Welcome to Trinity Graduate School!

I know that as you engage with the community here at Trinity you will be inspired and blessed. The Bible says in Proverbs "As iron sharpens iron, so one man sharpens another." You have made a decision to join a community of lifelong learners and in so doing, to sharpen your skills and prepare yourself more effectively to serve as a leader in the 21st century. As you engage this community I am sure you will be stimulated intellectually and spiritually.

This Academic Handbook is here to help and guide you through your journey at Trinity. Please read the contents carefully. If you have any questions feel free to contact our Administrator Sara Best, or myself, and we will gladly help you in every way we can.

We look forward to the next number of years together. You are going to be stretched and challenged, but you are going to grow as a leader, and I am convinced that you will not regret this step you have taken to invest in yourself. We are trusting that your journey will be an adventure that will take you to places you never dreamed. Ultimately our deepest desire is that God's Kingdom will be impacted and Jesus will be made famous!

God bless you as you journey with us,

Dr. Carol Alexander  
Dean of Graduate School
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The Graduate School

History of the Trinity Bible College Graduate School

Drs. Paul and Carol Alexander are both passionate about leadership. When they assumed the responsibility of leadership at Trinity Bible College, it was only natural that they should develop programs that reflected this passion. As a result the Graduate School at Trinity was birthed in 2013 with Dr. Carol assuming the leadership of this new initiative.

Having led a similar initiative in Europe, the Alexander’s determined that the first graduate degree program offered at Trinity would be in Missional Leadership. Designed to assist leaders navigate the complexities of contemporary society this course has already helped hundreds of leaders in other parts of the world. Now Trinity has the unique opportunity of serving its constituency in the same way.

Accreditation was applied for with the Association of Biblical Higher Education (a national accrediting agency recognized by the US department of education). After a rigorous process full accreditation was granted in June 2013.

The first cohort starts their program in August 2014. The inaugural “Herman Johnson” public lecture will be delivered at this time. Eminent Pentecostal Scholar Professor William Kay will deliver this lecture.

The Graduate School at Trinity represents an opportunity to combine academic rigor, deep spirituality and applied skills. It is sure to bring renewed vigor to many who serve in the Upper Midwest and beyond.

Meet the Faculty

Drs. Paul & Carol Alexander

Dr. Michael Bommarito

Dr. Noel Sanderson

Dr. Scott Townsend
Graduate School Faculty & Staff
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>President of Trinity Bible College &amp; Graduate School</td>
<td>Dr. Paul Alexander</td>
<td><a href="mailto:president@trinitybiblecollege.edu">president@trinitybiblecollege.edu</a></td>
<td></td>
</tr>
<tr>
<td>Graduate School Director</td>
<td>Dr. Carol Alexander</td>
<td><a href="mailto:carolalexander@trinitybiblecollege.edu">carolalexander@trinitybiblecollege.edu</a></td>
<td>701-349-5444</td>
</tr>
<tr>
<td>Assistant Dean Graduate School</td>
<td>Dr. Scott Townsend</td>
<td><a href="mailto:stownsend@trinitybiblecollege.edu">stownsend@trinitybiblecollege.edu</a></td>
<td>701-349-5752</td>
</tr>
<tr>
<td>Chair, Biblical &amp; Theological Studies</td>
<td>Dr. Michael Bommarito</td>
<td><a href="mailto:mbommarito@trinitybiblecollege.edu">mbommarito@trinitybiblecollege.edu</a></td>
<td>701-349-5772</td>
</tr>
<tr>
<td>Director of Library</td>
<td>Phyllis C. Kuno</td>
<td><a href="mailto:phylliskuno@trinitybiblecollege.edu">phylliskuno@trinitybiblecollege.edu</a></td>
<td>701-349-5407</td>
</tr>
<tr>
<td>Registrar</td>
<td>Sara Best</td>
<td><a href="mailto:sarabest@trinitybiblecollege.edu">sarabest@trinitybiblecollege.edu</a></td>
<td>701-349-5793</td>
</tr>
<tr>
<td>I.T. Manager</td>
<td>Matthew Johnson</td>
<td><a href="mailto:it@trinitybiblecollege.edu">it@trinitybiblecollege.edu</a></td>
<td>701-349-5780</td>
</tr>
<tr>
<td>Business Office Manager</td>
<td>Heather O’Brien</td>
<td><a href="mailto:heatherobrien@trinitybiblecollege.edu">heatherobrien@trinitybiblecollege.edu</a></td>
<td>701-349-5794</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Dr. Johan Mostert</td>
<td><a href="mailto:jmostert@agfsa.org">jmostert@agfsa.org</a></td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Dr. Doug Witherup</td>
<td><a href="mailto:dwitherup@cfachurch.com">dwitherup@cfachurch.com</a></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Christy Ann Medley</td>
<td><a href="mailto:cmedley@trinitybiblecollege.edu">cmedley@trinitybiblecollege.edu</a></td>
<td></td>
</tr>
<tr>
<td>Enrollment Director</td>
<td>Matt Payne</td>
<td><a href="mailto:mattpayne@trinitybiblecollege.edu">mattpayne@trinitybiblecollege.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

For biographies of faculty and staff; [http://trinitybiblecollege.edu/academics/graduate-faculty](http://trinitybiblecollege.edu/academics/graduate-faculty)
General Admission Requirements

Applicants for the Master of Arts with Trinity Bible College and Graduate School should demonstrate faith in Christ characterized by sound moral character and biblical convictions.

Applicants should have a Bachelor’s degree from an accredited college or university with a GPA of 2.7 or above. Applicants whose GPA is below 2.7 will be interviewed by a member of the admissions committee. If in the opinion of the committee the applicant needs to show further evidence of suitability for the program, additional submissions will be required. These could include submission of samples of academic writing such as a discussion paper, policy document, training manual, or a Bible study guide. Alternatively the applicant may be required to complete designated bridging work such as topical papers or book reviews requiring critical analysis.

Applicants meeting Trinity Bible College and Graduate School’s admissions requirements are considered without regard to race, gender, or disability.

Alternative Pathway

The TBC&GS accrediting agency, Association for Biblical Higher Education, has allowed for an alternative pathway into the TBC&GS Master’s program. The alternative pathway will provide incoming students the opportunity to be accepted into the MA program without a completed BA degree and with sufficient amount of experience and maturity who have the “ability to benefit” from admittance to the MA program. The intent of the regulatory meaning of the phrase “ability to benefit” is so that students are not admitted who are unlikely to finish the program. A review process has been established ensuring that prospective students have sufficient life experience, non-formal training, ministry credentials, etc. that have prepared the student sufficiently without obtaining an undergraduate degree.

Trinity Bible College and Graduate School recognizes that the Lord brings people into ministry through a variety of pathways. As a college, we desire to work with this by facilitating the further education of mature men and women in ministry who do not have a Bachelor’s Degree.

A minimum of five years of ministry experience is required to be considered for the Alternative Pathway program. The Admissions Committee may use any of the following to evaluate eligibility for the Alternative Pathway program:

A. Level of ministerial credentials
B. Portfolio of ministry experience
C. Current level of ministry involvement
D. Recommendations by ministry leaders familiar with their work
E. Interview with a member of the Admissions Committee or Graduate School faculty member

Admission Requirements for those whose undergraduate studies do not include at least fourteen credits of Bible or Theology

If a student’s undergraduate studies do not include at least fourteen credits of Bible or Theology, he or she will compile a portfolio for evaluation by the admissions committee:

- Annotated bibliography of recent reading pertinent to Bible and theology.
- Record of participation in non-accredited Bible and theology courses with supporting evidence; e.g., certificates, course notes, letters of participation.
- Record of teaching the Bible; e.g., sermons, Bible studies, Sunday school lessons.
- Two-page paper in Turabian format from a list of Biblical and theological topics.

The admissions committee will evaluate the portfolio and make one of the following recommendations:

- Waive all or part of the fourteen-credit requirement.
- Require the student to take undergraduate credits for non-degree purposes.
- Require approved graduate credits as free electives.

International Student Admission Standards

In addition to the requirements for admission, students who are not citizens of the United States must provide a certified financial statement or evidence of the availability of adequate support to complete a program of study without institutional assistance. The Test of English as a Foreign Language (TOEFL) may be required of applicants whose primary language is not English.

Financial Information
MA (Global Theology)

**Learning Experiences**

The cost of the trips will vary. A cost per trip should be approximately $2650 and will be paid to Trinity Bible College & Graduate School to make traveling arrangements for the students. Payments may be made for the trips as well as for the tuition and fees.

All trips for MA Global Theology will be purchased by the College. A surcharge for flights not originating in Fargo or Aberdeen may apply. A payment deadline of two months prior to travel will apply to all trips.

**MA (Rural Ministry)**

**Saturation Experiences**

MA Rural Ministry students will be responsible for the costs of all saturation experience trips including travel, accommodations, and food, $500. TBC&GS will not be responsible for making arrangements for travel, accommodations or food.

