as a consultant in Christian education for churches in a variety of denominations. Her areas of expertise include congregational development, teaching in higher education, nontraditional education, and children’s ministry. She is director of
CanDoSpirit Network, dedicated to the development of leaders internationally and the networking of the learning community. Dr. Cannell is also director of the Ward Consultation.

**Tasha Chapman**  
*Adjunct 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.

**Kevin M. Compton**  
*Adjunct Professor of Research Methods*  
Theological Librarian  
BS, Texas Tech University  
MDiv, Golden Gate Baptist Theological Seminary  
MS, University of North Texas  
MA, PhD cand., Baylor University

Mr. Compton has served Trinity International University as a Reference and Theological librarian since 2001. In addition to many years of experience in the library sciences, he has been a pastor, and editor, and has taught both research methods and Greek at Golden Gate Baptist Seminary.

**Paige Cunningham**  
*Adjunct Professor of Law and Bioethics*  
Joint appointment at Trinity Graduate School  
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 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.

**Muriel Elmer**  
**Adjunct Professor of Educational Studies**  
BS, Wheaton College  
MS, DePaul University  
PhD, Michigan State University

Dr. Elmer holds professional credentials in nursing, has extensive experience in International Development, Human Needs, and Child Survival programs. She has special interests in Nonformal and Adult Education, Community Health Development, Intercultural Communications and Cultural Adjustment, Intercultural Effectiveness, the Contextualization of Education and Instructional Programs, Interpersonal Relations, and Conflict Resolution. Her prior teaching experience includes services as a faculty member at Durban Bible College, Lansing Community College, Oakland University, Madonna College, Rosebank Bible College, North Central College, and Wheaton College.

**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.

**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 Instructor 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.

**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 written *The Art of Preaching Old Testament Narrative* (2002) and *Joshua and Judges* (The People’s Bible Commentaries, 2003).

**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. He is currently the Graves Professor of Moral Philosophy 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
Visiting 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 University

Dr. Sanders is Executive Director of Reconciliation of Samaritan Way of The Evangelical Free Church of America. 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.

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

Greg is presently the Director of Biblical Theology and Credentialing for the Evangelical Free Church of America in Minneapolis, MN. Greg 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 Instructor of Counseling
BS, California State University
MA, Trinity Evangelical Divinity School
MA, Trinity International 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:

Ajith Fernando
Visiting Professor of Missions and Evangelism
BS, Vidyalankara University of Ceylon
MDiv, Asbury Theological Seminary
ThM, Fuller Theological Seminary
DD, Gordon-Conwell Theological Seminary, Asbury Theological Seminary

Dr. Fernando is the national director of Youth for Christ in Sri Lanka. He serves as Lecturer in New Testament at Colombo Theological Seminary in that country, and is a visiting professor at Trinity and several other seminaries in the US and Canada.

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 Teologia de Lima, Lima, Peru
MDiv, Easter 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-Pentecostalism, 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 for many years and graduated with her Bachelor’s in French and German. She had various teaching and tutoring positions throughout college and has now taught Introduction to German multiple times over the summer 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 Executive Vice President/Provost on a case-by-case basis.

**Departmental Teaching Fellows**

**Daniel Ahn**  

**David Bryan**  
Teaching Fellow in New Testament 2013-2014

**Ingrid Faro**  
Teaching Fellow in Old Testament, 2007-2014

**Patrick Jones**  
Teaching Fellow in New Testament 2013-2014

**Michael Lee**  
Teaching Fellow in Missions and Evangelism 2013-2014

**Stacey Leibeck**  
Teaching Fellow in Old Testament, 2011-2014

**William Pohl**  
Teaching Fellow in Old Testament 2013-2014

**Chi-ying Wang**  

**Academic Doctoral Program Scholars**

**Jane Ahn**  
Program Scholar for the PhD (Educational Studies), 2012-2014

**Elizabeth Seversen**  
Program Scholar for the PhD (Intercultural Studies), 2013-2014

**David Bryan**  
Program Scholar for the PhD (Theological Studies), 2012-2014

**Elizabeth Bjorling**  
Program Scholar for the PhD (Educational Studies), 2013-2015

**Youngki Kim**  
Program Scholar for the PhD (Intercultural Studies), 2013-2014

**TBA**  
Program Scholar for the PhD (Theological Studies), 2013-2015
Department Fellows and Merit Scholars

Patrick Jones

Thomas Middlebrook
Department Fellow in Old Testament, 2012-2014

David Hooper
Department Fellow in Church History, 2012-2014

Jeff Calhoun
Department Fellow in Systematic Theology, 2012-2014

Claire K. Ndethiu
Department Fellow (Educational Studies), 2012-2014

Chi Sing Tan
Department Fellow (Intercultural Studies), 2013-2014

TBA

Stacey Leibeck
Department Fellow in Old Testament, 2013-2015

Daniel McAfee
Department Fellow in Church History, 2013-2015

Brian Tung
Department Fellow in Systematic Theology, 2013-2015

Ruth S. Park
Department Fellow (Educational Studies), 2012-2014

Bryan Woods
Department Fellow (Intercultural Studies), 2013-2015

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 the 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 Senior Vice President of Education and Dean Dr. Tite Tiénou. Committed to broad historically orthodox Christianity, and as a servant to the EFCA and the worldwide church, TEDS welcomes and encourages faculty who affirm the inerrancy of Scripture. Regular TEDS faculty, while all subscribing to the EFCA’s Statement of Faith, currently represent diverse theological and denominational fellowships, including the following:

Christian and Missionary Alliance
Evangelical Free Church of America
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
Evangelical Covenant Church
Fellowship of Evangelical Baptist Churches in Canada
Missionary Church (Fort Wayne, Indiana)
Presbyterian Church in America
Presbyterian Church, USA
Southern Baptist

Part-time and adjunct faculty members further broaden the scope of denominational inclusion.

Curriculum offerings are regularly taught from a breadth of theological diversity while affirming the commonality of the Christian faith. The breadth of faculty backgrounds also enable 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 more than seventy 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 > TEDS Academics > Advisement) 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 course work. The online degree audit process through TIUAccess 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). A student may elect, by indicating his or her intention in writing 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 > Handbooks) at the time of enrollment to all incoming master’s students, and an annual electronic addendum updates changes. The Academic Handbook contains detailed policy and procedural matters, detailed Academic Calendar, registration information, advisement tips, exam details, and guidelines regarding program capstone experiences (theses, etc).

Students are well advised to retain at the time of their initial enrollment both the current Catalog and the Academic Handbook and then obtain the annual Handbook Addendum. Careful reading and study of these two publications will facilitate timely program completion, the Catalog describing the program curriculum and the Academic Handbook 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 course work (including short-term modulars) or other program requirements (Field Education, Internship, 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 a student is 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 Affairs 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 Affairs Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete course work each consecutive semester (fall, spring; summer is exempt), his or her 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 course work 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 course work 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 a student 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 cases 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 Research Document Assistant 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 a student must enroll in order to maintain their active student status (see “Active and Inactive Student Status” above). If a student is enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for the student to maintain his or her 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”).

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 course work 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.

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 course work 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 a student completes one Trinity degree and desires to enroll in a second Trinity degree while retaining the first degree, he or she 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 course work 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.

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 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 in the *Academic Handbook* 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 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.

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 course work 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. Any student 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 a student 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 course work 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 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 advancement 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 above 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 > TEDS 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:

\[
\begin{align*}
A &= 4.0 \\
A^- &= 3.7 \\
B+ &= 3.3 \\
B &= 3.0 \\
B^- &= 2.7 \\
C+ &= 2.3 \\
C &= 2.0 \\
C^- &= 1.7 \\
D+ &= 1.3 \\
D &= 1.0 \\
D^- &= 0.7 \\
F &= 0.0
\end{align*}
\]

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.

**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.

**EX (Extension):** Entered when an official course extension has been granted. For master's students it is in the case of unforeseen emergencies to be given only by the Dean of Students and for doctoral students according to their program handbooks. Instructors teaching one- or two-week long modular courses late in a semester may post EX for all students and announce a due date for course work within ninety days of the last class session. An EX changes to an F when a grade is not received by the assigned deadline or if a grade has not been posted by the faculty member by the end of the first semester following the course (second semester in the case of DMin students). (Note: Students receiving an EX beyond the end of the semester are also delaying their graduation.)

**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). No hours or grades are calculated as attempted. 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 student grade is not submitted by a faculty instructor. This indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.

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 course work, 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 www.tiu.edu/tiu/records/tedsformdescriptions) 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 TIUAccess degree 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, 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 above 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 course work 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

Leaves 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...
Affairs Office (gradstudentaffairs@tiu.edu). The student should schedule an appointment with the Dean or Associate Dean of Students 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 the student will return to his or her program within a twelve-month period.

During the LOA the student is considered “Active” but “On Leave” and should maintain contact with TEDS, ensuring 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 Records Office. During the LOA, the program Statute of Limitation clock keeps ticking; however, the student remains 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 the student finds that they must Withdraw from the University or needs further extended leave beyond what was originally filed, they must communicate their intentions with the Student Affairs Office. LOA beyond twelve months is considered Withdrawal from the University, and the student must reapply with no guarantee of readmission.

Withdrawal from the University
If a student desires to Withdraw from the University with no intentions of returning, the student must complete a Withdrawal from the University form available from the Student Affairs Office (gradstudentaffairs@tiu.edu). The student should schedule an appointment with the Dean or Associate Dean of Students at the time of submission of the form to ensure that all matters are in proper order. Withdrawal is not complete until final settlements have been made with the Student Accounting and Records Offices. Withdrawal from the University deactivates the student’s file, and if they desire to return at a future date, the student must reapply with no guarantee of readmission.

Withdrawal for Students Called to Active Military Duty
Trinity students called to active military duty have the following options:

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

Contact the University Records 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 the student on academic probation to inform the Dean’s Office in writing of academic progress, including the steps being taken to remedy his or her 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 that which is required 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 the applicant can demonstrate that satisfactory progress can be made. If such a student is readmitted, he or she must earn and maintain the minimum GPA required for their program of study for each subsequent semester, or he or she will be immediately academically dismissed.

Following are the minimum GPAs required for good academic standing and specific degree program completion:

<table>
<thead>
<tr>
<th>Degree Type</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>
</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/CS, 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 elsewhere in this Catalog).

Note: Part-time students enrolled in a TEDS program and making consistent and definite program progress by completing program course work 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 course work every semester; or the student who is a missionary under overseas appointment and unable to continue course work every semester (though in light of the availability of 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 course work 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 audiovisual 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.

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 course work 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:

**Christian 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 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 course work 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 in Christian Studies (MA/CS) 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/CS degree without substantially lengthening their stay at Trinity, a double MDiv or MA (Christian 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 course work beyond the MDiv or MA/CS 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/CS year.

MDiv students will complete the equivalent of ID 5001, ID 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.

MA/CS students will complete the equivalent of ID 5001, ID 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/CS Theological Studies component. The MA/CS capstone course will fulfill the capstone requirement for both degrees.

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

6 hours in bioethics taken in the elective area of the MDiv or MA/CS (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 selected from the following courses (courses not taken as electives in their first degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>(3 hrs)</td>
</tr>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td></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>
</tbody>
</table>
BE 6100   Bioethics Colloquium  (1 hr)
BE 6500   Advanced Bioethics Institute  (3 hrs)

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/CS studies:
BE 5000   Introduction to Bioethics: Matters of Life and Death  (3 hrs as part of MDiv or MA/CS degree)

During the summer before the final year of MDiv or MA/CS studies (a six-day block of classes):
BE 5900   Bioethics National Conference  (3 hrs)
BE 7700   Bioethics Seminar  (3 hrs)

During the spring of the final year of MDiv or MA/CS 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/CS degree.

During the summer after the final year of MDiv or MA/CS 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 7220   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
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 Ft. 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 Christian education—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
EM 7260 Small Group Process in Ministry
EM 7815 Change, Power, Conflict
ME 5175 Evangelistic Bible Study
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: site CPE will be completed, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7724</td>
<td>Ministry in Under-Resourced Communities</td>
<td>3 hours</td>
</tr>
<tr>
<td>ME 7722</td>
<td>Studies in Reconciliation</td>
<td>2 hours</td>
</tr>
<tr>
<td>ME 8815</td>
<td>Ethnicity: Modes of Inquiry and Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>CO 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3 hours</td>
</tr>
<tr>
<td>ST 7715</td>
<td>Political Theologies</td>
<td>3 hours</td>
</tr>
<tr>
<td>ST 7710</td>
<td>Biblical and Theological Anthropology: Race, Ethnicity and Nationality</td>
<td>3 hours</td>
</tr>
<tr>
<td>PT 7842</td>
<td>Understanding the Urban World: A Sociological Analysis</td>
<td>2 hours</td>
</tr>
<tr>
<td>ME 8312</td>
<td>Christian Encounter with World Religions</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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 dormitory floor that houses single students that are seeking 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 course work.

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 course work 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 course work 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 course work of at least 2.0, with no course work graded below a “C-” applicable to the Certificate.

All course work 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 the accounting office.

Certificate Curriculum
The Certificate in Christian Studies combines course work 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 course work or by part-time enrollment. Certificate courses are offered on the Deerfield campus, at TEDS extension sites, and through Distance Education. All Certificate course work 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 thus is academic rather than professional in focus.

