



2009-2010 Course Catalog

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Dean's Welcome

Dear Scholar,

On behalf of the living-learning community of Trinity Lutheran College, I welcome you!

A Trinity education is unique and requires a different kind of participation on the part of faculty, staff, and students. Our Trinity CORE allows students from all backgrounds to study shared biblical texts and integrate the themes they encounter there with other academic disciplines and with life in general. Our living-learning community makes every square foot of campus a laboratory, and the surrounding community a classroom. You will find we provide a lot of space for you to discover how you want to take leadership and personal responsibility in a complex and uncertain world. You will encounter faculty who value both academic rigor and mentoring students toward the end of effective practical application.

All you need to do to get the most out of this unique educational experience is to take full advantage of the opportunities for personal growth and leadership available. I trust you will take up our challenge to engage the world thoughtfully, faithfully, and actively. Our highly qualified faculty and staff and I will stand beside you along the way.

God's Peace,



Jeffrey Mallinson, D.Phil.

Academic Dean

2009-2010 Academic Calendar

Fall Semester

Housing Open for Returning Students	Aug 28
Housing Open for New Students.....	Aug 29
Advising and Orientation	Aug 30-Sept 1
Opening Convocation.....	Sept 2
Semester Begins	Sept 2
Last Day to Drop/Add	Sept 16
Fall Break*	Oct 22-23
Registration for January Term and Spring Semester Opens.....	Nov 16
Thanksgiving Break*	Nov 26-29
Last Day to Withdraw	Nov 25
Half-Day Rehearsal and Study*	Dec 4
Advent Festival Concerts	Dec 4-6
Final Examinations.....	Dec 8-11
Semester Ends	Dec 11
Christmas Break*	Dec 12-Jan 3

January Term

Housing Opens	Jan 3
January Term Begins.....	Jan 4
Last Day to Drop/Add	Jan 6
Martin Luther King Jr. Day*	Jan 18
January Term Ends.....	Jan 29

Spring Semester

Semester Begins	Feb 3
President's Day*.....	Feb 15
Last Day to Drop/Add	Feb 17
Playfest.....	Mar 5-7 & 12-14
Spring Break*	March 20-28
College Mission Weekend	April 23-25
Half-Day Rehearsal and Study*	April 30
Spring Concerts	April 30, May 1-2
Registration for Fall Classes Begins.....	May 3
Awards and Honors Chapel.....	May 7
Last Day to Withdraw	April 30
Final Examinations.....	May 18-21
Semester Ends	May 21
Baccalaureate.....	May 21
Commencement.....	May 22

* No Classes

“Trinity Lutheran College, through biblically-centered education, develops Christian leaders with a global perspective whose lives and ministry serve Jesus Christ in church and society.”

Heritage

Trinity Lutheran College was founded as The Lutheran Bible Institute of Seattle (LBI) in 1944 and was rooted in a wider movement which began in the United States in the early 20th Century among some Lutheran denominations. LBI was historically linked as well to a variety of European and Protestant Bible teaching institutions which grew out of the church renewal movements on the European continent and in Great Britain during the preceding two centuries. These renewal movements sought to offer systematic, in-depth study of Scripture to lay persons in the historic Reformation tradition. Trinity Lutheran College is a biblically centered liberal arts college in the church’s 2000-year-old tradition of promoting intellectual, spiritual, and ethical formation.

Commitments

Faith Tradition

The Lutheran expression of the Christian faith emphasizes God’s grace in the life, death, and resurrection of Jesus Christ. The Word and the Sacraments are the means of grace by which God’s love reaches people today. The gift of faith through the means of grace makes people right with God and empowers them as inheritors of eternal life.

Trinity Lutheran College accepts and acknowledges the Canonical Books of the Old and New Testaments as the revealed Word of God.

The college acknowledges the three ecumenical creeds of the Trinitarian Christian tradition: The Apostles’ Creed, the Nicene Creed, and the Athanasian Creed.

Church

Trinity is a servant to the church. The college is committed to its Lutheran heritage and participates in God’s mission in close fellowship with congregations, diverse Lutheran denominations, and the wider fellowship of God’s people.

Trinity is not affiliated with any single Lutheran denomination. As an independent college of the Lutheran heritage, Trinity is committed to uphold that tradition while seeking close partnership in ministry with all Christian churches.

Trinity welcomes students from all backgrounds to join the conversations of this faith-motivated community. They will enjoy both academic freedom and also classes with faculty who are willing to address the great questions of life in which the questions of faith and scholarship intersect.