*This fee is required to reserve your place in our enrollment and will go toward tuition and fees

** Thesis Continuation fee of $125 will be paid by students per semester of continuing thesis, as needed, after Thesis 1 and Thesis 2 have been completed. This fee covers the time and work involved by the professors, supervisors, and administrators of the program.

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### Tuition

<table>
<thead>
<tr>
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<th>Cost</th>
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<tr>
<td>Cost per Credit</td>
<td>$500</td>
</tr>
<tr>
<td>Audit per Credit</td>
<td>$259</td>
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### General Fees

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</thead>
<tbody>
<tr>
<td>Evaluation for credit for prior learning</td>
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</tr>
<tr>
<td>Application Fee</td>
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</tr>
<tr>
<td>Enrollment Fee*</td>
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</tr>
<tr>
<td>Library Fee (annual fee)</td>
<td>$50</td>
</tr>
<tr>
<td>Technology Fee (per credit)</td>
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<tr>
<td>Graduation Fee</td>
<td>$250</td>
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<tr>
<td>Thesis Reader Fee</td>
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<tr>
<td>Thesis Continuation Fee**</td>
<td>$125</td>
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### Processing Fees

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<tbody>
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<td>Non-Refundable</td>
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</tr>
<tr>
<td>Withdrawal Fee</td>
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<tr>
<td>TBC &amp; GS Deferred Payment Fee</td>
<td>$75</td>
</tr>
<tr>
<td>Continuance of Prior Catalog Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Rushed Transcript Request</td>
<td>$25</td>
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### Meals and Housing

Call hotels for current pricing

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria Meals (per meal)</td>
<td>$ current pricing</td>
</tr>
<tr>
<td>Room Rates (per night)*</td>
<td></td>
</tr>
<tr>
<td>Harvest Inn</td>
<td>701-349-2467</td>
</tr>
<tr>
<td>Oxenrider Motel</td>
<td>701-349-3641</td>
</tr>
<tr>
<td>Prairie Winds Motel</td>
<td>701-349-3771</td>
</tr>
<tr>
<td>Off-Campus Housing</td>
<td>701-349-3621</td>
</tr>
</tbody>
</table>

### Financial Aid & Payment Policies

Financial Assistance and Deferred Payment Plans are available through Trinity Bible College and Graduate School. Eligibility for the Deferred Payment Plans is based on the FAFSA form completed online at [https://fafsa.ed.gov](https://fafsa.ed.gov). Contact the Business Office for details of the deferred payment plan. No title IV federal aid is available at this time.

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<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria Meals (per meal)</td>
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<td>701-349-3621</td>
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</tbody>
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<tr>
<th>Item</th>
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<td>Cafeteria Meals (per meal)</td>
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<tr>
<td>Off-Campus Housing</td>
<td>701-349-3621</td>
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</tbody>
</table>

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*Call hotels for current pricing
Academic Policies and Procedures

Grade Scale

Trinity Graduate School uses a 4-point grading scale. The grade points per credit and definition for MAML participants are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>94-100 %</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 %</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 %</td>
<td>3.3</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86 %</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 %</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 %</td>
<td>2.3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76 %</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 %</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 %</td>
<td>1.3</td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66 %</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62 %</td>
<td>.7</td>
</tr>
<tr>
<td>Failure</td>
<td></td>
<td></td>
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<tr>
<td>F</td>
<td>0-59 %</td>
<td>0.0</td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
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<tr>
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<tr>
<td>Satisfactory</td>
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<tr>
<td>Unsatisfactory</td>
<td>U</td>
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<td>0.0</td>
</tr>
<tr>
<td>Withdrawn Failing</td>
<td>WF</td>
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</tr>
</tbody>
</table>

Academic Probation

A student may be admitted to the Graduate school on academic probation in either of the following circumstances: 1) Due to nonacademic strengths in the applicant’s file, the student has been admitted with a low undergraduate grade point average; 2) The student received a baccalaureate degree from a non-accredited institution. In such cases, the probationary status may be removed upon completion of 9-12 credits with a satisfactory GPA of 2.5 or better. A student may not register for more than 12 credits until satisfactorily completing the probation period.

A student will be placed on academic probation at the conclusion of any semester in which the cumulative grade point average falls below 2.5, and will remain on probation as long as the cumulative grade point average remains below 2.5. A student may also be placed on probation at the conclusion of any semester in which the semester GPA of 2.5 is not earned. Note: In unusual circumstances, the Graduate School Director may, at his/her discretion, simply issue a letter of warning.

A written letter of appeal must be submitted to the Graduate Studies Committee following the first semester a student is either placed or retained (if admitted) on academic probation. The letter should include 1) an explanation of any exceptional circumstances that contributed to the student's unsatisfactory academic progress, along with supporting documentation, if applicable, 2) how the circumstances have changed and 3) the steps the student will take and/or has taken to improve academic performance.

Students on academic probation who do not raise their cumulative average to the required level or higher by the end of the next semester of study, or who do not make a substantial reduction in grade point deficiencies while on probation, will be academically dismissed from the Graduate School. An exception on this policy will require approval by the Graduate Studies Committee before enrolling for further studies the next semester.

Students who have been academically dismissed and who have not been enrolled for at least one or more semesters may seek readmission to the Graduate School. In those cases, the Admissions Committee will consider applications for readmission to the Graduate School after academic dismissal only if readmission is warranted by exceptional circumstances and reasonable grounds are given for an expectation that the student can remove grade point deficiencies. Such appeals will require the approval of the Admissions Committee and Graduate School Director before the student can be readmitted and register for classes. If approved for readmission, no student will be permitted to enroll until one semester (15 weeks) has elapsed following the student’s dismissal.

Course Repeat
Trinity Bible College and Graduate School considers successful completion of “core” courses to be essential. A grade of “F” is not acceptable, and such courses must be successfully repeated. Students who have received an “F” in any elective course may graduate with the “F” on their transcript as long as they:

- Successfully complete the total number of credits required by the program,
- Maintain a cumulative GPA that meets the program requirements.

The best way to improve a student’s GPA is to successfully retake a course. When retaking a class, the student must submit entirely new work in consultation with the professor. Only the most recent attempt at the course is used to calculate the cumulative GPA.

Incomplete Grades

A grade of incomplete is negotiated when the student has failed to meet the requirements of a course because of extenuating circumstances (family tragedy, serious illness, etc.). Such negotiations will take place between the student, the professor, and the Graduate School Director. In those instances where the Director of the Graduate School is the instructor, the Vice President of Academics will serve as the chair.

The grade of incomplete must be removed within a single six-week period following the end of a semester. If the deficiency is not made up within the six-week period, the incomplete will revert to the grade earned at the time the incomplete was negotiated. Appeals must be submitted in writing to the Academic Affairs Committee and/or the Vice President of Academics.

Full/Part-time Enrollment Status

The typical fulltime course load for the MA(ML) is three or four courses of three credits each per semester. During the second year of study, a fulltime student is also completing a three-credit course by distance education and the nine-credit thesis. A fulltime student may extend the time for completion of the thesis by six months without compromise of his / her fulltime status. A minimum of six credits per semester is required to maintain fulltime status.

Class Attendance

If a student misses an entire residential session, he or she will not get any credit for the courses of that session and will need to make up those courses or take them the next time they are scheduled.

If a student is in attendance of a residential session, he or she cannot miss more than one scheduled session of a course, regardless of the length of the session whether it be a morning, afternoon, or evening session, unless there are extenuating circumstances.

Making up Residential Sessions

Students are expected to attend and participate in all residential sessions for which they are registered. If a student misses an entire residential session, he or she may request permission to make up the session through completing the self-study material set by the professor. A request to make up a session should be made in writing to the Graduate School Administrator, which includes why the session was not attended as scheduled. A maximum of one residential session can be made up per year.

Adding / Dropping a Course

Adding or dropping a course requires the approval of the Registrar and the instructor for each course students add or drop. Add/drop forms may be obtained from the Academic Records office or students may submit their requests electronically via email. Students are responsible to see that add/drop forms are properly signed and returned to the Academic Records office.

Due to the intense nature of the courses taught during the Residential Sessions, there is a short window for adding/ dropping courses.

For courses taught in Residential Sessions:
If dropped at the conclusion of the first day of a course, no record of the course is maintained. A grade of "W" (withdrawal) will be given if students drop a course by the conclusion of the Residential Session. Students who withdraw from a course after the conclusion of the Residential Session will receive a grade of "WP" (withdraw passing) or "WF" (withdraw failing). The last day students may withdraw from a course for any reason will be four weeks after the end of the session. Grades of "W," "WF" or "WP" are considered unsatisfactory and will count in determining students' satisfactory academic progress.

**Administrative Drop Policy**

Any students who exceed the maximum allowed absences for a specific class will be administratively withdrawn from class. If the withdrawal takes place by the conclusion of the Residential Session, a “W” grade will be recorded. If the withdrawal takes place after the conclusion of the Residential Session, students will receive a “WF”. The withdrawal will be initiated by the faculty member teaching the course in question. He or she will provide the Academic Records office copies or notations of dates, emails, or other notices of attempts to contact the students. The Academic Records office will then complete an Administrative Withdrawal form. Before processing, the complete information will be sent to the Vice President of Academics for final approval. The student will be notified of this action by the Academic Records office.