Persons desiring an interdisciplinary basic understanding of Christianity should enroll in the Master of Arts Concentration in Christian Studies which draws from across the curriculum. Other Master of Arts concentrations focus course work 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 course work, 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:
   4. Applicant’s pastor or church leader
   5. Applicant’s employer or a business acquaintance
   6. A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
   7. 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.

8. 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.

9. 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.)

10. A personal interview may be required.

11. Additional specific program concentration requirements noted below must also be met.

MA Required Pre-requisite Hours (minimum of 12 semester hours)
   (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 course work, 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 Christian Studies) noted in this section are approved for the Deerfield site, and the concentration core curriculum is available only in Deerfield; however, some general course work may be taken at TEDS extension sites or in Distance Education mode if offered. The MA (Christian 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 course work 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 merely 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 a student 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 course work of 2.5, and with no course work graded below a “C-” applicable to the degree.
- Successfully complete all required Capstones in the concentration.

Master of Arts Available Concentrations
- Christian 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 Christian Studies (MA/CS)

MA/CS Concentration Purpose
The MA/CS purposes to provide a basic understanding of Christianity for general educational purposes. Trinity's MA/CS 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 nonchurch-related vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular concern is to relate Christian studies to the work of the church. Program participants may also elect to focus their elective course work, capstone project, and field education course work on a particular subject area available in the curriculum or at their particular site.

The MA/CS may be completed in total 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. Course work may also be completed in Pittsburgh, Pennsylvania. Some course work may also be completed through distance education.
MA/CS and the MDiv or a Second Degree
The flexibility of the MA/CS 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/CS degree and then use all the hours in the program toward an MDiv degree. If an MA/CS student is anticipating future MDiv studies, they should select courses that are required in the MDiv program, including biblical language courses. (See “Degree Combinations” elsewhere in this Catalog.)

MA/CS Program Objectives
The MA/CS 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 Christian studies of personal interest
- Articulate their Christian faith in light of their present vocational engagement
- Grow in personal and spiritual maturity
- Demonstrate competence in writing and research

MA/CS Program Admission Requirements and Prerequisites
The admission requirements for the MA/CS are those described under the Admissions section of the catalog and the following further requirements specific to the MA/CS 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 indication 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/CS Residency Requirement and Program Duration
The residency requirement for the MA/CS degree is that a minimum of 24 hours must be completed through Trinity course work, 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/CS program to be completed solely in an independent or distant mode. Participants should anticipate spending a majority of their course work in the classroom at a TEDS site. 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/CS Statute of Limitation
All MA/CS 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/CS Candidacy Requirements
Admission to the MA/CS 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.
- Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

MA/CS 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 course work of at least 2.5, with no course work 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/CS capstone project in the form of an integrative paper or ministry project for 2 hours.

**MA/CS Curriculum**

The flexibility of the curriculum in the MA/CS program allows the participant to focus a significant part of their studies in a particular 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 a student 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** 12-15 hours
These courses may focus in a department or area of interest or be selected from across the curriculum.

**PT 5000 Personal Assessment and Ministry Orientation** 1 hr

**PT 5090 Field Ed** (two semesters) -or-
**PT 5090 Field Ed** (one semester) & **ID 5080 Formation Group** (two semesters) 0 hrs

**Capstone:** ID 7468 MA (Christian 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) purposes to provide 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 Extrapiblical 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) purposes to provide 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 0 hours
- PT 5090 Field Education (1 semesters) -- or --
- ID 5080 Formation Group (2 semesters)

MA/CH Capstone 0-2 hours
- MA/CH Major Comprehensive Exam 0 hours
- Two -- 7980 MA Major Research Paper* -- or -- 0 hours
- – 7485 MA Thesis** 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) purposes to provide 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 in 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 Educational Ministries in the Local Church – 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 their EM faculty advisor in focusing their 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 your EM advisor for current occasional special course work 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 Christion Formation and Journey
EM 5540 Foundations of Youth Ministry
EM 5560 Church Ministry with Adults
EM 6000 Current Topics in Educational Ministries
See below for suggested interdepartmental courses.

**EM Portfolio and Capstone**

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

- **(a)** Two EM 7980 MA Major Research Paper – 0 hours
- **(b)** EM 7xxx Educational Ministries Internship – 0-3 hours

**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 work with their adviser in determining 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 Ministry Orientation
- 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) purposes to provide 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 enabling 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 distance education mode, or as guided research study.

Dual Degree MA/ICS Program for Trinity College Undergraduate Students
Trinity College 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
- An 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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5100</td>
<td>English Bible (Old Testament)</td>
<td>2</td>
</tr>
<tr>
<td>NT 5100</td>
<td>English Bible (New Testament)</td>
<td>2</td>
</tr>
</tbody>
</table>

Select one
- ID 5000 Biblical Theology and Interpretation | 3
- ST 5101 or 5102 or 5103 Theology I, II, or III | 3
- ST 7395 Hermeneutics | 3

Total 7-9 hours
**Concentration Core**  
12-15 hours  
- ME 6760 Theology of Mission and Evangelism 3 hours  
  
**Select one:**  
- ME 6250 The Intercultural Missionary 2 hours  
- ME 6610 Anthropology for Ministry 2 hours  
- ME 8210 Intercultural Communications 3 hours  
  
**Select one:**  
- ME 6410 History of Missions in the Modern World 3 hours  
- CH 7450 Christianity in the Non-Western World Since 1700 3 hours  
  
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**  
6-11 hours  
Elective course work is dependent upon academic and professional goals, and is determined in consultation with the faculty advisor.  
  
**Field Education and Formation Group**  
0 hours  
- PT 5090 Field Education (2 semesters)  
- PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)  
  
**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 2 hours  
- (b) PT 7465 or PT 7466 Intercultural Ministries Internship 2 hours  
  *Note: Required for students with limited cross-cultural experience as determined by the ME Department.*  
- (c) ME 7485 MA Thesis 2 hours  
  *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) purposes to provide 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
NT 5210 NT Greek Exegesis I
NT 5211 NT Greek Exegesis II
NT 8720 Advanced Greek Exegesis
One of the following courses
NT 8911 NT Research
ID 7900 Theological Research Methods
Electives Studies in New Testament
13-16 hours
Note: One course may be an OT course
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.
OT 7040 Syriac
ST 7395 Hermeneutics
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) purposes to provide 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
- Recommend ST 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) -- or --
PT 5090 Field Education (1 semester) and ID 5080 Formation Group (2 semesters)

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) purposes to provide 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 Christin 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 Contemopory 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

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<th>Hours</th>
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<tbody>
<tr>
<td>ST 5101</td>
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<tr>
<td>ST 5102</td>
<td>3</td>
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<tr>
<td>ST 5103</td>
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Note: Students who have take the equivalent of the above courses with a grade of B or above are encouraged to take at least two advanced doctrinal course such as the following:

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<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ST 7070</td>
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<td>ST 8040</td>
<td>3</td>
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<td>ST 8xxx</td>
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Concentration Core

Required

<table>
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<th>Course</th>
<th>Hours</th>
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<td>ID 6011</td>
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<tr>
<td>ST 7505</td>
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Select one course in Biblical Theology such as:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ID 5000</td>
<td>3</td>
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<tr>
<td>OT 7090</td>
<td>3</td>
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<tr>
<td>NT 8640</td>
<td>3</td>
</tr>
</tbody>
</table>
Select two courses, in Historical Theology and/or Contemporary Theology such as:

- CC 5610 Cultural Hermeneutics 2 hours
- CH 8320 Luther 3 hours
- CH 8330 Calvin 3 hours
- CH 8361 Jonathan Edwards 3 hours
- ST 7510 Contemporary Theology 3 hours
- ST 8310 Augustine 3 hours
- ST 8360 Karl Barth 3 hours
- ST 8390 Recent & Contemporary Theologians 3 hours
- ST electives 6-12 hours

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

MA/ST students should work with their faculty advisor to ensure course work 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 course work (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 purposes to provide 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 purposes, 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**
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.

**MA in CM Concurrent Degree Options**
A student may desire to complete a second TEDS degree program with his or her MA in CM degree, such as a Master of Arts (Christian 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 (CS) 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 course work would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the “Degree Combinations” section of the Catalog and the Counseling Department 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 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 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 course work in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program course work of 2.5, with no course work graded below a “C-” applicable to the degree.
2. Successfully write the major comprehensive exam.
4. A minimum of 42 hours of course work, 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**

<table>
<thead>
<tr>
<th>Biblical and Theological Studies</th>
<th>12 hours</th>
</tr>
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<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
</tr>
<tr>
<td>ID 5010</td>
<td>Foundations in Biblical Studies</td>
</tr>
<tr>
<td>ST 5000</td>
<td>Survey of Doctrine</td>
</tr>
<tr>
<td>CO 6710</td>
<td>Counseling and Theological Worldview</td>
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<table>
<thead>
<tr>
<th>Non-Counseling Electives</th>
<th>5-6 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested:</td>
<td></td>
</tr>
<tr>
<td>ST 5200</td>
<td>Christian Ethics</td>
</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation and Journey</td>
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<td></td>
<td>Bioethics courses (BE)</td>
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<td></td>
<td>Contemporary Culture courses (CC)</td>
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<table>
<thead>
<tr>
<th>Counseling Required Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CM 5110</td>
<td>Survey of Counseling Ministries</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage and Family</td>
</tr>
<tr>
<td>CO 5210</td>
<td>Counseling Skills Training</td>
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<tr>
<td>CO 6130</td>
<td>Group Counseling</td>
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<tr>
<td>CO 7140</td>
<td>Crisis Counseling</td>
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<table>
<thead>
<tr>
<th>Counseling Electives</th>
<th>9-10 hours</th>
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<tr>
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<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries</td>
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<tr>
<td>CO 6120</td>
<td>Addiction Counseling</td>
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<tr>
<td>CO 6530</td>
<td>Child and Adolescent Counseling</td>
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<tr>
<td>CO 6610</td>
<td>Human Sexuality -or-</td>
</tr>
<tr>
<td></td>
<td>Other applied Counseling courses</td>
</tr>
<tr>
<td>ID 5080 Formation Group (two semesters)</td>
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<table>
<thead>
<tr>
<th>Counseling Capstone</th>
<th>2 hours</th>
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<tbody>
<tr>
<td>CM 7950</td>
<td>Christian Counseling Practicum -or-</td>
</tr>
<tr>
<td>CM 7478</td>
<td>Counseling Ministries Project</td>
</tr>
</tbody>
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**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 Psychology Department Chair or an MA/MHC faculty member

Upon successfully meeting the admission criteria, the TEDS Counseling Psychology 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
A student may desire to complete a second TEDS degree program with his or her MA in MHC degree, such as a Master of Arts (Christian Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MHC and MA (CS) degree could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MHC) with the MA (CS). Such course work would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the “Degree Combinations” section of the Catalog and the Counseling Department 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 course work in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program course work of 2.5, with no course work graded below a “C-” applicable to the degree.
2. Successfully write the major comprehensive exam.
4. A minimum of 60 hours of course work, 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

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
**Master of Arts in Ministry (MA in Min)**

**MA in Min Program Purpose**
The Master of Arts in Ministry (MA in Min) purposes 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 further requirements specific to the MA in Ministry 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 indication 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 course work but need to take it early in the program.

Applicants must include with their application a statement relative to 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 midprogram 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 course work. (See program curriculum below for possible areas of specialization.) Whether participants are completing course work on the Deerfield, urban Chicago, or Davie campus, 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 Midprogram Assessment**

At the time participants register for their 15th semester hour, the participants 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 relative to 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 that a minimum of 24 hours must be completed through Trinity course work, 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. A minimum of 16 semester hours must be completed in the program after admission to the program.

The MA in Ministry degree normally necessitates two years of full-time study and three semesters of course work, 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 a majority of their course work 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**

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

**Ministry Practice and Context**

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 Ministry Orientation

**ID 7465 MA in Min Capstone Experience**

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. Course work is also available through cross-registration into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Consult your 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 Educational Ministry in the Local Church
- 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 Educational Ministry in the Local Church
- EM 5210 Christian Leadership
- 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 Educational Ministry in the Local Church
- 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, 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; 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 course work, a written professional project is also required that reflects the engagement of the student’s academic training with ministry experience.

Currently, courses are offered in Dolton across the street from New Life Celebration Church of God at 14240 Dante Avenue. Updated course information may be obtained through Dr. Michael Reynolds, Assistant Dean of Extension and Continuing Education 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 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.

MA in UM Residency Requirement and Continuation
Residency requirements for the MA in UM degree:

24 hours must be completed through Trinity course work.
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 course work. See the Academic Handbook for details on these exams.