Service

Service and service-learning is a way of life and education at Trinity Lutheran College. Its faculty, staff, and students offer their talents and resources to congregations and community service organizations, especially in the Pacific Northwest. The faculty and staff offer a variety of outreach forums. Students participate in the Service Learning Practicum program whereby thousands of hours of community service work are performed. Learning and serving go hand in hand in the task of preparing effective disciples for a life of Christ-centered service.

Character and Values

Distinctiveness

Biblical and religious studies have always been an important part of Trinity's education. Since the Lutheran heritage emphasizes the centrality of God's Word, students enjoy a significant number of biblical studies courses. The biblical CORE provides students in all disciplines with a Christ-centered education that will help them become servant-leaders.

General education courses instruct students about important disciplines of life. In addition to the integration of biblical themes throughout the curriculum, Trinity emphasizes intercultural and global perspectives, and provides students with opportunities to engage new cultural contexts domestically and abroad. The breadth of all general studies courses helps students become well-rounded individuals who will develop the intellectual tools to address an array of life challenges and opportunities. Students will learn to communicate in writing and speaking, to research thoroughly, argue persuasively, read critically, and solve problems creatively. A liberal arts education, therefore, is one that does not merely communicate facts, but helps students develop advanced skills that will allow them to fill positions of leadership in their chosen vocations.

Majors allow students in-depth study of a specific area of interest. Competent and caring faculty members work closely with students to create an enriching learning environment. A very low faculty-to-student ratio is distinctive for Trinity students. This personalized attention helps guide students toward professional placement and graduate school.

The Service Learning Practicum program has been a distinctive part of the educational program for decades. Full-time students participate in on-campus or off-campus service ministries that are supervised by faculty and community professionals. Thousands of hours are donated each year to the surrounding community.

The Trinity CORE

The Trinity CORE Curriculum can be summarized as coursework that involves: head (informed faith), heart (passionate faith), and hands (active faith). The CORE is intentionally designed for students to have an opportunity to both understand holistic discipleship and also be transformed through courses with solid and lively biblical study, small groups for vocational discernment and exploring faith practices, and rich opportunities for experiential service learning. While these aspects are integrated throughout the curriculum, there are three ways the CORE is intentional about strengthening each area for faithful discipleship:

1) Head: *Informed Faith*

Four courses focus on key biblical books to biblically ground one's faith and dig deep into critical themes. Each course is 4 credits.

- RELI 101 Faith and Discipleship: Gospel according to Mark, Methods, and Mission Encountering the Jesus of Scripture challenges readers to ask "Who is Jesus?" The disciple Peter answered that Jesus was "the Christ." A similar response calls one to a life of faith seeking understanding through inductive biblical study and witness to and service on behalf of God's mission in this multicultural and pluralistic world.
- RELI 103 Altar and Street: Psalms, Amos, 1 John, James
The two most important things in life are loving God and loving others. This is summarized by Jesus' words on the greatest commandment (Matthew 22:34-38). The CORE symbolizes these as *altar* (the vertical relationship with God) and *street* (the horizontal relationship with others). Four books of the Bible are selected to challenge students to wrestle with discovering a deeper purpose for life which integrates head, heart, and hands.
- RELI 201 Creation and New Creation: Genesis, Exodus, Romans, 1 & 2 Corinthians
The story of God's work in the world is laid out from beginning to end with key books telling the story. The talk about God—theology—then helps students to apply these books to issues such as daily Christian living, global environmental issues, and discovering God's call. Students are challenged to view and experience God's creation in fresh ways and to recognize humans in Jesus Christ as God's "new creation."
- RELI 202 Light of the World: Isaiah, Gospel according to John
Isaiah and the Gospel according to John demonstrate a full circle of God's mission—the light for all people—revealed through Scripture and ultimately Jesus Christ, the Light of the World. The followers of God are to walk in the light, living faithfully while challenging unfaithfulness and injustice.

2) Heart: *Passionate Faith*

In the first year, two courses focus on vocational discernment and spiritual formation. Class exploration and discussion centers around biblical texts and related life-themes. Each course is 2 credits and held in a small group format, facilitated by a faculty member.

- RELI 102/104
Vocation and Formation I/II give opportunities for growing in Christ (spiritual formation) and discerning clues about God's personal invitation (vocational calling) according to the life-talents, personality, spiritual gifts, values, and passions of each student. Personal inventories and spiritual exercises/practices are examples of how these courses engage students in personal discovery and spiritual exploration.

3) Hands: *Active Faith*

Four semesters of experiential learning give opportunities to turn classroom theory and biblical scholarship into life-transforming service experiences. Each course is 1 credit; four total credits are earned.

- RELI 106/206
Service Learning Practicum engages the greater Puget Sound community by addressing issues and topics identified by community partners, providing an opportunity for faithful Christian witness and service in word and/or deed. Students serve 3 to 5 hours per week and spend additional time reflecting on the service experience with other students and a faculty advisor. Placement options include teaching in a preschool, tutoring inner-city youth, visiting nursing home residents, serving meals in an emergency shelter, leading youth Bible studies, and more.