When students have exceeded the allowable absences for all of the credit courses for which they are enrolled, they will be dismissed.

Students are entitled to due process. In the case of special circumstances students will be referred to the Vice President of Academics.

Students who withdraw from Trinity must secure an official Withdrawal Form from the Academic Records office. This form must be signed by the indicated college officials and then be returned to the Academic Records office before official withdrawal can be completed. A fee will be assessed for all withdrawals (See Withdrawal Policy).

Failure to comply with the college withdrawal policy may result in failing grades for all courses for that semester and ineligibility for financial refunds.

The Trinity Graduate School add/drop date is set for the Tuesday of classes, at which time students should get a full refund up to that time. After that time, the withdrawal and refund schedule is as follows:

- Withdraw one day after add/drop date - 95% refund
- Withdraw two days after add/drop date - 50% refund
- Withdraw three days after add/drop date - 25% refund
- Withdraw four or more days after add/drop date - refunds are 0%

**Walk-Off Policy**

Students will be considered walk-offs if they have stopped attending classes or vacated their permanent address for a period of three consecutive weeks without notifying the Academic Records office or the Graduate School office. Such students will be withdrawn from the college (for further information see Finances, Withdrawal Policy).

**Auditing a Course**

Individuals may audit any course. An audit fee of $247 is applicable and advance notice is required. No credit or record of the course audited will be given. Those auditing courses are asked to respect those students taking the course for credit by limiting their verbal contribution to the class. No children may attend any class.

**Center for Missionary Mobilization and Retention (CMMR)**

Missionaries who participate in graduate classes through the CMMR are considered non-degree seeking. Admittance via CMMR does not guarantee admittance into Trinity Bible College and Graduate School for degree-seeking purposes.
Transfer Credits

- Courses to be considered for transfer credit must be similar to those taught at Trinity. Related courses may be considered as transfer for elective credits. The final decision is at the discretion of the Admissions Committee.

- Arrange for all official college/university transcripts to be sent to Trinity Bible College and Graduate School.

- Grades of “C” or better will be considered for transfer credit.

- The maximum number of credits which can be transferred is 21 credits which will be applied towards coursework. No transfer credits can be applied towards TH690 Thesis.

Credit for Prior Learning

Credit for Prior Learning is intended for those students who can equate prior life experience to graduate level learning and academic work. Application does not guarantee that credit will be awarded, only that it will be evaluated and considered for credit. Trinity Bible College and Graduate School cannot guarantee the transferability of this credit to other institutions or agencies. Evaluation for credit of prior learning will be based on evidence provided by the student for each field of study within a program.

- Students who would like credit for prior learning must fill out the Graduate Credit for Prior Learning Evaluation online. In that form, the applicant will be asked to provide the following evidence, based on the fields of study in which he or she is seeking credit:
  - Annotated bibliography of reading in the field
  - A 3-5 page essay discussing some pertinent topic in the field, with references (format is not essential, but good writing will strengthen your request).
  - One or more letters of reference that substantiate your request and provide third-party evidence of your life experience in a particular field.

Completed portfolios will be presented by the Graduate School Committee to the relevant academic departments for review.

A fee is charged for the application of credits for prior learning.

The maximum credits for Prior Learning possible is twelve credits, which will be the final credits awarded in the program.

BA/MA Dual Enrollment Policy

Applicants with a minimum of 60 college credits and a minimum 3.0 undergraduate GPA may apply for dual enrollment in which they complete a BA degree while starting the MA program. Students may begin taking graduate courses concurrently within the final 30 credits of the BA degree.

A personal study plan will be compiled by the Administrator of the Graduate School and the student’s academic advisor in line with the existing enrollment procedures at Trinity Bible College.

- A minimum of 30 credits must be completed with Trinity, either on campus or by Distance Education.

- Up to 95 credits may be transferred towards a BA at Trinity.

- A maximum of 30 credits can be earned as credit for prior learning towards the BA.

Transcripts

An academic transcript may be obtained from the Academic Records office. A Transcript Request form is available online at www.trinitybiblecollege.edu and must be accompanied by a hand signature in order to be processed. Requests normally take three to five working days for processing. However, the processing time can take up to two weeks during periods of peak activity (registration, graduation, final exams, etc.). Students will not be issued official transcripts if they have outstanding bills with any office of the college or if student loans are in default. Official transcripts will not be issued via fax or email. Questions may be directed to the Academic Records office.
office via phone at 701-349-5796 or via email at registrar@trinitybiblecollege.edu.

Program Completion and Commencement

The MA (Missional Leadership) is a 48 credit program that can be completed in as little as two years. There are thirteen courses of three credits each and a nine credit final thesis.

Complete the Program in Two Years.

- Year One: Complete seven courses over 4 residential sessions of 1 week each.
- Year Two: Complete five courses over 4 residential sessions of 1 week each, and one course by distance education while working on the final thesis.

Students who anticipate completing the thesis during the second year can apply to participate in Graduation Ceremonies.

The MA (Global Theology) is a 48 credit program than can be completed in three years.

The MA (Rural Ministry) is a 48 credit program that can be completed in three years.

Students can utilize an additional six months for the completion of their thesis and a total of 6 years to complete the entire program. If a student takes longer than 6 years to complete their major, they will need to reapply to the program. In extreme cases, further extensions may be granted (e.g., for those on overseas military assignment).

Participation in the graduation ceremony is contingent upon successful completion of all program requirements and clearance from the Business Office. The application for graduation should be made to the academic records office by September 30 of the academic year of expected graduation.

Degree Requirements

The MA(ML), MA(GT), and MA(RM) require a final CUM GPA of 2.5 or better.

Correction of Education Records

Students have the right to request corrections in their records which they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

Students must ask the appropriate Trinity Bible College and Graduate School official to amend the record. In so doing, students should identify the portion of the record they want changed and specify why they believe it is inaccurate, misleading, or in violation of their privacy or other rights.

Trinity Bible College and Graduate School may or may not decide to comply with the request. If Trinity decides not to comply, students will be notified by the college of the decision, along with supporting rationale, and advise those students of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of those students’ rights.

Should students disagree with the decision regarding the request for a correction of their education record, they may appeal in writing to the appropriate college official.

A hearing officer who is a disinterested party will conduct the hearing; however, the hearing officer may be an official of the institution. Students shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request. One or more individuals, including an attorney, may assist students.

Trinity Bible College and Graduate School will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

If Trinity Bible College and Graduate School decides that the challenged information is not inaccurate, misleading, or in violation of students’ right of privacy, it will notify those students they have a right to place in the record a statement that comments on the challenged information or sets forth reasons for disagreeing with the decision.

The statement will be maintained as part of students’ education records as long as the contested portion is maintained. If Trinity Bible College and Graduate School discloses the contested portion of the record, it must also disclose the statement.

If Trinity Bible College and Graduate School decides that the information is inaccurate, misleading, or in violation of students’ right of privacy, it will amend the record and notify those students, in writing, that the record has been amended.
The MA Programs

MA (Missional Leadership)

Program Aims

• To provide an extensive knowledge and critical understanding of this component area of Practical Theology.
• To develop the ability to handle written sources and empirical data using appropriate critical awareness methods and controls.
• To marshal coherent and effective arguments and communicate conclusions in oral and written forms and to integrate these skills in the production of a Master’s thesis or capstone project.
• To enable the student to demonstrate a competent grasp of a range of technical skills arising within the subject and to develop a variety of approaches to hermeneutical and cultural matters, and both quantitative and qualitative approaches to the investigation of individual and social experience and behavior.
• To equip the student to respond critically to their reading, research and data collection, and to develop an attitude of openness toward different theological views and applications.

Program Outcomes

On successful completion of the program students will have achieved the following outcomes:

1. Knowledge and Understanding

• The ability to address analytically a range of current questions in this component area of Practical Theology, applying an advanced, systematic and critical understanding to the discipline.
• The ability to interpret a range of sources using a variety of tools, critical approaches and methodological idioms consistent with the discipline.
• The ability to relate their more specialist knowledge and the significance of their insights and research to wider theological and professional communities.

• The ability to identify, locate, interpret and analyze primary texts and secondary sources with confidence at a research level.
• The ability to engage critically and creatively with articles from peer review journals and scholarly monographs.
• The ability to exercise a critical awareness of their own and contemporary authors’ differing stances representing them with fairness and integrity.
• The ability to represent, evaluate and explore complex and potentially incomplete knowledge relative to the subject, and construct sustained arguments with theological reflection, drawing upon a range of sources and data and routinely applying more than one mode of analysis.