MA in UM students may complete the general comprehensive requirement through Distance Education 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
- 3 hours

Mission and Evangelism
- ME 5140 Mission of the Urban Church 3 hours

Urban Ministry
- EM 5150 Urban Educational Ministries 3 hours
- HM 6715 Hermeneutical and Homiletical Foundations of Preaching 3 hours
- 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
- PT 7451 Urban Ministry Practicum II 3 hours
- PT 7452 Urban Ministry Practicum III 3 hours
- PT 7471 Urban Ministry Project Design/Research 2 hours
- PT 7472 Urban Ministry Project Report 3 hours

Total Program 48 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 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 > TEDS 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 course work. Students may also study Greek independently or through a repeatable online course (available through TEDS 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 course work, which will further facilitate their MDiv program progress. Those who have completed a minimum of 8 semester hours of undergraduate or graduate elementary Hebrew course work 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/CS Degree**
TEDS students who have completed the MA (Christian 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
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 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**  
(Our source)  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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**  
(Our considered formulations of biblical truth)  
**Required:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5060</td>
<td>American Church History</td>
<td>3</td>
</tr>
<tr>
<td>CH7450</td>
<td>Christianity in the Non-Western World Since 1700</td>
<td>3</td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Worldview and Culture**  
(Our understanding of and relation to God's world)  
**Required:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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</td>
<td>The Intercultural Missionary may be substituted for those in the Cross-Cultural Ministry focus</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:**  
<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 Course</td>
<td>2</td>
</tr>
<tr>
<td>CC 5610</td>
<td>Cultural Hermeneutics</td>
<td>2</td>
</tr>
<tr>
<td>ME 6610</td>
<td>Anthropology for Ministry</td>
<td>2</td>
</tr>
<tr>
<td>PT 7860</td>
<td>Social and Cultural Exegesis</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**Required**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</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>(CM 6000 possible substitutes include CO 5210, CM 5110, CM 6572, CO 7140)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EM 5000</td>
<td>Educational Ministries in the Local Church</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 Ministry Orientation</td>
<td>1</td>
</tr>
<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
<td>2</td>
</tr>
</tbody>
</table>
PT 7460  MDiv Capstone Seminar  1 hour
PT 7465/7466 Internship  2 hours

Field Education and Formation Group
ID 5080  Formation Group (2 semesters)  0 hours
(recommended during first two semesters)
PT 5090  Field Education (2 semesters)  0 hours
PT 5095  Cross-Cultural Field Education (1 semester)  0 hours

Ministry Focus and Electives (choose from one of the six foci below)  18 hours
(1) Congregational Ministry: Pastor-Teacher
  
  Required:  6 hours
  OT 6600  Preaching from the Old Testament  1 hour
  PT 7210  Pastoral Practice  2 hours
  PT 7220  Pastoral Leadership  2 hours

  Choose one of the following:
  HM 6610  Preaching Narrative  1 hour
  HM 6620  Preaching Poetry and Prophecy  1 hour
  HM 6630  Preaching the Parables of Jesus  1 hour

  Focus or General Electives:  12 hours

(2) Congregational Ministry: Team Ministry
  
  Choose from the following:  6 hours
  EM 5210  Christian Leadership  2 hours
  EM 5510  Christian Formation and Journey  2 hours
  EM 5712  Theology and Methodology of Biblical Teaching  2 hours
  EM 5540  Foundations of Youth Ministry  2 hours
  EM 5541  Youth Ministry Strategies  2-3 hours
  EM XXXX  Additional course work in youth ministry  2-3 hours

  Focus or General Electives:  12 hours

(3) Cross-Cultural Ministry
  
  Choose one of the following academic/theological courses:  3 hours
  ME 6760  Theology of Missions  3 hours
  ME 7300  World Religions  3 hours
  ME 7710  Contextualization  3 hours

  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 Theoretical 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

(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 7220 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 course work 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 educational ministries 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.

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 course work 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 course work 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>
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</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>
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<tr>
<td>NT 5211</td>
<td>NT Greek Exegesis II</td>
<td>2</td>
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<tr>
<td>NT 5212</td>
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<td>Preaching from the New Testament</td>
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<tr>
<td>OT 5242</td>
<td>Hebrew Exegesis</td>
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<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>
<tr>
<td>PT 6210</td>
<td>Advanced Personal Ministry Development (required first fall semester)</td>
<td>1</td>
</tr>
</tbody>
</table>

(or PT 5000 as indicated in the letter of admission, in which case we encourage taking PT 6210 as an elective)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 EM 5210, 5510, 5712, 5540, 5541, CC 5610, and CO 5210.
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 course work.

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)

Introduction

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 intense year of study and includes 24 credit hours and two major research papers or a thesis. 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:

Possess an earned Master of Divinity degree or its equivalent from an accredited school that maintains academic standards similar to those of Trinity. (Master of Divinity equivalence is defined as an earned master’s degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity’s MDiv curriculum.
The applicant’s graduate grade point average for all graduate course work completed must be a minimum of 3.0 on a 4.0 scale.

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

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 work 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 course work.

**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 of the program is completed with a minimum GPA of 3.0 for program course work. 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 24 hours of advanced (normally 7000-8999 level if not a core requirement or capstone in another master’s program) graduate-level course work in the area of concentration with a minimum cumulative grade point average for program course work of 3.0, with no course work graded below a “C” applicable to the degree.
3. Pass the ThM Major Comprehensive Exam if the department of concentration is Church History, New Testament, or Old Testament. Major Comprehensive Exams are not required in the departments of Counseling, Educational Ministries, Missions and Evangelism, Pastoral Theology, and Systematic Theology.
4. Complete one of the two capstone projects below:
   - Write two major research papers (two — 8980) as a part of two advanced courses in the program, demonstrating evidence of competencies similar to those demonstrated in the thesis below. Examine the Academic Handbook for details related to this capstone project. Zero credit hours.
   - 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. The thesis may be for 0-3 hours credit, applicable to the student’s area of concentration.

**ThM Areas of Concentration and Curriculum**

The ThM is a post-MDiv degree program. As such, course work required to meet MDiv graduation requirements is not applicable to the ThM program. Each concentration must follow the rubric described below, with specific course work developed in consultation with the department faculty. The criterion against which applicable course work 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.

**Research Theory / Applied Practice in the Concentration** 2-4 hours

**Relevant course(s) as determined by the department**

**Concentration Core** 20-22 hours

- Advanced courses related to the concentration (normally 7000-8999 level)
• Concentrations may focus on department-specific course work (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.

• Concentration Core may include up to 3 hrs of thesis.

_Two — 8980 ThM Major Research Paper* —or—_ 0 hours

— 8985 ThM Thesis 0-3 hours

_Total Program_ 24 hours

*Note: If all advanced courses have been completed without major papers, additional course work is required to facilitate completion of this capstone option.

**ThM Concentration in Ethics Core Curriculum**

ST 5200 Christian Ethics 3 hours
BE 5000 Matters of Life and Death 3 hours
ST/PR 7000-8999 Ethics/Ethics-Related Courses 9-12 hours
BE 7000-8999 Bioethics Courses 9-12 hours
Doctoral Programs

“I am deeply grateful to God for granting me the privilege to study at Trinity. My passion to develop godly leaders who are theologically and educationally sound to meet the challenges my country and continent are facing is the reason for my pursuit of further training.”

Dennis Nyamieh Walker (2001-03 PhD Program Scholar, Educational Studies) is from Liberia, West Africa

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 stated as follows: 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.

As such, 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 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.

**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. 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 course work 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 as follows:

- 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 course work 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 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 course work, 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 hours of class time are involved, usually running from Monday through Thursday. Generally, out-of-class assignments during this week will be few.

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 the student to integrate the course content with his or her 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.

**Curriculum**

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

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>12 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9550 Revitalizing Ministry (PM, LM, PC, PR)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MN 9555 Prolegomena for Missions and Evangelism (ME)</td>
<td>6 hrs</td>
</tr>
<tr>
<td>(must be taken as one of first three courses)</td>
<td></td>
</tr>
<tr>
<td>Systematic Theology, New Testament, &amp; Old Testament Integrative Courses (BT)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MN 9990 Ministry and Missions Research</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration</th>
<th>12 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>6 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Project</td>
<td>6 hrs</td>
</tr>
<tr>
<td>MN 9991 Doctoral Project Research (twice at 3 hrs each)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 36 hours

**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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9125</td>
<td>Preaching Biblical Narratives</td>
</tr>
<tr>
<td>MN 9130</td>
<td>Hermeneutics and Homiletics (xBT)</td>
</tr>
<tr>
<td>MN 9135</td>
<td>Advanced Expository Preaching</td>
</tr>
<tr>
<td>MN 9140</td>
<td>Symposium on Dynamics of Effective Preaching</td>
</tr>
<tr>
<td>MN 9145</td>
<td>Christ-centered Preaching</td>
</tr>
<tr>
<td>MN 9160</td>
<td>Current Studies in Preaching</td>
</tr>
</tbody>
</table>

**Leadership & Ministry Management (LM)**

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

**Pastoral Care (PC)**

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

**Missions & Evangelism (ME)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MN 9401</td>
<td>ME Guided Research</td>
</tr>
<tr>
<td>MN 9410</td>
<td>Multi-ethnic Ministry</td>
</tr>
<tr>
<td>MN 9412</td>
<td>Missional Church Planting</td>
</tr>
<tr>
<td>MN 9414</td>
<td>Worldview and Evangelism</td>
</tr>
</tbody>
</table>
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 Unевangelized (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 Programs

Purpose of the PhD Programs
Trinity's three academic doctoral programs, 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), are 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 programs operates at full student capacity. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission. Postponement for one or two semesters after acceptance is occasionally possible.

Participants in the PhD/EDS and PhD/ICS programs may begin in any academic term, including summer. Participants in the PhD/THS program preferably begin studies in the fall.

Program Application Deadline
PhD/EDS September 15 (spring admission)
January 15 (summer/fall admission)
PhD/ICS September 15 (spring admission)
January 15 (summer/fall admission)
(EDS and ICS: Late application deadline of April 1 with permission of Program Director)
PhD/THS September 15 (spring admission)
January 15 (fall admission)

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: tedsadm@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.

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 course work in the biblical/theological disciplines (normally understood as at least 18 hours). Moreover, applicants must have completed at least 18 semester hours of graduate course work 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 course work 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.

In order 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 course work 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. A maximum of 20 percent of the course work 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 Student Accounting
Office.

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.

<table>
<thead>
<tr>
<th>Program Category</th>
<th>Hours</th>
<th>Course Titles</th>
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<tbody>
<tr>
<td>EDS Orientation</td>
<td>1 hour</td>
<td>ES 9110 Orientation to EDS Doctoral Studies</td>
</tr>
<tr>
<td>Foundations in Education</td>
<td>18 hours</td>
<td><strong>Required</strong></td>
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<tr>
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<td>ES 9700 Biblical and Theological Formation of the Educator</td>
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<td>ES 9750 Historical and Philosophical Foundations of Education</td>
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<td>ES 9500 Psychological and Sociological Foundations of Education</td>
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<td>ES 9175 Organizational Leadership</td>
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<td>ES 9200 Adult Learning Foundations</td>
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<td></td>
<td></td>
<td>ME-- Inter-Cultural Studies Course</td>
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<tr>
<td>Primary Elective Focus Areas:</td>
<td>18-24 hours</td>
<td><strong>(1, 2, or 3 hour courses)</strong></td>
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<tr>
<td>Educational Ministry in the Local Church</td>
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<td>ES 7550 Local Church as System</td>
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<td></td>
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<td>ES 8240 Intergenerational Education</td>
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<td>ES 9510 Developmental Issues in Children, Youth, or Adults</td>
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<td>ES 7560 Program Planning Dynamics in the Local Church</td>
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<tr>
<td>Teaching and Learning</td>
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<td>ES 9210 Curriculum Theory and Design</td>
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<td>ES 9150 Transformative Teaching and Learning</td>
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<td>ES 8220 Teaching in Higher Education</td>
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<td>ES 9725 Ethics in Teaching and Learning</td>
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<td>ES 8210 Teaching Others to Teach the Bible</td>
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<td>Leadership and Organizational Development</td>
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<td>ES 9275 Higher Education Administration</td>
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<td>ES 9130 Developing Emerging Leaders</td>
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<td>ES 7816 Leading Change in Organizations</td>
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<td>ES 7830 Developing Collaborative Teams</td>
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<tr>
<td>Contemporary Issues in:</td>
<td></td>
<td>ES 9000 Current Issues in Educational Studies</td>
</tr>
<tr>
<td>Teaching Practicum (2 of total elective hours)</td>
<td></td>
<td>ES 9890</td>
</tr>
</tbody>
</table>
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 (course work 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 course work 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: Harold A. Netland, PhD

Purpose and Nature of the Program
The PhD (Intercultural Studies) Program provides an opportunity for those with significant intercultural ministry experience to develop research and leadership skills in the field of evangelism, missions, mission education, and missiology through intensive resident course work and research. Students are usually well established in intercultural ministries connected with the world mission of the church, whether at home or abroad. Participation in the program links them with a broad-based community of scholars and provides tools to promote lifelong learning. Many of Trinity’s PhD/ICS students participate in the program during sabbatical or other educational leaves from Christian mission organizations, colleges, seminaries, and churches. The program trains evangelists, missionaries and world leaders for significant leadership positions in global ministries. Our mission is to help leaders develop their God-given abilities to serve Christ by proclaiming his gospel to every nation.

The program is designed for academic development of experienced persons in higher educational leadership development in institutional, church, and parachurch missions leadership. It is an academic doctorate with requirements and expectations comparable to American university and seminary research PhD standards.

Intercultural Studies Defined
Intercultural studies represents a broad category of scholarly inquiries related to the differences and commonalities across cultures. 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 understandings of reality and to evaluate these in the light of biblical teaching.

Socioanthropological inquiry is used to help understand the nature of intercultural relationships and to develop substantial awareness, knowledge of the skills of analysis and interpretation, and theoretical comprehension of the nature and consequences of sociocultural diversity. Effective human relationships and communication of ideas and images from one culture to another require an understanding of intercultural dynamics.

The foundation of the program is evangelical Christian theology, which provides the basis for the evaluation of the interaction between a given culture and the gospel in such areas as evangelism, church planting, and theologizing. The field of intercultural studies explores in scholarly modes the tasks that demand the proper contextualization of the biblical message and focuses on the missiological purposes of God in the world.