3. Practical Skills

• The ability to employ critical, analytical and presentational skills showing a commitment to test evidence, assess arguments and detect bias.
• The ability to make advanced use of library, IT, computer and internet skills to identify and locate sources.
• The ability to represent knowledge gained and communicates this with others in a way that demonstrates critical thought, identifies bias and promotes biblical spirituality.
Graduate Characteristics

Following successful completion of this degree program graduates should demonstrate the following characteristics:

- The ability to conduct independent research into a particular area of study.
- Gather, organize and assess data from primary and secondary sources.
- Critically analyze and evaluate the view and arguments of others.
- Structure and communicate ideas effectively by written and verbal means.
- Show critical self-awareness and open mindedness towards other cultures and viewpoints.
- Demonstrate a positive attitude toward academic study in the context of faith and spirituality.
- Enjoy a greater confidence in sharing their faith.
- Demonstrate the humility of an informed Christ follower with a disposition consistent with that of a lifelong learner.

Program Purpose

The MA (Missional Leadership) is a research degree in Practical Theology designed to equip the student with both a theological and practical framework for understanding leadership and ministry in a complex cultural context. Developing an understanding of leadership, organizational development and strategic planning form the initial foundation of the curriculum. A critical evaluation of ethical issues in contemporary society along with matters related to spirituality, community and contemporary shifts in leadership models round out a program that equips the student to navigate the demands of a globalized world and the relevant demonstration of the mission of Christ.

The theological emphasis of this program is intended to prepare leaders to live out the relevance of the Christian faith as experienced in a committed faith community. A ministry-specific research track enables the students to investigate their ministry context critically and propose future options for it.

Program Objectives

Upon completing the MA (ML), the student should be able to:

- Apply Biblical principles of leadership to contemporary ministry contexts.
- Evaluate and respond to cultural phenomena in light of Scriptural values.
- Formulate relevant ministry strategies for the globalized world.
- Establish a system of ongoing evaluation of ministerial organizations.

Program Distinctives

Quality education that engages with the context reflects on theology and rethinks paradigms of leadership

- Rigorous courses offered in 4 one-week sessions per year.
- Convenient, economical and innovative program that accommodates people with a busy schedule.
- Emphasis on spiritual formation and personal development.
- Highly qualified and experienced faculty.
- Enhanced library services with capability to access theological databases from your home.

Program Structure

The MA (Missional Leadership) is a 48 credit program composed of thirteen courses of three credits each beginning with Research Methods (and Introduction to Graduate Studies if needed), and concluding with a thesis of nine credits. MA (ML) students are required to take a minimum of nine (9) credits for each of the fundamental areas of Missional Leadership: Practical Theology, Leadership Development, and Contextual Studies. Four residential sessions are scheduled each year. The sessions begin on Monday night and run through Friday, finishing lunch time. The dates for the
sessions are scheduled at least two years in advance.

There will be reading assigned prior to each residential session and a research project to be completed for each course after the session. The program runs in a two-year cycle. Most courses are only offered once in each two year cycle. Access to the internet is required for participation in the program.

Electives:

Students are allowed up to 12 credits of electives. If a student has transfer credits that do not fit into any of the nine (9) required fundamental areas (Practical Theology, Leadership Development, or Contextual Studies), or if a first time student is required to take the bridging course, PT 501 Introduction to Graduate School, those credits could be part of the 12 elective credits.

Length of Study

The minimum time to complete the full MA(ML) is two years. The maximum length of study is six years. If a student takes longer than six years to complete the degree, he or she will need to reapply. The following grids show the distribution of course work for a two, three, or four year length of study. A student may request an additional six months after the final residential session to complete the thesis.

Any courses not taken when initially scheduled will not be offered again until two years later. The schedule of courses and Residential Sessions is made two years in advance.

To complete the MA(ML) within two years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 courses</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5 courses in residential sessions 1 course by Distance Education Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

To complete the MA(ML) within three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 - 5 courses</td>
<td>2 – 4 Depending on course selection and schedule</td>
</tr>
<tr>
<td>2</td>
<td>2 – 5 courses</td>
<td>2 – 4 Depending on course selection and schedule</td>
</tr>
<tr>
<td>3</td>
<td>2 - 4 courses to complete what was not taken in year 1 1 course by Distance Education Thesis</td>
<td>2 – 4 Depending on course selection and schedule</td>
</tr>
<tr>
<td>4</td>
<td>0 - 3 courses to complete what was not taken in year 2 1 course by Distance Education Thesis</td>
<td>0 – 4 Depending on course selection and schedule</td>
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</tbody>
</table>

To complete the MA(ML) within four years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 – 5 courses</td>
<td>2 – 4 Depending on course selection and schedule</td>
</tr>
<tr>
<td>2</td>
<td>5 courses</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2 - 3 courses to complete what was not taken in year 1 1 course by Distance Education Thesis</td>
<td>2 – 4 Depending on course selection and schedule</td>
</tr>
</tbody>
</table>

MA (Global Theology)
Program Aims

• To provide an extensive knowledge and critical understanding of this component area of Practical Theology.
• To develop the ability to handle written sources and empirical data using appropriate critical awareness methods and controls.
• To marshal coherent and effective arguments and communicate conclusions in oral and written forms and to integrate these skills in the production of a Master’s thesis or capstone project.
• To enable the student to demonstrate a competent grasp of a range of technical skills arising within the subject and to develop a variety of approaches to hermeneutical and cultural matters, and both quantitative and qualitative approaches to the investigation of individual and social experience and behavior.
• To equip the student to respond critically to their reading, research and data collection, and to develop an attitude of openness toward different theological views and applications.

Program Outcomes

On successful completion of the program students will have achieved the following outcomes:

Knowledge and Understanding:

• The ability to address analytically a range of current questions in this component area of Practical Theology, applying an advanced, systematic and critical understanding to the discipline.
• The ability to interpret a range of sources using a variety of tools, critical approaches and methodological idioms consistent with the discipline.
• The ability to relate their more specialist knowledge and the significance of their insights and research to wider theological and professional communities.

Thinking and Cognitive Skills:

• The ability to identify, locate, interpret and analyze primary texts and secondary sources with confidence at a research level.
• The ability to engage critically and creatively with articles from peer review journals and scholarly monographs.

Graduate Characteristics

Following successful completion of this degree program graduates should demonstrate the following characteristics:

• The ability to conduct independent research into a particular area of study.
• Gather, organize and assess data from primary and secondary sources.
• Critically analyze and evaluate the view and arguments of others.
• Structure and communicate ideas effectively by written and verbal means.
• Show critical self-awareness and open mindedness towards other cultures and viewpoints.
• Demonstrate a positive attitude toward academic study in the context of faith and spirituality.
• Enjoy a greater confidence in sharing their faith.
• Demonstrate the humility of an informed Christ follower with a disposition consistent with that of a lifelong learner.

Program Purpose

The globalization of the Christian faith has resulted in many new voices contributing to theological discussion. Many of the perspectives that these new,
global voices share are forged in cultural and social milieus very different to the Western world view which was, to some extent, the outcome of Christian theology in the first place.

The Master of Arts (Global Theology) is designed to enable a reflective and critical evaluation of the context in which contemporary theological thought is generated. Examining the writings of contemporary global Christian scholars within their own context should throw valuable light on Christian theology. Central to this three-year degree are four continental learning experiences supported by annual on-campus sessions.

Program Objectives

Upon completing the MA(GT), the student should be able to:

- Apply Biblical principles to contemporary ministry contexts
- Evaluate and respond to cultural phenomena in light of Scriptural values
- Evaluate and respond to historical events and their aftermath in light of Scriptural values
- Formulate relevant ministry strategies for the globalized world
- Model Biblical principles appropriately in a cross-cultural context
- Develop personal habits of lifelong learning

Program Distinctives

The MA (GT) program with Trinity has two unique features that set it apart from the many programs nationwide.

1. The cohort basis of the program specifically designed to accommodate those in full time ministry. This provides the benefit of face-to-face interaction with the professor and with classmates, while making it possible to continue to minister or work full time.

2. The emphasis placed on direct contact with locations that influenced theological development, such as Europe (Christian Theology and Secular Thought), Latin America (Christian Theology in a Post-Liberation Theology Context), Africa (Christian Theology in a Post-Colonial Context), and Asia (Christian Theology and Religious Pluralism).

Program Structure

The MA (Global Theology) is a 48 credit program and you can complete in as little as three years.

Complete the Program in Up to Three Years

*Year one: Take Research Methods (and Introduction to Graduate Studies if needed) and Global Scholar on campus and Introduction to Theology online in the fall and the first learning experience trip to Europe in the spring.

*Year two: Take the Global Scholar and the second learning experience trip in the fall. The third learning experience trip will be in the spring, during which Research Methods 2 will be taken.

*Year three: Take the fourth learning experience trip in the fall and work on thesis and elective class.

Length of Study

The minimum time to complete the full MA(GT) is three years. The maximum length of study is six years. If a student takes longer than six years to complete the degree, he or she will need to reapply. The following grids show the distribution of course work for a three, four, or five year length of study. A student may request an additional six months after the final residential session to complete the thesis.

Any courses not taken when initially scheduled will not be offered again until two years later. The schedule of courses and Residential Sessions is made two years in advance.