Program Design
The PhD (Intercultural Studies) Program is designed as a program of four academic years, ordinarily requiring two years (four semesters) of classroom and seminar studies followed by a year of comprehensive examinations and dissertation research. The minimum number of courses and seminars is 60 semester hours, with a minimum full-time enrollment of 9 semester hours each term. Ordinarily a full-time student takes 9 to 12 semester hours. The program operates on a year-round basis, with full-load enrollment available in each of the two semesters and summer. Two semesters of enrollment constitute one academic year. Program courses are available each of the two semesters and summer in a variety of term-length and modular formats.

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. Core courses and the majority of electives are limited to doctoral students. The PhD/ICS and the PhD/EDS programs, particularly, afford participants the opportunity to interact with issues emerging from theology and the social sciences as these issues relate to missions, evangelism, and education. 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. Where required, participants are expected to have read the assigned textbooks and other materials 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; and Guided
Research Courses, which are non-catalog courses specifically designed to meet the academic interests or professional needs of the participant.

Residency Requirement
Participants are expected to enroll in residence on a full-time basis for a minimum of two semesters. Continuous participation in the doctoral learning community is expected during the required period of residency. The summer term can be included as a regular semester.

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.

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, preferably in intercultural ministry, 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 course work may be admitted with a deficiency of master’s courses. Several means of removing such deficiencies are described in the ICS Handbook.
Deficiencies need not be completed before beginning the PhD/ICS program but must be fulfilled before the beginning of the second year of course work (i.e., 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 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 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 understanding of the student. It is generally scheduled soon after successful completion of a majority of the planned course work and is divided into two parts: the written and the oral.

The Written Comprehensive Examination consists of three 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. Participants will write two field statements on topics such as the history of missions, missiological anthropology, contextualization, the theology of missions, the anthropology of religions, the theology of religions, globalization and mission, missions and money. The third field statement will normally focus on a specific geographical or cultural region of the world. Faculty sponsors will work with the participant on the selection and preparation of these fields. Field statements should include both theological reflection and missiological application. Optimally, they will relate strongly to the work planned for the dissertation. 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. See the ICS Handbook for Participants for further details on the comprehensive examinations.

**Candidate 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 minimum residency requirements of two full-time semesters
5. Successful completion of the written and oral comprehensive examinations and conditions (if any)
6. Acceptance of the dissertation research proposal and revisions (if any)
7. Acceptance of the Protection of Human Rights in Research Protocol

**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 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 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. 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 course work with a minimum 3.2 (on a 4.0 scale) cumulative grade point average for program course work, 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. 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 Courses: 27 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 9050</td>
<td>Prolegomena: Missiology as a Discipline</td>
<td>3</td>
</tr>
<tr>
<td>ME 9250</td>
<td>Leadership Development and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ME 9930</td>
<td>Missiological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ME 9700</td>
<td>Theology of Mission and Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>ME 9610</td>
<td>Anthropology for Mission and Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>ME 9400</td>
<td>History of Missions in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>ME 8815</td>
<td>Ethnicity: Modes of Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ME 8312</td>
<td>Christian Encounter with World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

An additional course in research methods is required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 8922</td>
<td>Ethnographic Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ME 9925</td>
<td>Historiographic Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

If a participant’s dissertation research will be based on historical study, then ME 9925 should be taken. In all other cases, ME 9922 must be taken. Participants are encouraged to consider taking both.

Designated Electives 12 hours

Students select, with the approval of the program director and/or dissertation supervisor, four courses offered at or above the 7500 level by faculty in the missions department. These courses should be related to the participant’s dissertation research and/or to the participant’s three field statements (the written part of the comprehensive examination) and must include careful attention to theory, method, and data.

Free Electives 9 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 9975</td>
<td>Comprehensive Exam Preparation</td>
<td>3 total</td>
</tr>
<tr>
<td>ME 9990</td>
<td>Dissertation Proposal Preparation</td>
<td>3 total</td>
</tr>
<tr>
<td>ME 9991</td>
<td>Dissertation Research</td>
<td>6 total</td>
</tr>
</tbody>
</table>

EDS participants may take one to three semesters of Comprehensive Exam Preparation and one to three semesters of Dissertation Proposal Preparation in order to meet the 3 credit hours required for each course. EDS 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 course work 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 course work 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 follows the residence course work. 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 course work within two years of matriculation, many will take longer than two years depending on their level of academic preparation, their aptitude, and the time they are able to devote to the demands of the program. A normal student course load for the program is 10 to 12 hours per semester. Full-time status in the program is defined as at least 9 hours per semester. In no case may a student exceed a course load of 16 hours of doctoral work per semester. Part-time students can be accommodated, although preference is given to full-time applicants. Prospective students must indicate their intent to be full or part time at the time of application. For additional information on the design of the program and its requirements, see the THS Handbook for Participants.

Instructional Modes
The Doctoral Seminar
The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not a person's own until they can be shaped into one's own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Participants are expected to have read the assigned textbooks and other materials before the first class session.

Guided Research
Students may register for up to three (3) 9000-level Guided Research courses for a total of six (6) hours of credit before candidacy. These courses are noncatalog courses specifically designed to meet the academic interests of the participant. The research course is intended to encourage research skills, competency in an area of research, and a relationship between students and their mentors. Most students will do this course under the guidance of the faculty member who will supervise the dissertation research.

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

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
course work 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 course work 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 the student accepts his or her admission. Waiver requests from spring matriculants are due no later than December 15 (prior to matriculation); requests from fall matriculants are due no later than June 15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).

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 course work has been completed and the PhD Comprehensive Exam has been passed (at the ThM level), the student may be considered for a ThM. If the PhD Comprehensive Exam has not been taken, the ThM Comprehensive Exam must be passed. The capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.

When fewer than 48 hours of PhD-level course work has been completed, the student may complete a Change of Program form through the Admissions Office with applicable course work 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 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.
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:

### Church History/Historical Theology Concentration

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>33 h</td>
</tr>
<tr>
<td>3 Historical Theology seminars</td>
<td>12 h</td>
</tr>
<tr>
<td>1 New Testament seminar</td>
<td>4 h</td>
</tr>
<tr>
<td>1 Old Testament seminar</td>
<td>4 h</td>
</tr>
<tr>
<td>1 Systematic Theology seminar</td>
<td>4 h</td>
</tr>
<tr>
<td>ST 9100 Advanced Theological Prolegomena seminar</td>
<td>4 h</td>
</tr>
<tr>
<td>ST 9110 The Theological Scholar</td>
<td>1 h</td>
</tr>
<tr>
<td>ST 9222 Principles of Higher Education</td>
<td>2 h</td>
</tr>
<tr>
<td>CH 8911 Colloquium in Historical Methodology I</td>
<td>1 h</td>
</tr>
<tr>
<td>CH 8912 Colloquium in Historical Methodology II</td>
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**Advanced Electives**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Comprehensive Exam Preparation and Dissertation</strong></td>
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<td>CH 9975 Comprehensive Exam Preparation</td>
<td>3 h</td>
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<tr>
<td>CH 9990 Dissertation Proposal Preparation</td>
<td>3 h</td>
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<tr>
<td>CH 9991 Dissertation Research</td>
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**New Testament Concentration**

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

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<tbody>
<tr>
<td><strong>Comprehensive Exam Preparation and Dissertation</strong></td>
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<tr>
<td>NT 9975 Comprehensive Exam Preparation</td>
<td>3 h</td>
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<tr>
<td>NT 9990 Dissertation Proposal Preparation</td>
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</table>

**Old Testament Concentration**

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

<table>
<thead>
<tr>
<th>Course Type</th>
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</tr>
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<tbody>
<tr>
<td><strong>Required Courses</strong></td>
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<td>1 Historical Theology seminar</td>
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<tr>
<td>1 New Testament seminar</td>
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<tr>
<td>ST 9100 Advanced Theological Prolegomena seminar</td>
<td>4 h</td>
</tr>
<tr>
<td>ST 9110 The Theological Scholar</td>
<td>1 h</td>
</tr>
<tr>
<td>ST 9222 Principles of Higher Education</td>
<td>2 h</td>
</tr>
<tr>
<td>OT 8911 OT Studies I: Pentateuch and Historical Books</td>
<td>2 h</td>
</tr>
<tr>
<td>OT 8912 OT Studies II: Poetic and Prophetic Books</td>
<td>2 h</td>
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**Advanced Electives**

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<thead>
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<th>Course Type</th>
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<tr>
<td>OT 9975 Comprehensive Exam Preparation</td>
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<tr>
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<td>3 h</td>
</tr>
<tr>
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b. **Focus in Old Testament and Ancient Near Eastern History, Archaeology, and Languages**

<table>
<thead>
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</tr>
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<tbody>
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<tr>
<td>OT 7680</td>
<td>Literature of the Ancient Near East</td>
</tr>
<tr>
<td>OT 8xxx</td>
<td>Religions of the ANE</td>
</tr>
<tr>
<td>OT 8811</td>
<td>History and Archaeology of the ANE, Pt 1</td>
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<tr>
<td>OT 8812</td>
<td>History and Archaeology of the ANE, Pt 2</td>
</tr>
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<td></td>
<td>Ancient Near Eastern Required Languages</td>
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<tr>
<td>1</td>
<td>Historical Theology seminar</td>
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<tr>
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<td>ST 9100</td>
<td>Advanced Theological Prolegomena seminar</td>
</tr>
<tr>
<td>ST 9110</td>
<td>The Theological Scholar</td>
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<td>ST 9222</td>
<td>Principles of Higher Education</td>
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<tr>
<td>OT 8911</td>
<td>OT Studies I: Pentateuch and Historical Books</td>
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<tr>
<td>OT 8912</td>
<td>OT Studies II: Poetic and Prophetic Books</td>
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**Advanced Electives**  

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<thead>
<tr>
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**Systematic Theology Concentration**  

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<tr>
<td>1</td>
<td>New Testament seminar</td>
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<tr>
<td>1</td>
<td>Old Testament seminar</td>
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</tr>
<tr>
<td>ST 9100</td>
<td>Advanced Theological Prolegomena seminar</td>
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<tr>
<td>ST 9110</td>
<td>The Theological Scholar</td>
<td>1</td>
</tr>
<tr>
<td>ST 9222</td>
<td>Principles of Higher Education</td>
<td>2</td>
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**Advanced Electives**  

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehensive Exam Preparation and Dissertation</td>
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<td>ST 9975</td>
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<td>ST 9990</td>
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</tr>
<tr>
<td>ST 9991</td>
<td>Dissertation Research</td>
<td>6</td>
</tr>
</tbody>
</table>

**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 (Christian Studies) (MA/CS), 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/CS, 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, distance education, and summer and short-term Deerfield campus course work 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 at http://divinity.tiu.edu/academics/course-schedules-catalog.dot Distance Education courses are always available, with a course listing found at www.teds.edu/distanceeducation/. 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 an additional option. This rotation enables completion of MDiv course work 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 course work 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 course work 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 weeks per semester and enable the completion of all MA (Christian Studies) course work and about one-third of MDiv course work. 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: Distance Education Courses
Distance Education courses may be completed from anywhere in the world. Each course provides a programmed syllabus and a set of specific course assignments. Courses are offered using a combination of online, audio, video, and printed material, depending on the course. The entire Certificate in Christian Studies may be completed in Distance Education mode, and Trinity is currently revising and expanding its offerings to enable students to complete some program-applicable course work through Distance Education. Visit the Distance Education website for more information at www.teds.edu/distanceeducation/. Note: Registration for Distance Education courses in South Florida must be made locally through the Florida Regional Center. Please call 954.382.6400 and ask for the coordinator of the Master of Arts (Christian Studies) program.

Note: All TEDS courses, whether completed on-campus, at Extension Sites, in Distance Education mode, etc, are equally applicable to program requirements.
Extension, Affiliated Programs, and Distance Education

Trinity’s Office of Extension and Affiliated Education, together with Distance Education, 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 distance education courses, Trinity makes graduate course work 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 five extension sites, excepting Wexford which presently offers courses in the program, and two regional centers.

The entire Master of Arts (Christian 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; 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 course work 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; Joey Martin (330.315.5511 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 in Christian 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 are held at North Way Christian Community Church, Wexford, Pennsylvania; Allison Smith (724.935.6800 x3104 or allisons@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:

Barry Beitzel, PhD
Eugenia Brown, PhD
David Daniels, PhD
John Feinberg, PhD
Bruce Fields, PhD
Daniel Green, PhD
Sigurd Grindheim, PhD
David Gustafson, PhD, DMin
Jay Halley, DMin
David Hoffeditz, PhD
H. Wayne Johnson, PhD
Wayne Johnson, PhD
Martin I. Klauber, PhD
Henry Knapp, PhD
John Lennox, PhD, DSc, DPhil
Doug Ley, DMin
Don Lichi, PhD
David J. Luy, PhD
Samir Massouh, MDiv, MA
David McClellan, PhD
James R. Moore, PhD
Alice Ott, PhD
Michael Reynolds, DMin
Steven Roy, PhD
Michael Sabo, PhD
Greg Scharf, DMin
David Seemuth, PhD
Phil Sell, PhD
Mark Senter, PhD
David Sloan, PhD
Gene Swanstrom, DMin
Eric Tully, PhD
Willem VanGemeren, PhD
Lee Wanak, PhD, DMin
Dee Yaccino, MA

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.

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.

Distance Education
Distance Education (DE) courses provide opportunity to study on the graduate level anywhere in the world serviced by the Internet or mail. TEDS DE courses are available in a combination of online, DVD, video or audio tape, or print format. In each of these modes, the use of technology provides opportunities to link students in community, and enhance their learning experience with supplemental resources. DE courses generally include a syllabus to guide you through specific assignments, study guides, and lectures. A Course Tutor assists students through course requirements and online discussions. DE courses are offered for graduate credit, which 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 our website (www.teds.edu/distanceeducation/).

Distance education courses may be taken as a visiting student, an extension student, or a part- or full-time Deerfield campus student.

Note: A maximum of five courses (15 hours) in Distance Education may be taken in a TEDS degree program. Distance Education courses are not applicable to the required Deerfield residency.

Extension, Visiting, and Part-time Deerfield Campus Students
1. Register through the DE Office at 800.588.7705 or 847.317.6554 or online at www.teds.edu/distanceeducation/. Note: Registration for Distance Education courses in South Florida must be made locally through the Florida Regional Center. Please call 954.382.6400 and ask for the coordinator of the Master of Arts in Christian Studies program.

2. Course registration is for a given semester, though course extensions may be granted by petition to the DE Office (see “Important DE Registration Note” following).

3. Visiting students may enroll for a maximum of 9 hours per semester.
DE Course Registration Calendar for Extension, Visiting, and Part-time Students
Registering Through the DE Office

<table>
<thead>
<tr>
<th>Semester</th>
<th>DE Registration Begins</th>
<th>DE Registration Ends</th>
<th>Last Day to Drop DE Course*</th>
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<tr>
<td>Fall</td>
<td>April 1</td>
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<td>Oct 12</td>
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<tr>
<td>Spring</td>
<td>Nov 15</td>
<td>Feb 15</td>
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</tr>
<tr>
<td>Summer</td>
<td>April 1</td>
<td>June 15</td>
<td>July 1</td>
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</table>

*Financial penalties apply. Drop period with (W) Withdraw posted is during the first 50 percent of semester.

Full-time Deerfield Campus Students
1. Prior to online registration for a DE course, contact the DE Office with any questions you may have at 800.588.7705 or 847.317.6554 or in their office in the Veenstra Wing of the Kantzer Center.
2. Register online with your regular TEDS registration.
3. Distance education course work must be completed during the semester of enrollment and is subject to the regular (very limited) extension policy for full-time Deerfield campus students through the Dean of Students Office.
4. Full-time Deerfield students are expected to enroll in classroom courses; however, some Distance Education courses may be applied to some programs. Review the specific program curricula in the Catalog for course requirements.

Important DE Registration Note
1. Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Deerfield, Extension, or Distance Ed courses) is considered “half-time” for reporting purposes and financial aid. Requests for letters of verification of enrollment status for loan deferment should be requested from Records; letters of standing indicating DE enrollment and the course calendar may be obtained from the DE Office.
2. 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 course work.

Regular TEDS Courses Offered in Distance Education Mode
Further information regarding DE studies may be obtained from the Office of Extension and Affiliated Education. Call 800.588.7705 or 847.317.6554, go to our website at www.teds.edu/distanceeducation/, or visit our office in the Veenstra Wing of the Kantzer Center. The following courses are available, all of which correspond to current catalog offerings:

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. Two hours.

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. Note: All Greek Students take the proficiency placement exam before placement in exegesis. 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. Prerequisite: NT 4030. Note: All Greek students take the proficiency placement exam before placement in exegesis. Four hours.
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. Four hours.

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. Four 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. It 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. 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. 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. Three hours.

Additional Elective Courses Offered in Distance Education Mode
The following courses are available only in DE mode and are approved for elective TEDS graduate course credit.

DE 5010  The Pentateuch
A study of the contents of the Pentateuch against its archaeological background together with consideration of the particular Pentateuchal problems of evolution and higher criticism. The laws that form the basis of Israel’s theocracy are examined with regard to their content, meaning, and applicability today. Lecturer: R. Laird Harris, PhD. Three hours.

DE 5050  The Book of Psalms
An introduction to the Book of Psalms, with emphasis on the principles involved in the exegesis of the hymnic literature and the application of these principles in selected portions. Special attention to the various forms of the Psalms, their setting within the historical experience of Israel, and their application today within the church. Lecturer: Bruce K. Waltke, ThD, PhD. Three hours.

DE 5060  The Book of Proverbs
An exegetical study of the Book of Proverbs in its cultural, historical, and literary setting, with attention to its critical hermeneutical problems. To get the full benefit out of the course, a knowledge of Hebrew is required. Lecturer: Bruce K. Waltke, ThD, PhD. Three hours.

DE 5120  The Christian and Old Testament Theology
A biblical and theological study of the foundational Old Testament theology applicable for the New Testament and the Christian church. Investigation of focal points for the theology of both the Old and New Testaments, as well as continuity and discontinuity between the testaments. Included are the topics of saving faith, the people of God, the role of the law of God, the worship of God, the doctrine of atonement, the kingdom of God, the Messiah, and the preparation of the New Covenant. Lecturer: Walter C. Kaiser, Jr., PhD. Three hours.

DE 5210  The Epistle to the Romans (Greek)
An exegetical and theological study of Paul's Epistle to the Romans in the Greek text. Includes the treatment of selected historical, grammatical, structural, and lexical data that help interpret this important New Testament document. Special emphasis given to the theological themes and argument of the epistle. Prerequisite: basic skills.
in Greek exegesis, including the ability to make grammatical and textual critical evaluations, as well as to do Greek word studies. Lecturer: Harold W. Hoehner, ThD, PhD. *Three hours.*

**DE 5310  The Sermon on the Mount**  
A consecutive exposition of Jesus’ Sermon on the Mount in Matthew 5-7. Emphasis is on the distinctive character expected of the Christian and on the authority of the Lord Jesus Christ. Programmed syllabus requires an expository and reading study with emphasis on the practical and spiritual application of the Sermon on the Mount and on the theological issues and historical interpretations of that passage. Lecturer: John R. W. Stott, MA, DD. *Three hours.*

**DE 5320  The Pastoral Epistles**  
An expository and exegetical study of 1 and 2 Timothy and Titus, with emphasis on their special exegetical and interpretive problems and their relevance for society, church, and especially, church leadership. A working knowledge of Greek and a careful use of the required commentaries necessary for the programmed lesson plan. Lecturer: John R. W. Stott, MA, DD. *Three hours.*

**DE 5330  The Gospels/Life of Christ**  
A chronological, synthetic study of the four Gospel records, emphasizing the time, place, circumstances, and persons involved in the events of our Lord’s ministry, with a view to a fuller understanding of the significance of his words and works. Lecturer: Terry C. Hulbert, ThD. *Three hours.*

**DE 5340  The Parables of Jesus**  
Methods of interpreting Jesus’ parables are surveyed, and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the Gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus’ teaching. Lecturer: Craig L. Blomberg, PhD. *Three hours.*

**DE 5350  The Gospel of Luke (Greek or English)**  
An examination of the Gospel of Luke with concentration on its message and preparation of narrative material for preaching and teaching. Course work will be based either on the Greek text or an English translation. Lecturer: Darrell L. Bock, PhD. *Three hours.*

**DE 5440  Biblical Theology of Morality: Christian Ethics**  
An examination of the theories of obligation and theories of value from a biblical perspective. Includes implications for decision making in personal and church life. Lecturer: James M. Grier, ThD. *Three hours.*

**DE 5500  Theology of Martin Luther**  
The presuppositions of Luther’s theology are set forth in his distinction of the two kinds of righteousness and the theology of the cross. Luther’s treatment of central Christian doctrine, particularly justification by faith and the means of grace, are explored. Significant treatment is given to his understanding of life in human culture and society. Lecturer: Robert Kolb, PhD. *Three hours.*

**DE 5530  The Theology of Jonathan Edwards**  
Detailed examination of the theology of Jonathan Edwards. Study of his teachings relative to the major points of Systematic Theology using a topical approach, with particular emphasis on his unique theological contributions. Lecturer: John H. Gerstner, PhD. *Three hours.*

**DE 5550  The Ancient Church**  
A detailed study of ancient church history, with emphasis on the development of doctrine during the period. Attention is given to the main figures of the Patristic age. Lecturer: Richard C. Gamble, ThD. *Three hours.*

**DE 5570  Reformation Church History**  
A study of the development of the Protestant Reformation from its roots prior to the 16th century to its impact on today’s church and world. Attention is given to the lives and teachings of Luther, Zwingli, Calvin, and Knox, and to the course of the Reformation in various nations. Outline of the major Protestant movements—Lutheranism, Calvinism, Anabaptism, and Puritanism—and the Roman Catholic and Remonstrance reactions. Lecturer: William R. Godfrey, PhD. *Three hours.*

**DE 5580  The Church in America**  
A study of the church in America from its Colonial beginnings to the present day with emphasis on the numerous influences that have shaped the current religious scene. May be substituted for CH 5050. Lecturer: John D. Hannah, ThD, PhD. *Three hours.*

**DE 5620  Urban Mission and Ministry**  
A study of Christian missions and ministry in the world’s growing cities. Examination of the biblical basis for urban ministry and case studies of effective urban strategies worldwide. Attention given to urban issues such as ministry to the poor and homeless, pastoring and raising a family in the city, and planting urban churches. Lecturer: Roger S. Greenway, ThD. *Two hours.*
DE 5630  The Missionary Encounter with World Religions
An introduction to the theology of religions. A biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approaches are proposed. Lecturer: Harvie M. Conn, ThM, LittD.  *Three hours.*

DE 5640  African Theology and Religions
An introduction to Christian Theology in Africa against the background of African cultures and religions. After a brief examination of how to study and understand Africa, the course focuses on factors that led to debate on Christian theology in Africa. Descriptions and an analysis of African religions are provided. African theology will be studied in depth. Lecturer: Tite Tiénoü, PhD.  *Two hours.*

DE 5650  Encountering Islam: Understanding and Sharing with Muslims
This course focuses on understanding the Muslim mind and sharing the Savior within it. The course will take steps in understanding Islam from within as Muslims understand Islam and from without as Christians understand Islam. Lecturer: Patrick Cate, PhD.  *Two hours.*

DE 5710  Church Leadership and Administration
A course designed to develop leadership potential in students and give them familiarity with the various elements of the administrative process, including goal setting and achieving, organization, delegation, human relations, group dynamics, supervision, and the training of other leaders. Universal principles with focus on the Christian organization, particularly the local church. Lecturer: Kenneth O. Gangel, PhD.  *Three hours.*

DE 5720  Interpersonal Communication and Conflict Management
An examination of the process of interpersonal communication and conflict management in human relationships within Christian organizations, with attention given to communication models, self-concept, nonverbal messages, stress and strategies that will assist the Christian leader to develop interpersonal communication skills and to use conflict productively. Lecturers: Kenneth O. Gangel, PhD, and Samuel Canine, PhD.  *Three hours.*

DE 5740  Spiritual Formation
An investigation into the meaning of biblical Christianity and its relationship to faith and practice. Lecturer: John R. Lillis, PhD.  *Three hours.*
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.

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 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, Distance Education)
Independent Study Courses include three venues: reading courses; guided research; and 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. 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 (Christian Studies) Capstone
A program capstone for MA (Christian 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 (Christian 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. 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 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 Integrative Paper
Participants in MA programs requiring an 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 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. No Credit. *Zero hours.*

ID 7482  MDiv Major Research Paper
MDiv participants in the Research Ministry Focus complete two major research papers and must register for ID 7482 concurrent with registration for the advanced elective course in which they are writing a MDiv major 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.*

ID 7483  MDiv Thesis
Open only to those grandfathered into the old MDiv program. See the MDiv Program Office for details.

ID 7484  MDiv Thesis Extension
Open only to those grandfathered into the old MDiv program. See the MDiv Program Office for details.

-- 7485 MA Thesis
MA thesis writers register for — 7485 in the department of their concentration. Prerequisite: Approved thesis proposal 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.*

-- 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. No Credit. *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. No hours.

-- 7980 MA Major Research Paper
MA participants completing the two major 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 major 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 hours.*

-- 8980 ThM Major Research Paper
ThM participants completing the two major 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 major 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 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. 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. 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. 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 and spring. 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 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 reformation; 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, Nicomachian 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.
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. Master’s three hours, doctoral 3+1 hours.

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.

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.

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.

Doctoral Seminars
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.

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.

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 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
Department Chair
Assistant Professor
Stephen P. Greggo, PsyD
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
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 credits.

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  Theoretical Foundations of Family Therapy
This course is an examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. It includes an introduction to several of the major techniques currently employed in the field. 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  Personality Development
A consideration of human development from conception to death, emphasizing research, personality, and counseling implications at each stage. 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 major professional counseling association are considered, including AAMFT, ACA, and APA. Theoretical and practical applications of ethical guidelines to a variety of counseling situations are discussed. Issues related to the professional practice of counseling and therapy are included. Prerequisite: CO 5400. 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 intervention. Various types of crises are considered through case vignette and discussion. Common crisis issues, such as grief and trauma, are considered from historical, professional and Christian perspectives. Two or three 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 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 $40 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.