To complete the MA(GT) within three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
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</tbody>
</table>
To complete the MA(GT) within four years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1 course</td>
<td>1</td>
<td>1 - 2</td>
</tr>
<tr>
<td>3</td>
<td>1 – 2 courses to complete what was not taken in year 1 and 2 1 course by Distance Education Thesis</td>
<td>1 Depending on course selection and schedule</td>
<td>1 – 2</td>
</tr>
<tr>
<td>4</td>
<td>0 - 1 courses to complete what was not taken in year 3 1 course by Distance Education Thesis</td>
<td>0 – 1 Depending on course selection and schedule</td>
<td>1</td>
</tr>
</tbody>
</table>

To complete the MA(GT) within five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1 - 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1 – 2 courses to complete what was not taken in year 1</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
</tbody>
</table>
MA (Rural Ministries)

Program Aims

- To provide an extensive knowledge and critical understanding of this component area of Practical Theology.
- To develop the ability to handle written sources and empirical data using appropriate critical awareness methods and controls.
- To marshal coherent and effective arguments and communicate conclusions in oral and written forms and to integrate these skills in the production of a Master’s thesis or capstone project.
- To enable the student to demonstrate a competent grasp of a range of technical skills arising within the subject and to develop a variety of approaches to hermeneutical and cultural matters, and both quantitative and qualitative approaches to the investigation of individual and social experience and behavior.
- To equip the student to respond critically to their reading, research and data collection, and to develop an attitude of openness toward different theological views and applications.

Thinking and Cognitive Skills:

- The ability to identify, locate, interpret and analyze primary texts and secondary sources with confidence at a research level.
- The ability to engage critically and creatively with articles from peer review journals and scholarly monographs.
- The ability to exercise a critical awareness of their own and contemporary authors’ differing stances representing them with fairness and integrity.
- The ability to represent, evaluate and explore complex and potentially incomplete knowledge relative to the subject, and construct sustained arguments with theological reflection, drawing upon a range of sources and data and routinely applying more than one mode of analysis.

5. Practical Skills

- The ability to employ critical, analytical and presentational skills showing a commitment to test evidence, assess arguments and detect bias.
- The ability to make advanced use of library, IT, computer and internet skills to identify and locate sources.
- The ability to represent knowledge gained and communicates this with others in a way that demonstrates critical thought, identifies bias and promotes biblical spirituality.

Program Outcomes

On successful completion of the program students will have achieved the following outcomes:

Knowledge and Understanding:

- The ability to address analytically a range of current questions in this component area of Practical Theology, applying an advanced, systematic and critical understanding to the discipline.
- The ability to interpret a range of sources using a variety of tools, critical approaches and methodological idioms consistent with the discipline.
- The ability to relate their more specialist knowledge and the significance of their insights and research to wider theological and professional communities.

Graduate Characteristics

Following successful completion of this degree program graduates should demonstrate the following characteristics:

- The ability to conduct independent research into a particular area of study.
- Gather, organize and assess data from primary and secondary sources.
- Critically analyze and evaluate the view and arguments of others.
- Structure and communicate ideas effectively by written and verbal means.
- Show critical self-awareness and open mindedness towards other cultures and viewpoints.
• Demonstrate a positive attitude toward academic study in the context of faith and spirituality.
• Enjoy a greater confidence in sharing their faith.
• Demonstrate the humility of an informed Christ follower with a disposition consistent with that of a lifelong learner.

Program Objectives

Upon completing the MA(RM), the student should be able to:

• Apply Biblical principles to contemporary ministry contexts
• Evaluate and respond to cultural phenomena in light of Scriptural values
• Evaluate and respond to historical events and their aftermath in light of Scriptural values
• Formulate relevant ministry strategies for the rural context
• Model Biblical principles appropriately in a rural context
• Develop personal habits of lifelong learning

Program Distinctives

The MA (Rural Ministry) program with Trinity has two unique features that set it apart from the many programs nationwide.

• The cohort basis of the program specifically designed to accommodate those in full time ministry. This provides the benefit of face-to-face interaction with the professor and with classmates, while making it possible to continue to minister or work full time.
• Emphasis is placed on direct contact with locations involving rural ministries learning experiences.

Program Structure

The MA (Rural Ministry) is a 48 credit program and you can complete in as little as three years.

Complete the Program in Up to Three Years

*Year one: Take Research Methods (and Introduction to Graduate Studies if needed) and Global Scholar, followed by two Saturation Experiences to rural ministry contexts.

*Year two: Take Global Scholar on campus followed by the next two experience trips to rural contexts, one in the fall and one saturation experience trip in the spring.

*Year three: Take the final three courses and the thesis portion of the program.

Length of Study

The minimum time to complete the full MA(RM) is three years. The maximum length of study is six years. If a student takes longer than six years to complete the degree, he or she will need to reapply. The following grids show the distribution of course work for a three, four, or five year length of study. A student may request an additional six months after the final residential session to complete the thesis.

Any courses not taken when initially scheduled will not be offered again until two years later. The schedule of courses and Residential Sessions is made two years in advance.

Registration

Students will be contacted before the first Residential Session of each semester for pre-registration. Upon arrival on the Monday afternoon of each Residential Session, each student will confirm registration for the course(s) of that session. Students with questions about course selection or the distribution of the courses over two, three, or four years are welcome to contact the Graduate School Administrator at gradschool@trinitybiblecollege.edu.

To complete the MA(RM) within three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
To complete the MA(RM) within four years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 – 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1 course</td>
<td>1</td>
<td>1 – 2</td>
</tr>
<tr>
<td>3</td>
<td>1 – 2 courses to complete what was not taken in year 1 and 2, 1 course by Distance Education Thesis</td>
<td>1 Depending on course selection and schedule</td>
<td>1 – 2</td>
</tr>
<tr>
<td>4</td>
<td>0 courses</td>
<td>0 – 1 Depending on course selection and schedule</td>
<td>1</td>
</tr>
</tbody>
</table>

To complete the MA(RM) within five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course work</th>
<th>Residential Sessions</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 – 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1 – 2 courses</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1 – 2 courses to complete what was not taken in year 1</td>
<td>1 – 2 Depending on course selection and schedule</td>
<td>1</td>
</tr>
</tbody>
</table>

Typical Schedule for Residential Sessions and Learning Experiences

The typical schedule for each Residential Session is based on attendance at two courses in a session. There may be occasions when a student might be attending only one course during a session, in which case the daily schedule will be adjusted accordingly.

Monday:
3:30 – 5:30 Registration

Tues – Thurs:
8:00 – 12:30 Morning session
12:30 – 1:30 Lunch
1:30 – 5:30 Afternoon session
5:30 – 6:30 Supper
6:30 – 9:15 Evening session
Double Major – Double Degree

A student may choose to do one MA degree with two majors, or to do two MA degrees. In both cases, credits can be shared between the two majors. The main difference is the single degree with two majors will require a single thesis project which reflects both majors while two MA degrees will require two separate thesis projects.

Double Major

The student fulfills the core of each major and a single thesis which reflects both content areas.

Missional Leadership (ML) major with either the Global Theology (GT) or the Rural Ministries (RM) major:
- 27 credits ML core which cannot include a GT/RM trip as part of Contextual Studies core
- 9 ML thesis
- 12 ML electives that are two GT/RM trips
- 12 one GT/RM trip
- 9 Thesis which reflects the ML and the GT/RM fields of study
- 69 total credits

Global Theology and Rural Ministries majors:
- 48 credits 4 GT trips and 4 RM trips
- 9 3 courses: Research Methods 1 and 2, Global Scholar
- 9 GT Thesis
- 9 RM Thesis
- 75 total credits

Double Degree

The student fulfills the core of each major and does two separate thesis projects, one for each content area.

Missional Leadership (ML) major with either the Global Theology (GT) or the Rural Ministries (RM) major:
- 27 credits ML core including one GT/RM trip as part of Contextual Studies core
- 9 ML thesis
- 12 ML electives that are two GT/RM trips
- 12 one GT/RM trip
- 9 GT/RM thesis
- 69 total credits

Global Theology and Rural Ministries majors:
- 48 credits 4 GT trips and 4 RM trips
- 9 3 courses: Research Methods 1 and 2, Global Scholar
- 9 GT Thesis
- 9 RM Thesis
- 75 total credits

The Herman G. Johnson Public Lecture Series

Reputable academic institutions routinely host a public lecture delivered in honor of a noted personality. Trinity Bible College and Graduate School is following that rich tradition by offering the Herman Johnson public lecture. Each year in the early Fall a noted academic is invited to deliver a lecture with a subject that offers wide interest and addresses a relevant aspect of current importance. The lecture is named in honor of the first Superintendent of the North Dakota District Council of the Assemblies of God, Herman Johnson. Rev. Johnson served tirelessly in the Northern Plains and beyond and his labors live on in great churches and a generation of Christian leaders. The leadership at Trinity Bible College and Graduate School considers it a privilege to be able to honor this great man and his family in this way.