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**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 course work 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 of Educational Ministries

Perry G. Downs, PhD
Professor

Duane H. Elmer, PhD
Distinguished Professor

Donald Guthrie, EdD
PhD/EDS Director
Professor of Educational Ministries/The Jeanette L. Hsieh Chair of Educational Leadership

James R. Moore, PhD
Associate Dean
Associate Professor
Director of the MA in Ministry Program

Mark H. Senter, III, PhD
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 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 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
Consideration of the nature and responsibilities of leadership for church and Christian ministry organizations. Case studies will be used to assist participants in applying leadership theory to practice. Two 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 to four 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 5541  Youth Ministry Strategies
An examination of principles and procedures in specific parachurch or church-based youth ministries. Biblical and theological foundations for understanding the adolescent and building a philosophy of evangelism. Methodologies for contacting students, personal evangelism, outreach in groups, discipling, and counseling. Two to four 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 5712  Theology and Methodology of Biblical Teaching
An examination of teaching and learning as applied to biblical passage and theological concepts. Opportunity will be given to improve teaching skills through in-class practice. Two hours.

EM 6000  Current Topics in Educational Ministries
Select and specialized topics relevant to educational ministry. One to four hours.

EM 7260  Small Group Processes in Ministry
An examination of the biblical and theological foundations of small group ministry, types of small groups and their place in church growth and ministry, small group dynamics, and leadership development. Two or 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 7805 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. One or two hours.

ES 7815 Change, Power, and Conflict
A study of the process of change, power, and conflict management particularly as it pertains to Christian contexts in ministry. One or two hours.

ES 7816 Leading Change in Organizations
Participants will engage in theological reflection and critical thinking about the crucial dynamics in leading and implementing organizational change. 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. One or two hours.

ES 7830 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. 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 the Bible
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 8220 Teaching in Higher Education
An examination of the instructional process in higher education emphasizing the preparation of materials and instructional design alternatives. 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.

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. One hour.

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 9150 Transformative Teaching and Learning
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 theoretical 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 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 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 9240 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 9320 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 9725 Ethics in Teaching and Learning
An examination of foundational principles in ethical thought, focusing on the source of ethical principles and the need for ethical absolutes. Discussion then focuses on ethical questions in teaching and learning with emphasis on educational practices and ethics on institutional policies and culture. **One or two 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 9810 Education and Nurture
An exploration of the historical and theological roots of major nurture theories in educational practice. Emphasis on the reading and discussion of primary source material. **One or two hours.**

ES 9890 Teaching Practicum
Participants设计, 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. **One or two hours.**
ES 9910  Foundations in Social Science Literature
Investigates the social science research literature, especially as it provides the theoretical grounding for research. Attempts to demonstrate linkages primarily from sociology, anthropology, psychology, and education to the participants’ present research interests. Three hours.

ES 9915  Social Science Research Methods
A study of the scholarly inquiry into the fields of education and intercultural studies. Examines matters of research purpose, objectivity, generalizability, and significance. Within experimental, descriptive, and evaluative research methods participants will formulate research questions, design, methods of data collection, analysis of data, and interpretation of findings. Note carefully the precourse assignments. Prerequisite: Satisfactory completion of a computer-assisted learning module on Statistics. 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
Crawford Loritts, DD
Affiliate Professor

Harold Netland, PhD
PhD/ICS Director
Professor

Alice Ott, PhD
Affiliate Professor of the History of Mission
and World Christianity

Craig L. Ott, PhD
Department Chair
ReachGlobal Chair of Mission
Professor
James F. Plueddemann, PhD
Professor
Robert J. Priest, PhD
G.W. Aldeen Professor of International Studies
Professor
Ed Stetzer, PhD
Affiliate Professor
Tite Tiénou, PhD
Senior Vice President of Education and Dean
Dr. Tite Tiénou Chair of Mission and Global Theology
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 will provide the graduate student with the content and the context for developing a biblical and theological understanding of evangelism. Through lecture, open discussion, small group interaction, and field experience, the student will develop convictions, skills, and confidence in communicating the gospel while learning how to reproduce these in a local setting, whether it be church, a university or high school campus, or in a multicultural context. Additionally, there will be a strong emphasis on encouraging the student to develop a biblical philosophy of ministry that reflects a balance of both the theoretical and practical perspectives of evangelism. 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 5751  Encountering Mormon Culture**
Generally a spring break onsite experience in Provo, Utah, enabling intensive engagement with Mormon thought and culture. The course combines readings on Mormonism, visits to the Temple in Salt Lake City, Brigham Young University, and other sites, and instruction from Christian leaders involved in ministry among Mormons. The course seeks to understand Mormon worldview and doctrinal teachings and challenges for Christian ministry among Mormons. **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.**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6000</td>
<td>Current Studies in Mission and Evangelism</td>
<td>Topics selected deal with significant issues related to mission and/or evangelism. One to four hours.</td>
</tr>
<tr>
<td>ME 6240</td>
<td>The Intercultural Missionary</td>
<td>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.</td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
<td>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.</td>
</tr>
<tr>
<td>ME 6610</td>
<td>Anthropology for Ministry</td>
<td>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.</td>
</tr>
<tr>
<td>ME 6760</td>
<td>Theology of Mission and Evangelism</td>
<td>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.</td>
</tr>
<tr>
<td>ME 6963</td>
<td>Principles of Discipleship</td>
<td>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.</td>
</tr>
<tr>
<td>ME 7215</td>
<td>Teaching the Bible in Intercultural Settings</td>
<td>The course is designed to integrate cultural philosophies of education with ethno-pedagogy for the task of teaching the Bible in another culture. An emphasis will be placed on the use of case studies and will move from description and analysis to the question of “How should we teach the Bible in other cultures?” The course will be useful for students who desire to teach the Bible in any cultural setting. Three hours.</td>
</tr>
<tr>
<td>ME 7300</td>
<td>World Religions</td>
<td>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.</td>
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</tbody>
</table>

**Advanced Master’s/Doctoral Courses**

**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. Three 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. Three 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. Three 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. Three 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. Three 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. Three 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. Offered on demand. Two or three 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 religious leaders will be examined. Three 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. Three 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. Three 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. Three 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. Three 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. Three 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. Three 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. Three hours.
ME 8922  **Ethnographic Research Methods**  
This course teaches various ethnographic research methods oriented toward intercultural mission and congregational settings: participant observation, ethnographic 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 covered include ethical issues in fieldwork, the place of theory in ethnographic research, proposal writing for qualitative research, epistemological issues in anthropological research, and recent controversies over ethnographic representation of "social others."  
*Three 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.  
*Three hours.*

**ME 9050**  **Prolegomena: Missiology as a Discipline**  
This seminar examines the roots, current debates, and future directions of missiology based on classical and current publications in the field. It explores the integrative character of Christian mission drawing on the contributions of theology, history, and the social sciences. Students are encouraged to develop a missiology that is relevant, orthodox, and creative, and a lifelong commitment to mission scholarship and writing.  
*Three hours.*

**ME 9080**  **Worldview and Evangelization**  
A study of the nature and functions of worldviews and the dynamics of worldview change. Special attention is given to the transformation of worldviews in the light of the Scriptures and to problems of syncretism and contextualization.  
*Three 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.  
*Three hours.*

**ME 9116**  **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.  
*Three hours.*

**ME 9215**  **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.  
*Three hours.*

**ME 9210**  **Leadership 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.  
*Three hours.*

**ME 9220**  **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.  
*Three hours.*

**ME 9230**  **Seminar: History of Mission in the Modern World**  
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.  
*Three 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.  
*Three 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 missionary mandate, call, methods, motives, and the problems of dialogue, syncretism, and universalism. Three hours.

ME 9720  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. Three hours.

ME 9925  Historiographic Research Methods
Specialized inquiry skills are developed in order that responsible use can be made of documentary and interview materials. Disciplines of the historian are identified and critiqued. Three hours.

ME 9930  Missiological Research Methods
An introduction to the principles and practices of missiological research. Attention will be focused on the relationships among theological inquiry, socioanthropological inquiry, and missions practice. Development of a research design, bibliography, and database for high-level missiological research will be emphasized. Three hours.

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 of New Testament
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 course work 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 NT 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 6221, or current enrollment. May be repeated as the instructor varies, register as NT 7501. Two hours master’s or doctoral.

NT 8721  Advanced Greek Grammar
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; and pre or con-requisite of OT 5242. May be repeated as the instructor varies, register as NT 7501. Two hours master’s or doctoral.

NT 8722  The Septuagint and the New Testament
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.

NT 8723  New Testament Textual Criticism
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.

NT 8911  New Testament Research
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
NT 9000  Issues in New Testament Theology
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.

NT 9150  Old Testament Quotations in the New Testament
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.

**NT 9160**  **Missions in the New Testament**  
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
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 course work in the subject or are not intending to complete the MA program. Offered fall. *Four hours.*

**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 as 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
Peter T. Cha, PhD
Associate Professor

Martin R. Crain, DMin
Director of the Professional Doctoral Programs
Associate Professor

David A. Gustafson, PhD
Director of Placement

H. Wayne Johnson, PhD
Director of the Master of Divinity Program
Associate Professor of Pastoral Theology

Crawford W. Loritts Jr., DD
Affiliate 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 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.

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

HM 7260  Evangelistic Preaching
Preparation and presentation of sermons for various evangelistic and conference occasions. Prerequisite: HM 5000. Two hours.

HM 7265  Preaching for Transformation
In this course we will examine the nature and importance of preaching as it relates to the transformation of our lives. In addition we will discuss the content, structure, and approach to preaching that has its aim life change. Although this is not an introductory, survey course on preaching, we will review and build on the elements of effective expository preaching. 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.

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. Two to three hours.
Pastoral Theology: Master’s Level

PT 5000  Personal Assessment and Ministry Orientation
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 course work 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 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. Pre- or corequisite: PT 7210. Offered fall and spring. Two 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 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 candidacy 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    Maintaining Unity and Purity in the Church
This course is a study of two of the classical marks of the church: unity and purity. These marks will be explored biblically and theologically, and their practical outworking will be examined from the perspective of the local church and the broader church community. Topics to be explored include ecumenicity, multiethnic and intergenerational unity in the church, doctrinal and moral purity within the church, and church discipline and the restoration of those who are truly repentant. Two or 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, disciplership of believers at various points in their spiritual journeys, 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 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
John S. Feinberg, PhD
Professor

Bruce L. Fields, PhD
Department Chair
Associate Professor

John F. Kilner, PhD
Director of Bioethics Program
Franklin and Dorthy Forman Chair of Christian Ethics and Theology
Professor

David J. Luy, PhD
Assistant Professor

Thomas H. McCall, PhD
Director, Carl F. H. Henry Center
Associate Professor

Harold A. Netland, PhD
Professor
PhD/ICS Director

Elizabeth Yao-Hwa Sung, PhD
Assistant 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 MA/CT/ST or 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 course work 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 course work 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 course work 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 evangelically oriented 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 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 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 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” (Sypkman) 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

“Trinity needs to see and articulate what we do in education that actually serves the church. We cannot just rest on our successes of the past. We must constantly reexamine our curricula.”

Tite Tiénou, Senior Vice President of Education and Dean of Trinity Evangelical Divinity School

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:

WRITE:  Deerfield Campus  South Chicago Regional Center  Florida Regional Center
Graduate Admissions Office  14200 S. Dante Ave.  Admissions
2065 Half Day Road  Dolton, IL 60419  8190 West State Road 84  Davie, FL 33324
Deerfield, IL 60015
CALL:  800.345.TEDS  877.237.0029  954.382.6410
847.317.8000  708.201.2911
FAX:  847.317.8097  708.201.7980  954.382.6470
EMAIL:  gradadmissions@tiu.edu  gradadmissions@tiu.edu  gradflorida@tiu.edu
WEB:  www.teds.edu/admissions  www.tiu.edu/southchicago  www.tiu.edu/florida

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 course work, with a minimum grade point average (GPA) as stipulated below (on a 4.0 scale):

   - MA: 3.00
   - MDiv, MA in Min, MA/CS: 2.50
   - AP MDiv: 3.25
   - ThM: 3.00 (in MDiv program)
   - Certificate or Visiting Student: 2.00

2. Submit official transcripts, in a sealed envelope directly from the institution, from all schools attended since high school. Transcripts should be sent to Trinity directly from the prior institution, and they can be sent electronically or via postal mail from the Registrar or Records Office.

   Note: For university course work done outside the U.S.A., students 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)

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

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.

5. Submit standardized test results (Graduate Record Exam or Miller Analogies Test) 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).

6. All applicants for whom English is not their first language must submit the Test of English as a Foreign Language (TOEFL) as required below. **Waivers from these English language tests are not normally granted.**

7. A personal interview or other supplemental materials may also be required.

8. 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 deadlines:

**U.S. Citizens**
- August 1 For fall semester admission
- December 1 For spring semester admission
- April 1 For summer session admission

**International Applicants**
- May 1 Fall semester **pre-application information form** deadline (including summer session)
- June 1 Fall semester **application** deadline
- July 1 Fall semester **deposit** deadline
- September 1 Spring semester **pre-application information form** 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 second week of that semester.

**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 (summer, fall, 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 summer/fall 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. In order to be considered official, transcripts must be sent directly to our Admissions Office in sealed envelopes from each school or electronically from the institution’s Registrar or Records Office.

**Note:** For university course work done outside the U.S.A., students 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](http://www.wes.org))
- Educational Credential Evaluators, Inc. ([www.ece.org](http://www.ece.org))
- International Education Research Foundation ([www.ierf.org](http://www.ierf.org))

**4. Recommendation Forms**

**All Applicants**
Please complete the Preliminary Recommendation Form for each of your recommenders:

1. Provide your name and contact information, and your anticipated program of study.
2. Indicate which category the recommender fulfills, and list the recommender’s name and contact information.

All recommendations should be sent directly to the Admissions Office by the persons who complete them. 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.
Special Instructions for Transfer Students Only:
Students desiring to transfer directly from another accredited seminary to TEDS must submit a fourth recommendation form. This form, to be completed by the Dean of Students (or functional equivalent) of the transferring institution, must certify that the student is currently in good standing.

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 with 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. This could prevent delays in your application process. 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:

<table>
<thead>
<tr>
<th>Tests:</th>
<th>Format:</th>
<th>Cert. ²</th>
<th>Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>Internet (iBT)</td>
<td>92</td>
<td>MA 92</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MDiv 92</td>
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<tr>
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<td></td>
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<td>ThM 92</td>
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<td>DMin 92</td>
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<td></td>
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<td></td>
<td>PhD 100</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Computer (CBT)</td>
<td>237</td>
<td>MA 237</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MDiv 237</td>
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<tr>
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<td></td>
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<td></td>
<td>PhD 250</td>
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<tr>
<td>TOEFL</td>
<td>Paper-based</td>
<td>580</td>
<td>MA 580</td>
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<td></td>
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<td>ThM 580</td>
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<td></td>
<td></td>
<td>DMin 580</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PhD 600</td>
</tr>
</tbody>
</table>

¹ Students may submit any test format. Degree programs that do not require certain tests are listed as “N/A.”

² Includes 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. Students must complete all other necessary application materials before a waiver will be considered.

Master’s Level
Applicants with completed advanced degrees at the master’s level or higher may request a waiver from the standardized testing requirement. (Does not apply to TOEFL.)

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.

WRITE:
GRE
Educational Testing Service
PO Box 6000
Princeton, NJ 08541-6000
609.774.7670
609.774.7906
gre-info@ets.org
www.gre.org
Trinity Code: R1797

Miller Analogies Test (MAT)
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
888.211.8276
www.milleranalogies.com
WEB:
EMAIL:
2068
1797

TOEFL Services
Educational Testing Service
PO Box 6161
Princeton, NJ 08541-6151
609.771.7100
609.771.7500
toefl@ets.org
www.toefl.org

Test of English as a Foreign Language (TOEFL)

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 original 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),
Occasionally a student may be admitted to Trinity on academic probation for one of the following reasons:

- A weak academic background as reflected in the student’s undergraduate grade point average (GPA) and/or standardized admissions test scores.
- A bachelor’s degree from a non-accredited institution accompanied by marginal standardized admissions test scores.

In such cases, the probationary status may be removed after 10 or more hours of satisfactory academic performance at Trinity. If admission is denied, an applicant may submit a letter of appeal within thirty days to the Admission Office.

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 course work 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 at least translated into English. Writing samples should be submitted in hard copy to the Graduate Admissions Office. These will remain with the student’s file and will not be returned to the student.

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following four items: Pre-Application Information Form for International Applicants, Language Requirements, Financial Requirements, and Visa Requirements.

Pre-Application Information Form for International Applicants
This is a Trinity form that must be submitted prior to the actual application for admission. The Pre-Application Information Form provides the preliminary documentation necessary to demonstrate that a prospective international student has identified their sources of funding for both education and living expenses while at Trinity as required by the U.S. government. Applications for program admission will not be reviewed until the Pre-Application Information Form has been received and approved by Trinity. This begins the application process.

International applicants must demonstrate how all expenses related to education, travel, and living will be paid prior to issuing a student visa, according to U.S. law. International applicants may apply if they have a financial guarantor in the United States or if they have sufficient evidence from legitimate individuals or organizations that their expenses while attending Trinity can be met. Living expenses add more than $20,000 annually to the costs of education (tuition, fees, books).

International students on an F-1 visa are limited by immigration restrictions to on-campus employment of twenty hours per week during the term when classes are in session and forty hours per week between the terms. Such jobs provide only a small percentage of the funds needed for education and living expenses. Immigration laws prohibit student spouses on F-2 visas from working. Do not anticipate funding your education through on-campus employment.

Subsequent to approval of the Pre-Application Information Form, the prospective student’s Application for Admission will be received and reviewed for admission to Trinity.
Language Requirements
In addition to the regular application materials, applicants must submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s first language. See the following chart for required tests and minimum scores:

### English Language Test (TOEFL/TWE/TSE) Requirements

<table>
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1 Students may submit any test format. Degree programs that do not require certain tests are listed as “N/A.”

### 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. Students must complete all other necessary application materials before a waiver will be considered.

### Financial Requirements
After the Pre-Application Information Form has been received, the Application for Admission will be reviewed. If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certification of Finances (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

The Certification of Finances (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 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 Admissions Office 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:

(a) academic probation when the prior academic record is below what is required for program admission (status is removed by the Records Office when 10 semester hours have been completed in good standing);
(b) conditional acceptance when the application packet has not yet been completed in full (application packet must be completed during the first semester of enrollment, at which time the status is removed by the Admissions Office); and (c)
acceptance with deficiencies when program prerequisites remain outstanding (prerequisite deficiencies must generally be removed before program candidacy).

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 course work 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 not normally 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 course work 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. Distance Education credit is limited to Association of Theological School guidelines. Transfer credit is limited to a maximum of 50 percent of a degree, and rarely does it approach that amount. Course work 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 course work 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 course work in excess of a standard bachelor’s degree (generally 126 semester hours) and have taken course work 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 course work 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 and Financial Aid offices, if necessary. The student’s required program of studies is governed by the catalog current at the time of enrollment.

**Application for Readmission**

A Reactivation Application is necessary when a student

- Is admitted but defers his or her 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 Affairs 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 Affairs Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete course work each consecutive semester (fall, spring; summer is exempt), his or her 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, Admissions Counselor, Program Director or Dean, and/or Records Office representative in light of course work 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 course work must be completed before a COP application will be considered, together with the review of that semester’s grades. No more than one change of program will be permitted within a single semester.

4. The online COP application should be submitted to Admissions by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates will 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 course work will provide an 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 course work. Completion of these courses will enable admission without deficiency. Otherwise, additional course work 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:**
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.*
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:**

**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.*

**Writing and Research:**
Turabian, Kate. *A Style Manual for Writers.*
Zinsser, William. *On Writing Well.*
Finances

Tuition and Other Expenses

Master's Degree Tuition
Deerfield (Master’s full-time academic standing begins at 10 hours per semester)
1-12 credits, per hour $620
13-15 credits, per hour, all credits taken $600
French/German (undergraduate credits), per hour $440

Florida (Master’s full-time academic standing begins at 9 hours per semester)
1-12 credits, per hour $598
13+ credits, per hour $312

Doctoral Programs Tuition
Deerfield (Doctoral full-time academic standing begins at 9 hours per semester)
Doctoral of Ministry, per hour $500
PhD, per hour $715
French/German (undergraduate credit), per hour $440

Summer 2012 Tuition Rates
Master’s Level, per hour $600
Doctoral of Ministry, per hour $490
PhD, per hour $700
Summer Greek (undergraduate credit), per hour $600
French/German (undergraduate credit), per hour $440

Audit Fees
Master’s Level
Full-time students (10 credit hours or greater) No charge
Part-time students (below 10 credit hours), per hour $68

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 $230
For DMin & DMin/DMiss graduates, per hour $90
For PhD, all programs, per hour $110

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 Extension Course Fee
Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, — 7486, — 8986. If a student is enrolled for other program course work, a petition for waiver of this fee may be filed. $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.

$345 per semester

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

$200 at readmission

Doctoral-Level Fees
PhD/EDS and PhD/ICS students are charged continuation fees of $450 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 of $775 in the following situations:

1. If enrolled for Private Study (—— 9011).

2. 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.

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

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
Full-time students (10 hours or greater) $100
Part-time students (5-9 hours) $50

Academic Doctoral students
Full-time students (9 hours or greater) $100
Part-time students (5-8 hours) $50

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.

$36 per semester
Health Insurance
Trinity offers a student health insurance plan. Health insurance enrollment is handled by Student Accounting (847.317.8080) and plan information can be found at tiuinsurance.com. International students are required to have health insurance for themselves and their families either through an outside plan or through Trinity and are required to provide proof of coverage before registering each semester.

Residence Hall Charges
Quadrangle Single, per semester $1,770
Quadrangle Private Double, per semester $2,060
Owens 700 A Single, per semester $2,740
Owens 700 B & C Single, per semester $2,680
Owens 800-900 A Single, per semester $2,180
Owens 800-900 B & C Single, per semester $2,060

The Quadrangle building does not have a kitchen facility.

Monthly Rental Rates for On-campus Apartments
Efficiency $615-690
One bedroom $670-845
Two bedroom $895-1,040
Three bedroom $1,185

Contact the Housing Office (847.317.7135) for further details.

Board Charges
Block 240 meal plan, per semester $2,060
Block 210 meal plan, per semester $1,890
Block 140 meal plan, per semester $1,650
Block 100 meal plan, per semester *Limited Availability* $1,325
10 Meal Pass $82

Meals are added to your student ID card, which must be presented to gain entrance into Hawkins Hall or to make a purchase at the White Horse Inn. 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 the Student Accounting Office.

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 Student Accounting Office.
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.

Late Payment Fees (Florida)
- Late payment: $35.00
- Returned check charge: $35.00

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 the student’s account at the time that he or she takes the exam and covers a portion of the exam cost: $25

Proctoring
For special administration of any comprehensive examination: $50 per exam

Thesis/Dissertation Binding
- Master’s: $55
- Doctoral: $75

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.

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: $40
- 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 college. 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. Information concerning the various grants and scholarships offered by Trinity, including the application, can be found on our website at http://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. Trinity’s school code is 001772. The Trinity Florida Regional Center school code is 012314. Students enrolled in the Certificate in Christian Studies 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 Financial Aid Office.

Florida Regional Center
To speak to the Florida Regional Center Financial Aid Office please call 954.382.6442 or visit our website at http://florida.tiu.edu/admissions/financial-aid/.

Eligibility
All 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. Scholarships and grants are not available during the summer semester. The University Records Office must consider students at least half time in order to qualify for Federal Student Aid, which includes both federal student loans and on-campus federal work-study employment. Students who are enrolled part-time (5-9 hours) are eligible to receive institutional financial aid on a pro-rated basis.

Visiting, Distance Education, and Extension-site students are not eligible for institutional aid.

Campus and parachurch ministry staff whose organizations have agreements with Trinity may choose between their program and those outlined on our website at 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 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 http://divinity.tiu.edu/admissions/financial-aid/apply.dot.

All loans are awarded on a yearly basis. Therefore, applicants attending for one semester will receive one-half of the yearly loan amount eligibility. 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 loans, either in the Perkins or Direct Student Loan programs. For more information, please contact the TIU Financial Aid Office.

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. In order to maintain financial aid eligibility, students must maintain a cumulative grade point average of 2.0.

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

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 number of credit hours attempted.
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 in from another institution that are accepted toward the student’s educational program must be counted as both attempted and completed hours.

Course Incompletes and Withdrawals will count toward “hours attempted” and will negatively affect PACE.

Successful retaking of a course may improve PACE.

3. Failure to Meet the Satisfactory Academic Progress Standards

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

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

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 be notified in writing of the results of the appeal. 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 in order to receive financial aid in subsequent semesters. Only one semester or specified time period of Financial Aid Probation is allowed in a student’s academic program.

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>

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 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
These awards are based on academic merit and leadership potential in the evangelical community. The award amount is $5,000 annually. 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. The student must be enrolled in at least 10 semester hours on the Deerfield campus and must maintain a 3.25 GPA.

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 these scholarships will be 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 these scholarships will be 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 these scholarships will be 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 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 for more information and a separate application.

EFCA Church Planting Scholarship
In order to qualify, program 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 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 if 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 students who enroll in their first degree program on the Deerfield campus, and students can receive only one campus visit grant.

Church Match Grant
Donations that are given by a church to help support a student’s education will be matched by Trinity. Please see the Church Match Grant Application at http://divinity.tiu.edu/admissions/financial-aid/forms.dot for further details and the required application form. Doctor of Ministry students can 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
A limited number of graduate assistant positions are available through the TIU Athletic Department for new graduate students; 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 for direct school expenses. The interest and principal repayments are deferred as long as the student is at least half-time status in an approved program. A completed FAFSA is required to determine eligibility.

Federal Direct Loan: The 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 is required to determine eligibility.

Students enrolled in the Certificate in Christian Studies are not eligible to receive federal student loans, either in the Perkins or Direct Student Loan programs. For more information, please contact the TIU Financial Aid Office.

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 the Financial Aid Office 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 course work 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 ordinarily 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. This rebate is not ordinarily available in the summer.

Employee Tuition Waiver
Full-time employees and spouses of full-time employees receive a tuition waiver. The rebate amount increases with years of service to the school. Please visit my.tiu.edu > Administrative Resources > Employee Benefits for waiver application and program details.

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, which must be filed in the Records Office prior to registering for the course. Contact the 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.
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.

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.

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.

Veteran’s Benefits
The Financial Aid Office 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: 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 the VA student has not raised his or her 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>
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<tbody>
<tr>
<td>9 or more hours</td>
<td>100%</td>
</tr>
<tr>
<td>5-8 hours</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Church Match Grant:** Donations that are given by a church to help support a student’s education will be matched by Trinity. Please see the Church Match Grant Application on the financial aid website for further details and the required application form.