Introducing Herman G. Johnson
Born near Bismarck, ND, Herman Johnson entered the ministry in 1924 in Kulm, ND. He married Ellen Ackerson. Rev. Johnson was ordained by what was then known as the North Central District of the Assemblies of God. From 1928 to 1933, he pastored in Minot, ND and there he pioneered radio ministry. From 1933-1935 he pioneered the AG church in Bismarck, ND. During that period of time, MT, ND, SD, MN, and WI comprised the North Central District of the AG. When the one District became five, Rev. Johnson was elected as the first Superintendent of the ND District of the AG. In 1958, he became the pastor in Mandan, ND and from there, in 1964, he moved to Carrington, ND, building a nursing home for the ND District. In 1966 he moved to the Northwest District of the Assemblies of God where he served, as Visitation Pastor in Spanaway, WA, until his home going at the age of 91, having served over 60 years in ministry. His widow, Ellen Johnson, served the church in many capacities, until she joined her Herman, at the age of 102.

Assessment

More than memorization, reading and source documentation; graduate level learning is demonstrated through the creation of meaningful avenues of service that evolve from sustained theological reflection and accurate understanding of one’s culture and context. Students are encouraged to think of education in terms of experience and participation more than hours in a classroom. Academic rigor at this level requires students to think critically, formulate questions, and creatively search for solutions. Activities may include but are not limited to:

- Understanding the strengths and weaknesses of one’s personality and leadership
- Accurate understanding of culture
- Framing language around concepts and ideas
- Developing critical thinking skills in relation to practice
- Learning how to engage rather than be isolated from culture

This kind of learning requires setting aside valuable time to reflect over reading, engaging in dialogue with professors and peers, and investing large amounts of time to discover and better understand one’s community.

The follow criteria characterize projects earning these grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (5)</td>
<td>Very high standard of critical analysis using appropriate conceptual frameworks&lt;br&gt;Excellent understanding and exposition of relevant issues&lt;br&gt;Clearly structured and logically developed arguments&lt;br&gt;Good awareness of nuances and complexities&lt;br&gt;Substantial evidence of well-executed independent research&lt;br&gt;Excellent evaluation and synthesis of source material&lt;br&gt;Relevant data and examples, all properly referenced</td>
</tr>
<tr>
<td>B (4)</td>
<td>High standard of critical analysis using appropriate conceptual frameworks&lt;br&gt;Clear awareness and exposition of relevant issues&lt;br&gt;Clearly structured and logically developed argument&lt;br&gt;Awareness of nuances and complexities&lt;br&gt;Evidence of independent research&lt;br&gt;Good evaluation and synthesis of source material&lt;br&gt;Relevant data and examples, all properly referenced</td>
</tr>
</tbody>
</table>
Assessments for courses are designed by professors and are described in the course syllabus. Each part of the assessment is evaluated by the following grid on a scale of 1 (unsatisfactory) to 5 (excellent). Please note that items in the grid may not be assigned the same weight or value. Some are considered more critical than others. Since learning is the goal, through dialogue with one’s professor or peers, further research, writing, and resubmission of a project may be required.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C (3)</td>
<td>Uses appropriate conceptual frameworks&lt;br&gt;Attempts analysis but includes some errors and/or omissions&lt;br&gt;Shows awareness of issues but no more than to be expected from attendance at classes&lt;br&gt;Arguments reasonably clear but underdeveloped&lt;br&gt;Insufficient evidence of independent research&lt;br&gt;Insufficient evaluation of source material&lt;br&gt;Some good use of relevant data and examples, but incompletely referenced</td>
</tr>
<tr>
<td>D (2)</td>
<td>Weak understanding of appropriate conceptual frameworks&lt;br&gt;Answer too descriptive and/or any attempt at analysis is superficial, containing errors and/or omissions&lt;br&gt;Shows some awareness of issues but also some confusion&lt;br&gt;Arguments not very clear&lt;br&gt;No evidence of independent research and reliance on a superficial repeat of class notes&lt;br&gt;Superficial use of relevant data, sources and examples and poorly referenced</td>
</tr>
<tr>
<td>F (1)</td>
<td>Very weak understanding of appropriate conceptual frameworks&lt;br&gt;Very weak analysis and several errors and omissions&lt;br&gt;Establishes a few relevant points but superficial and confused exposition of issues&lt;br&gt;No evidence of independent research and poor understanding of class notes&lt;br&gt;Poor or no use of relevant data, sources and examples, and no references</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherent structure</td>
<td>Structure lacks coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARGUMENT</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers question</td>
<td>Does not answer question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of main issues</td>
<td>Unaware of the main issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherent argumentation</td>
<td>Incoherent argumentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clear evaluative comments</td>
<td>No evaluative comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate information</td>
<td>Inaccurate information</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Good application</td>
<td>Inadequate application</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions are viable</td>
<td>Conclusions are not viable</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>USE OF SOURCES</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of reading/research</td>
<td>Insufficient reading/research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wide range of sources used</td>
<td>Inadequate range of sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of the literature</td>
<td>Literature used ineffectively</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>PRESENTATION</th>
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<tr>
<td></td>
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<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Good referencing</td>
</tr>
<tr>
<td>Appropriate style</td>
</tr>
</tbody>
</table>
Submission of Assignments

All assignments are to follow the Turabian footnote style format and submitted electronically. Students are strongly encouraged to communicate with their professors while they are working on their research projects. The faculty of the Graduate School is committed to helping students successfully achieve the academic rigor of graduate studies.

The Graduate School has developed its own Turabian Style Sheet that students will be required to use as the primary style guide. Along with this, it is recommended that students obtain and become familiar with Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition. Chicago: The University of Chicago Press, 2013.

All assignments are to be submitted using the Project Submission Form provided. Even when submitting portions of assignments or drafts for initial review to the professor, it is the student’s responsibility to include this form. The professor uses this to track the ongoing dialogue of the development of the assignment. The professor will keep a copy of each comment cycle as a record. Though these interactions are not directly evaluated as part of the final grade, to underutilize this option risks a poorer grade than otherwise could be earned.

The final paper is submitted in the template included in the Project Submission Form including all interactions with the professor. It is submitted as an attachment to the appropriate Moodle classroom site. The attachment must be saved as: student last name - first initial - course code. For example: Smith J PT510

Due Dates

Final assignments are due four weeks after the completion of the residential session, on Monday by 11:59 PM CST.

Extensions

Extensions are given at the discretion of the Graduate School Assistant Director.

Late Policy

Late work will be penalized 5% per day from the original due date, or from the extension date if one was given.

Academic Dishonesty

Academic dishonesty is any act that compromises the integrity of the educational process of Trinity Bible College and Graduate School, including cheating, fabrication, and plagiarism. In the case of academic dishonesty, the instructor is at liberty to file an Incident Report with the Director of the Graduate School and the appropriate action will be taken. It is at the discretion of the instructor to decide if the student will receive a failing grade for the work that was involved in the violation and/or receive a failing grade in the course.

Thesis

The thesis is the culmination of the MA (ML), MA (GT), and MA (RM) program. Students should familiarize themselves with the thesis requirements as stated in the syllabus for TH690 when they first begin their program to allow time for the development of ideas and exploration of possible topics throughout the duration of their studies.

The thesis is done during the final year of study, concurrent with the final courses for that year. The total thesis is nine credits. However, to facilitate the credit load per semester, it is registered in two sections TH690a is three credits registered in the fall semester and TH690b is six credits registered in the spring. CS610, Thesis Proposal, is taken concurrently with TH690a and facilitates the preparation of the thesis research proposal.

Students begin to work on the first draft of their research proposal prior to the August session of their final year as part of CS610. The Graduate Studies Committee approves research topics and choice of supervisor by the October session of that year.

The final thesis is due to the mentor by the designated due date for course work of Residential Session 4, four weeks on the Friday after the conclusion of the session.

If needed, the student may request a six-month extension for the thesis. The request for the extension must be made in writing to the Administrator BEFORE the final due date of the thesis.
Each thesis will be marked by the thesis supervisor and a second reader determined by the Graduate Studies Committee.

Students are required to have two copies of their thesis bound according to the established protocol. One copy will become the permanent property of TBC & GS. Theses which are evaluated as excellent will be accessed into the library.

MA Course Descriptions

Biblical Studies (BS)

BS539 Special Topics 1-9 Credits

These courses will be offered by Trinity Bible College and Graduate School as the need arises for various topics in Biblical studies. The title of the course will be determined by the content of the syllabus. Approval by the Director of the Graduate School required.

Contextual Studies (CS)

CS510 An Introduction to Mission and Culture 3 Credits

Although introductory, this course is designed to engage the student in becoming familiar with the growing genre of material available in contemporary mission studies. Identifying the components of culture the course provides the student with the tools to identify cultural forms and norms without imposing a Christianized worldview on lifestyles and practices that are different to their own. The transformational impact of the Gospel in the lives of individuals and communities is examined in the light of a biblically based theology that takes the missional call of the Church seriously.

CS520 Missionary Movements in Review: Lessons for Contemporary Mission 3 Credits

Adopting the historical method of identifying key events from the past, this course will undertake a history of mission through the lens of missionary movements. An overview of movements that can be clearly identified as missionary due to their evangelistic and outward focus will lay the foundation for the course. In turn this will allow for a critical examination of what defines a missionary movement, the interrelationship between the organic nature and organizational reality of mission and any common factors that exist in the success or long term demise of a missionary movement.

CS610 Research Methods 2: Thesis Proposal (MAML) 3 Credits

A post-graduate degree should be characterized by heightened competencies in areas such as reflective thought, critical analysis and familiarity with relevant literature. Employing appropriate research methodologies Trinity post-graduate degrees comprise a significant research track that enables the student to explore ministry specific fields of study. The objective is to reinforce lifelong learning, the humility of a scholar and applied learning relevant to the student's own context. This allows some degree of specialization whilst accommodating academic rigor and the positive involvement of a well-qualified supervisor. Additionally, this part of the program is designed to equip those students who wish to pursue further studies.

This course is a self-study module which is completed concurrently with TH690a: Thesis. Students register for this course when registering for TH690a.

CS620 The Biblical Theology of Justice 3 Credits

Combining biblical studies and theology, this course identifies the overarching biblical narrative of God’s love for the poor, the widow, the orphan and the foreigner. Based on the Talmudic concept of Jubilee this course will trace the messianic story of the Bible culminating in the coming of Christ to bring the message of the Kingdom of God. Having established a theological rationale, this course will then explore contemporary models of expressing God’s Kingdom through acts of service, the establishment of ministries of mercy and the responsibility of the contemporary church to be a voice for the oppressed and an advocate for the poor.

Global Theology (GT)

GT 510 Collapse of Empire and Christian Theology: Descent of the West and Its Impact on Christian Thought and Practice [Europe] 6 credits

The Great War (1914 - 1918) had a catastrophic impact on the dynasties that had ruled Europe and its Empires for hundreds of years. More devastating was the confusion that followed. In the developing world questions about how Christians could war with each other cast many doubts on the validity of the message carried by missionaries at
the height of the colonial era. In Europe itself, widespread disillusionment set in, resulting in the casting off of social restraint during the “roaring ’20s” and then the development of classical postmodern thought in the academy during the 1930’s. This module is facilitated by visiting Europe, seeing key sights and museums, and engaging with a variety of people who can offer commentary and opinion about this catalytic time and its impact on Christian thought and practice. Historical method will be discussed in an applied context and the student assisted in identifying a meaningful research topic that will adequately address the subject.

GT 610 Post-Colonialism and Christian Theology: Deconstructing Old Paradigms [Africa] 6 credits

The single most influential idea in the contemporary African Church and its theology is the legacy of European Colonialism. Redemptive language is often interposed with concepts of freedom from the oppression of the colonist. This has created a context that is difficult to describe or understand. However, contextual engagement within the African Church will provide valuable experiences even if these are difficult to quantify. Through visiting African churches, engaging with scholars and pastors, and examining the colonial history of a region the student should be able to engage in reflective analysis and identify an area of research that would positively contribute to the continued effort to ensure biblical orthodoxy in a post-colonial, highly politicized part of the Church of Jesus Christ.

GT 615 Religious Pluralism and Christian Theology: Understanding Context, Community, and Relevance [Asia] 6 credits

Religious pluralism is one of the key factors that describes contemporary globalization. Asia has a long history of accommodating religious pluralism. Visiting countries whose vast populations hold different religious views provide opportunities to evaluate diversity and view our Christian faith in a context where it is, at best, a comparative religion. Bringing the good news of Jesus to communities who have in some instances practiced their faith for hundreds of years before the advent of Christian faith requires careful theological thought, a sensitive apologetic, and an exemplary lifestyle. This facilitated learning experience is intended to produce these outcomes.

GT620 Global Islam and Christian Theology: A Christ-Centered Response [Middle East] 6 credits

The twentieth century saw an unprecedented expansion of Islam around the world. Europe has experienced the mass migration of millions of people from Islamic countries. Additionally, there has been the rise of radical Islam often with the use of violence. This has polarized the international community often producing reactionary rhetoric from Christian leaders. This saturation experience seeks to analyze the socio-political impact of global Islam and propose Christ-centered responses drawing on careful theological reflection. The experience will include time in a Middle Eastern country, dialogue with those involved in serving in a majority Islamic environment, and visits to Islamic centers.

Leadership Development (LD)

LD510 Contextualized Leadership 3 Credits

Astute leaders must be able to identify and engage the context in which they live. Investigating transitions in leadership styles over the past seven decades and then applying them to a rapidly changing cultural context are valuable tools for contemporary leaders. Considering leadership through the lens of the biblical text will give the student an understanding of biblically led communities. This course will provide the analytical skills required to take organizations or ministries to a preferred future. Managing transition and conflict are key components within this course thus preparing the student with practical skills for leading in complicated and often multi-generational contexts.

LD520 Organizational Development and Strategic Planning 3 Credits

Established organizational development strategies do not always translate directly into building missional organizations. The interface between effective strategic planning and its application within a missional context is carefully examined.
within this course. The student is enabled to establish values, mission and vision and then apply them in a consistent and strategic way. Students will explore how to manage change, cope with resistance and develop viable and sustainable missional organizations.

**LD530 Contemporary Models of Missional Leadership 3 Credits**

Building on previous course work, this course seeks to allow the student to evaluate a variety of models for leadership. With an eye on sustainability and viability, the student is encouraged to explore different models, identify such models currently in practice and to be able to motivate appropriate principles for his or her own leadership context.

**LD539 Special Topics 1-9 Credits**

These courses will be offered by Trinity Bible College and Graduate School as the need arises for various topics in leadership development. The title of the course will be determined by the content of the syllabus. Approval by the Director of the Graduate School required.

**LD610 Global Scholar Seminar 3 Credits**

Each year a leading global scholar will be invited to teach Leadership in a Global Context from the unique perspective of his or her area of expertise. The title of the course will be determined by the content of the syllabus. Building on the factual realities of globalization, this course is designed to develop competencies in developing a biblical world view that responds in a Christ-honoring way to the complex issues of religious, ideological, and cultural diversity that now define the context of twenty first century church. Understanding contemporary phenomena such as mass migration, pluralism, gender issues, and ethnic diversity are foundational to effectively leading churches and ministries that are clearly counter-cultural communities of faith. The intentional inclusiveness of Christ-following people and demonstrating an understanding in leading redemptive communities forms the theological foundation of this course.

**LD620 Generational Succession 3 Credits**

This course addresses a largely ignored and under-described aspect of leadership. Of particular relevance to leaders in Western cultural contexts, this course explores the role of mentoring, transformational leadership and, importantly, the diverse roles for both older and younger leaders. Missional communities do not devalue experience nor do they condone generationally bound communities. The student will learn to accommodate and celebrate a multi-generational approach to leadership.

**Practical Theology (PT)**

**PT 510 Introduction to Graduate Studies 3 Credits**

This is a bridging course specifically for students who may find the step into graduate studies more of a leap than a step. This is especially true of those who last undertook formal studies a while back. In addition to life, work and family responsibilities, a graduate program can present some challenges. This course will serve as a tool to sharpen one's entry skills for the exciting journey into the MA program.

**PT510 Research Methods: Perspectives and Resources 3 Credits**

Foundational to post-graduate level study is the need to understand and become familiar with research methodology. This course is intentionally designed to prepare the student for careful, investigative research resulting in appropriate writing styles, adequate referencing and critical analysis. Analyzing, evaluating, building and presenting arguments are central to the course. Developing a familiarity with different research methodologies, data analysis and the preparation of literature reviews prepare the student to maximize the whole course but, in particular, to be prepared for the research track which comprises their own unique project.

**PT539 Special Topics 1-9 Credits**

These courses will be offered by Trinity Bible College and Graduate School as the need arises for various topics in practical theology. The title of the course will be determined by the content of the syllabus. Approval by the Director of the Graduate School required.

**PT610 Ethical Foundations for Christian Leadership 3 Credits**

In an increasingly complex environment, leaders need ethical and theological awareness in order to sustain moral and principle-centered organizations. This course seeks to familiarize the students with ethical concepts thus facilitating theological
reflection and practical action in the light of the Church’s moral mission in society.

PT620 Contemporary Preaching / Communication 3 Credits

Recognizing the shift in culture and the impact of technology, this course is designed to introduce the student to the context in which preaching (which includes contextual communication) now takes place. Beginning with an affirmation of the role of preaching in the Church, the course examines cultural shift, the impacts of literary and historical deconstruction and models for communicating the timeless message of Christ in the 21st Century. Options for further research that include the use of technology in preaching, preaching in a pluralist context and exploring alternative models of church will enhance the value of this course. The student will be better able to assess the needs of his or her listeners, engage the art of storytelling and generally be better equipped to serve the contemporary church.