**Greg Waybright PhD Leadership Scholarship:** This award does not require an application. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients of this scholarship. 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 will be $35,000 and is renewable for up to four years.

**PhD Program Scholarship:** This award does not require an application. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients of this scholarship. 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 will be $11,500 and is renewable for a second year.

**PhD Merit Scholarship:** This award does not require an application. The PhD department and an admissions committee select the recipients of this scholarship. 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 in the EM and ME departments each year. The maximum amount of this award will be $5,000 and is renewable for a second year.

**PhD Professional Papers:** This award is for students who either present a paper at a professional conference or publish an article in a reputable academic journal. Requirements for requesting this award vary according to program. Students should refer to their program handbook for specific application details. The amount of this award will vary each year depending on 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 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 the Church Match Grant Application on the financial aid website for further details and the required application form.

**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 for 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 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 is required to determine eligibility.

**Note:** Students are not eligible for Federal Direct and Perkins Loans if they are less than half time.

**Doctoral 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 the Financial Aid Office 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 course work 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 ordinarily 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. This rebate is not ordinarily available in the summer.

**Employee Tuition Waiver**
Full-time employees and spouses of full-time employees receive a tuition waiver. The rebate amount increases with years of service to the school. Please visit my.tiu.edu > Administrative Resources > Employee Benefits for waiver application and program details.

**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, which must be filed in the Records Office prior to registering for the course. Contact the 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.

**Veteran’s Benefits**
Effective in the fall of 2010, the Financial Aid Office 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 the VA student has not raised his or her 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.

Newly confirmed students will receive a access to the Dashboard at my.tiu.edu allowing registration and selection of meal plans and health insurance. 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 are presented with 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.

DMIN students, who are enrolled in the November, March, and/or July weeklong modules are required to pay in full on or before the first day of classes.

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 three-, 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 Accounting Office by the appropriate due date (see below). TAPP payment 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
- **3 Months**: First day of semester, 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
- **3 Months**: First day of semester, Feb. 15, Mar. 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 during the summer session.

Summer courses, such as distance education, guided research, internships, or reading courses must be paid in full by June 30. This type of course work 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, and Discover.

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

**University Email Messaging**
The Student Accounting Office uses the university’s Google Apps system for notification of important information and deadlines. It is the student’s responsibility to check his or her 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 Direct, Plus, or Alternative 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 in order to register for the next semester. All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University.

**Window Hours**
Student Accounting Assistants are available M-F, from 8:30 a.m. to 4:00 p.m. CST.

**TEDS Refund Policy**
The Refund Policy is activated according to Title IV compliance at the time written notification is received from a student that they are withdrawing from school. The student is then responsible to obtain and complete the Academic Withdrawal Form within ten business days of the notification. Delays in submission of the completed Academic Withdrawal Form may result in a later posting of the Withdrawal date and a reduced refund.
Refunds are contingent upon Federal Compliance Regulations related to federal loans, and external and internal grants stipulations; therefore, students withdrawing from school may not receive the full percentages indicated above in their refund.

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 or spring semesters:

| Through 2nd week of classes | 100% |
| Through 3rd week of classes | 80%  |
| Through 4th week of classes | 70%  |
| Through 6th week of classes | 60%  |
| Through 8th week of classes | 50%  |
| Through 9th week of classes | 40%  |
| After 9th week of classes  | 0%   |

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

It is the responsibility of the student to inform the Student Affairs Office if he or she is not returning for the following semester. If notification is not made, the student may be liable for any prorated tuition, fees, room, and board.

Refund Policy for Title IV Funds
If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV funds will be returned. Refunds of Title IV funds are calculated in accordance with federal regulations. This calculation will be used through the established period of institutional refund. If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government:

1. To outstanding balances on Direct loans (Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS Loan)
2. To the Federal Perkins loan
3. To other Title IV assistance
4. To other federal, state, private, or institutional aid
5. To the student

For additional information on refunds to Title IV sources, please contact the Financial Aid Office at 847.317.8060.

Dropping Courses: Fall and Spring Semesters
Students who drop semester and Quad courses will be refunded tuition and fees, including audited courses and courses changed from credit to an audit, according to the following refund schedule.

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

Quad Courses are refunded according to the following schedule:

| Through the 1st week of Quad | 100% |
| After the 1st week of 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 nonclassroom courses will be refunded according to the full-semester schedule above.

Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine any reduction in financial aid. Students who find that they need to reduce their academic load below 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

“Discipleship is the process of moving people along in their faith whether before or after their decision. I think about the most influential people in my life—my father, pastor, and college minister. It is my hope that I will similarly influence people and they also will influence others.”

Matt DeBardelaben (MDiv ’03), Chaplain to the Chicago Bears, 2000-2003

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, any form of plagiarism and cheating 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 the student gives the impression of doing better on quizzes or exams than he or she deserves.

Plagiarism or cheating has a negative effect on the Trinity community in that it does not promote truth, breaks the relationship of trust, does not encourage the individual to develop his or her creative talents, and erodes the moral fiber so vital in an academic community. For a further description, see the Graduate 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. This may result in a 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, 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 Graduate Student Affairs 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 World Wide 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.

You 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 nonauthorized 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, you 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 the Divinity School to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students acting as the institution’s ADA coordinator assists students with disabilities in obtaining auxiliary aids and services. The Associate Dean of Students 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 Trinity 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:

1. 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.
2. 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.
3. 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.
4. 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 Dean of Students, should direct their complaints to the Senior Vice President for Student Affairs or, in his or her absence, to the Executive Vice President/Provost.
Children on Campus (Florida Regional Center)
During class times minors under the age of 18 are not allowed on campus.

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 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 an individual becomes aware of a violation of this policy, he or she is 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 student’s 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:

1. Private notes and other materials created by Trinity’s personnel, provided they are not revealed to another individual.
2. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, 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).
3. Law enforcement records, which are kept separate from education 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. A student may inspect material belonging to his or her 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, the student may be required to identify him- or herself in filing a request prior to having access to his or her 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 45 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 Graduate Student Affairs 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 TEDS/TGS 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 which must be followed in conducting all research. Program handbooks contain the policy and procedures used for implementation.

**Immunization Requirements**

The state of Illinois requires incoming students to submit documentation with exact dates of the following injections: Measles (two); Mumps (one); Rubella (one); and Tetanus/Diphtheria (one injection within the last ten years). For students not attending U.S. grades 9-12, three Tetanus/Diphtheria injections are required, the third being within the last ten years. A PPD tuberculosis skin test is also required. If written documentation is not available, all injections must be repeated. Accepted students will receive further information and a proper form to be completed as part of the admissions process. Immunization forms can be downloaded at MyTIU > Student Affairs > Health Services. Students who are taking less than 6 hours of credit per semester or who were born before 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A $50 late fee is charged at the end of your first noncompliant semester.

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 www.tiu.edu/tiu/healthservices.

**Photography/Videography Release**

By accepting admission to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18): (1) authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute (a) the student’s name, voice and likeness, (b) photographs, images and video and sound recordings of the student, and (c) the city, state or province, and country where the student lives (together, the “Materials”); (2) waive any right to inspect or approve TIU’s use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and (3) release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

**Posters and Notices**

Students are permitted to post advertisements in designated locations on campus only if the posted item receives an approval stamp. To get an item approved for campus posting, contact the Student Affairs Office, located in the lower Waybright Center.

**Referenda and Petitions**

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Graduate Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the President’s Advisory Cabinet before being distributed or circulated. All items posted on campus by students must be approved and stamped by the Graduate Student Affairs 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 financial aid office 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.

1. 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.

2. 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 financial aid office, (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.

3. TIU embraces a ban on contracting agreements. No officer or employee of 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.

4. 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.

5. 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.

6. 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 financial aid office 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.

7. 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.
TEDS ACADEMIC CALENDAR

Reference should be made to the current Academic Handbook, to the online Academic Calendar in MyTIU, or to the University calendar 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><strong>Fall Preparation</strong></td>
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<td><strong>Fall Semester</strong></td>
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<td>Classes Begin</td>
<td>Aug 28</td>
<td>Aug 27</td>
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<td>TIU Convocation</td>
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<td>Labor Day</td>
<td>Sep 2</td>
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<td>Global Christian Week</td>
<td>Sep 23-27</td>
<td>Sep 22-26</td>
<td>Sep 21-25</td>
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<td>TIU Homecoming Weekend</td>
<td>Oct 4-6</td>
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<td>TEDS Bernard H. Rom Preaching Lectures</td>
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<td>TEDS &amp; TC Denominational Expo</td>
<td>Oct 15</td>
<td>Oct 14</td>
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<td>End Quad A</td>
<td>Oct 16</td>
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<td>Fall Break</td>
<td>Oct 17-20</td>
<td>Oct 16-19</td>
<td>Oct 15-18</td>
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<td>Quad B begins</td>
<td>Oct 21</td>
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<td>Oct 19</td>
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<td>Univ Day of Prayer (No AM or PM classes)</td>
<td>Oct 29</td>
<td>Oct 28</td>
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<td>Fall DMin Classes</td>
<td>Nov 4-14</td>
<td>Nov 3-13</td>
<td>Nov 2-12</td>
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<td>TEDS Explore Trinity</td>
<td>Nov 10-11</td>
<td>Nov 9-10</td>
<td>Nov 8-9</td>
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<td>Thanksgiving Recess</td>
<td>2</td>
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<td>Nov 25-30</td>
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<td>Last Day of Classes</td>
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<td>Semester Exams (Mon-Thur)</td>
<td>Dec 16-19</td>
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<td>TEDS/TGS December Commencement</td>
<td>Dec 20</td>
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<td><strong>January Term Week</strong></td>
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<td>January Term Week</td>
<td>Jan 6-10</td>
<td>Jan 5-9</td>
<td>Jan 4-8</td>
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<td>New Student Orientation</td>
<td>Jan 13-14</td>
<td>Jan 12-13</td>
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<td><strong>Spring Semester</strong></td>
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<td>First day of Spring classes</td>
<td>Jan 15</td>
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<td>Martin Luther King Jr Day</td>
<td>Jan 20</td>
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<td>Jan 18</td>
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<td>EFCA Week</td>
<td>Jan 28-30</td>
<td>Jan 27-29</td>
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<td>RZIM Lectures</td>
<td>Feb 10-14</td>
<td>Feb 9-13</td>
<td>Feb 8-12</td>
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<td>African American Festival</td>
<td>Feb 17-21</td>
<td>Feb 16-20</td>
<td>Feb 15-19</td>
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<td>TEDS Explore Trinity</td>
<td>Feb 17</td>
<td>Feb 16</td>
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<td>Quad A Ends</td>
<td>Mar 5</td>
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<td>Spring Break</td>
<td>Mar 6-16</td>
<td>Mar 5-15</td>
<td>Mar 3-13</td>
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<td>Spring DMin Classes</td>
<td>Mar 10-13</td>
<td>Mar 9-12</td>
<td>Mar 7-10</td>
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<td>Quad B begins</td>
<td>Mar 17</td>
<td>Mar 16</td>
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<td>TEDS Explore Trinity</td>
<td>Mar 24</td>
<td>Mar 23</td>
<td>Mar 21</td>
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<td>Univ Day of Prayer (No AM or PM classes)</td>
<td>Apr 2</td>
<td>Mar 25</td>
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<td>Easter Break – No classes</td>
<td>Apr 17-22</td>
<td>Apr 2-7</td>
<td>Mar 24-29</td>
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<td>TEDS/TGS Honors &amp; Awards Chapel</td>
<td>May 6</td>
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<td>Last day of classes</td>
<td>May 9</td>
<td>May 8</td>
<td>May 6</td>
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<tr>
<td>Final Exams (Mon - Thurs)</td>
<td>May 12-15</td>
<td>May 11-14</td>
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<td>Baccalaureate</td>
<td>May 16</td>
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<tr>
<td>Commencement</td>
<td>May 17</td>
<td>May 16</td>
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<td><strong>May Term Week</strong></td>
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<tr>
<td>TEDS May Term Week</td>
<td>May 19-23</td>
<td>May 18-22</td>
<td>May 16-20</td>
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<td><strong>Summer Semester</strong></td>
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<tr>
<td>TEDS Early Summer Session</td>
<td>May 27-July 3</td>
<td>May 28-July 2</td>
<td>May 23-July 1</td>
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</table>
Memorial Day – No classes  May 26  May 25  May 30
Summer Break  July 7-11  July 6-10  July 4-8
     July 14-Aug  July 13-Aug
TEDS Late Summer Session  July 21-31  July 20-30  July 11-Aug 17
Summer DMin Classes  July 13-19  July 16-18  July 14-16
CBHD Bioethics Institutes/Conference/Seminars
Enrollment Summary

Enrollment Statistics, Fall 2012

Deerfield Campus  Enrollment
Master of Arts  235
Master of Divinity  341
Master of Theology  40
Doctor of Ministry  169
Doctor of Philosophy  234
Non-Degree-Seeking  58
Total TEDS Deerfield  1,077

South Chicago Regional Center  Enrollment
Master of Arts  40
Non-Degree-Seeking  3
Total TEDS South Chicago  43

Florida Regional Center  Enrollment
Master of Arts  22
Non-Degree-Seeking  0
Total TEDS Florida  22

Other Extension Sites  Enrollment
Master of Arts  68
Non-Degree-Seeking  91
Total Other Extension Sites  159

Total TEDS Enrollment  1,301
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