Rural Ministry (RM)

RM 510 Rural Community Connection and Evangelism 6 credits

Partnering with Rural Compassion (a ministry of Convoy of Hope of the Assemblies of God) that would include discussions with local ‘stakeholders’ on how to best serve the rural community facilitating conversations with school superintendents, social workers, fire chiefs, police chiefs, and the chamber of commerce.

RM 610 Rural Church Multiplication/Church Planting and Revitalization 6 credits

Partnering with New Life Church in Foley, MN, students will observe the host rural church plant as well as learn from multiple rural church planters who are currently leading successful church plants. Students will also discover the process, challenges, and rewards of revitalization.

RM 615 Creative Leadership for the Rural Church 6 credits

Marysville Christian Fellowship, Marysville, KS, will host the learning experience for Creative Leadership for the Rural Church. These topics will be addressed: isolated or extreme rural, farming, ranching, Native American, scenic communities, rural areas near a city, raising indigenous leadership, connecting with other rural churches, defining values of the rural community, and character and integrity in a rural setting.

RM 620 Rural Ministry - Urban/Rural Partnerships 6 credits

Pastor Rod Loy from First Assembly in Little Rock, AR, will host the learning experience dealing with Developing Multiplying Movements for the Rural Church. This learning experience would address the engagement of spiritual events that historically moved organizations to develop movements that multiplied on a broad scale. This learning experience will engage the connection, development, and release of leaders who multiply themselves.

Theology (TG)

TG539 Special Topics 1-9 Credits

These courses will be offered by Trinity Bible College and Graduate School as the need arises for various topics in theology. The title of the course will be determined by the content of the syllabus. Approval by the Director of the Graduate School required.

Thesis (TH)

TH690a and TH690b Thesis 9 Credits

The capstone of the MA (Missional Leadership) is a research based project enabling the student to undertake a serious piece of academic writing in an area specific to his/her interest. For MAGT and MARM, students will produce a cohesive folio enabling the student to undertake a serious piece of academic writing. To facilitate the credit load per semester, the thesis is registered in two sections TH690a is three credits registered in the fall semester and TH690b is six credits registered in the spring.
Doctor of Philosophy in Practical Theology

Trinity Bible College & Graduate School (TBC&GS) is intentionally and consistently mission driven. Central to this mission is “training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see His love demonstrated.” This also motivates a desire to serve the wider church through multiplying this mission. A PhD program uniquely prepares people to teach and train others. Our constituency has been very successful in planting institutions of learning globally. The need for both full-time and adjunct faculty in these institutions is apparent. A Trinity PhD in Practical Theology would equip such individuals.

A PhD in which well-prepared candidates can rigorously research topics within the spectrum of practical theology will prepare practitioner-scholars to serve Christ effectively. The structure in the TBC&GS PhD program will require rigorous scholarship, consistent peer-review, and sufficient contact hours to ensure both competencies and the character of the candidate are well developed.

General Admission Requirements

Applicants for the Doctor of Philosophy in Practical Theology with Trinity Bible College and Graduate School should demonstrate faith in Christ characterized by sound moral character and biblical convictions.

Applicants should have a Master’s level degree from an accredited college or university with a GPA of 2.5 or above. Applicants to the TBC&GS PhD program will submit the following for application:

- PhD Application;
- All MA transcripts;
- CV or resume;
- Three references;
- Academic writing sample or sample of contemporary work if no MA writing sample is readily available
- Another writing sample may be requested to supplement the academic writing sample.

Applicants meeting TBC&GS’s admissions requirements are considered without regard to race, gender, or disability.

In addition to the requirements for admission, students who are not citizens of the United States must provide a certified financial statement or evidence of the availability of adequate support to complete a program of study without institutional assistance. The Test of English as a Foreign Language (TOEFL) may be required of applicants whose primary language is not English.

Financial Information

Tuition
Cost per Credit $650
General Fee (per semester) $20
Evaluation for credit for prior learning $300
Application Fee $25
Enrollment Fee* $250
Library Fee (annual fee) $50
Technology Fee (per credit) $15
Graduation Fee $850
Thesis Fee Reader $150
Dissertation Binding $200
Continuation Fee (Deferment)**
  Year 5 $500
  Year 6 $750
  Year 7 $1,000

Academic Policies and Procedures

Transcripts

Credits may be transferred for the first two seminars if those credits fall within the following criteria: Credits for the first seminar must be from an accredited university and satisfactorily align with the learning outcomes and competency of Seminar 1; Credits for the second seminar may be transferred if the student has produced and submitted a piece of publishable work to a peer-reviewed academic journal. Evaluation of transfer credits will demonstrate evidence of competency. Students receiving transfer credits are required to attend all seminars.

Residency Requirements
PhD seminars are sequenced in order to aid research, writing, and dissertation development stages. The Seminar Descriptions below provide sequencing of PhD seminars.

**Attendance**

Students/candidates must participate in all seminars in order to progress through the dissertation development stages.

**Submission of Assignments**

All assignments are to follow the Turabian footnote style format and submitted electronically. Students are strongly encouraged to communicate with their professors while they are working on their research projects. The faculty of the Graduate School is committed to helping students successfully achieve the academic rigor of graduate studies.

The Graduate School has developed its own Turabian Style Sheet that students will be required to use as the primary style guide. Along with this, it is recommended that students obtain and become familiar with Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*. Chicago: The University of Chicago Press, 2013.

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The final paper is submitted in the template included in the Project Submission Template including all interactions with the professor. It is submitted as an attachment to the appropriate Moodle classroom site. The attachment must be saved as: student last name - first initial - course code. For example: Smith J PT510

**Grading**

Seminars will be graded on a pass/fail basis. Should a student/candidate fail a seminar they will be given the option to resubmit the work.

The dissertation shall be defended before an oral defense examination board which will consist of a Chair (moderator), an Internal Examiner (not the supervisor of the dissertation), and an External Examiner (expert in the candidate’s field of study) appointed by the Graduate School in consultation with the candidate. Successful defense of the dissertation shall result in the awarding of the Doctor of Philosophy degree in Practical Theology. Should examiners require further work a referral will be made detailing required amendments or corrections. The completed work will be submitted to the Internal Examiner for ratification of the degree. A candidate not fulfilling these requirements shall have their candidacy terminated.

**Candidacy**

Successful completion of seminars 1-3 with the culmination of the acceptance of a dissertation proposal will grant the student candidacy status.

**Institutional Review Board**

At seminar number three, students anticipating research involving human subjects will be required to participate and successfully pass the CITI online courses regarding human subjects prior to beginning their dissertation. The students will submit the certificate of completion to their advisor. Collaborative Institutional Training Initiative (CITI) provides peer-reviewed, web-based educational courses to ensure students are aware of the standards for research with human subjects. Along with submitting a certificate of completion for CITI courses, the student will fill out and submit to their advisor the Application to Conduct Research with Human Subjects prior to submitting their proposal.

**Defense**

Successful completion of the dissertation will lead to the defense of the dissertation. The oral defense examination board shall consist of a Chair (moderator), an Internal Examiner (not the supervisor of the dissertation), and an External Examiner (expert in the candidate’s field of study) appointed by the Graduate School in consultation with the candidate.

**Deferment**

Students/candidates may choose to defer the timing of their PhD progress. Continuation fees will apply. The maximum amount of time the student/candidate will have to complete their PhD is seven years. Decisions to defer PhD progress should not be made lightly.

**Seminar Descriptions**
Doctoral Seminar One: Seminar one is an introductory seminar preparing the student for doctoral level reading and writing. Students will be introduced to the various methods of research, critically evaluate current research as it applies to their chosen discipline, and identify the potential unique contribution to knowledge made by their study.

Doctoral Seminar Two: Students will identify, analyze, evaluate, and reflect critically on key sources relevant to their field of study. Students will also produce a publishable article and submit it for potential publication in an appropriate peer reviewed journal.

Doctoral Seminar Three: Students will relate the proposed field of study with life-long learning, academic analysis, reflective practice and personal spiritual formation. Students will demonstrate their understanding of research involving human subjects by successfully passing the CITI training courses. Students will produce and submit a doctoral proposal, that once approved will move them to candidate status.

Doctoral Seminar Four: During the dissertation phase the candidate will work closely with a supervisor to produce and submit introductory chapters of the dissertation. The seminar will consist of candidate-led discussions and presentations, peer review and consultation with supervisor.

Doctoral Seminar Five: During the dissertation phase the candidate will work closely with a supervisor to produce and submit the research method chapter of the dissertation. The seminar will consist of candidate-led discussions and presentations, peer review and consultation with supervisor.

Doctoral Seminar Six: During the dissertation phase the candidate will work closely with a supervisor to produce and submit the literature review chapter of the dissertation. The seminar will consist of candidate-led discussions and presentations, peer review and consultation with supervisor.

Doctoral Seminar Seven: During the dissertation phase the candidate will work closely with a supervisor to produce and submit the findings chapter and final chapters of the dissertation. The seminar will consist of candidate-led discussions and presentations, peer review and final faculty assessment and approval of the dissertation.

Doctoral Seminar Eight: The final seminar will include a practice defense of the candidate’s research before faculty and peers in preparation for the final defense.