CORE Learning Methods

Courses employ an exciting combination of learning methods. Expect to read and study books and articles, participate in lectures and classroom discussions, engage in case studies and role plays, have community immersion experiences, write papers and reflection journals, and be involved in small groups for practicing spiritual formation and discernment. Professors use relevant cultural media (music, movies, art, etc.) and technology to make topics come alive and connect with daily life.

The CORE cultivates growth in:

- Biblical and Theological Scholarship
- Vocation and Spiritual Formation
- Cross-cultural/Global Awareness and Mission
- Servant Leadership

The Living-Learning Community

Trinity students are not sheltered or shielded from engagement with society; rather they are encouraged and coached through the process of entering the fray of their immediate community in creative and active ways. Trinity's living-learning community model makes every square foot of the college a learning laboratory. It fosters an environment in which each community experience is an intentional part of a holistic education. Similarly, the greater Everett area serves as a classroom through service learning and community engagement opportunities.

Examples of how the living-learning community model affects the student experience include:

- The student store becomes a “laboratory” for business students to practice marketing, accounting, and management skills.
- Professors participate in student life by leading conversations, seminars, and other activities that blur the line between the classroom and extracurricular activities.
- Staff members participate in the educational experience of students through advising and spiritual development roles.
- Decisions about food choices at lunch will stimulate focused discussions about nutrition, ethics, and attention to our global community.
- Chapel leadership becomes a course that prepares students to become future leaders in community worship settings.
- Professors serve as teachers, as well as other areas of college life, using their best gifts and passions for the benefit of the whole community. For instance, professors might teach conflict resolution skills within the context of creating roommate agreements.
- Music & Worship students participate in community church choirs as part of their college education.

Accreditation

Trinity Lutheran College is accredited by the Northwest Commission on Colleges and Universities, one of six regional associations in the United States that accredit schools and colleges. NWCCU is recognized by the United States Secretary of Education.

Academic Partnerships

Affiliated Learning Partners

Trinity is a member of the Affiliated Learning Partners that exists as a consortium of higher education institutions including Luther Seminary, St. Paul, Minnesota; Pacific Lutheran Theological Seminary, Berkeley, California; Concordia University, Portland, Oregon; and Pacific Lutheran University, Tacoma, Washington. This consortium acts as the institutional arm of Lutheran Educational Network and Support, which provides enrichment, collegiate, and graduate Lutheran education in the Pacific Northwest.

Lutheran Educational Conference of North America (LECNA)

Trinity is a member of the Lutheran Educational Conference of North America (LECNA). LECNA, which was formed in 1910, is the oldest existing inter-Lutheran organization in the United States and Canada. Its purpose is to encourage, assist, and promote cooperation among Lutheran colleges and universities in the United States and Canada.

Community Life

Campus Location and Facilities

The new Trinity Lutheran College Campus Center opened Fall Semester 2008 in Everett, Washington. The main building is located at 2802 Wetmore Ave., at the corner of California St. and Wetmore Ave.

The Campus Center has four floors devoted to classrooms, administrative offices, faculty offices, the library, a student store, and a commons area. The center is served by a parking garage connected by a skywalk. Student housing is nearby, as is the YMCA, which is available for students to use at no extra charge to them.

About Everett, Washington

Everett, recently named an “All-America City”, is a great place to call home. In a region brimming with world renowned landmarks, corporations and scenery, Everett boasts some of the best of the Puget Sound.

Downtown you will find the Everett Events Center, a northwest destination for exciting events from racing to concerts. On the waterfront, the community enjoys the second-largest marina on the West Coast and nearly fifty miles of shoreline!

Three professional sports teams; Everett Silvertips ice hockey team, Everett Hawks football team and AquaSox minor league baseball team call Everett home, with affordable tickets and thrilling competition.

Along with more than 1,600 acres of beautiful parks, trails and playgrounds, Everett has a revitalized downtown with shops, churches, businesses, restaurants, housing, and now, a fully accredited four-year biblically centered liberal arts college - Trinity Lutheran College! Like any major community, however, it also needs ministry and is a venue in which classroom theories are worked out in real life. Everett is a great place to experience college life.

Just 35 minutes to the south of Everett is Seattle, the “Emerald City,” boasting some of the tallest skyscrapers west of the Mississippi. Seattle is a cosmopolitan city with many facets. It is the crossroads of commerce with Asia and the gateway to Alaska. Second only to New York in live theater, it is rich in opportunities for cultural development and entertainment. Continually rated as one of America’s most livable cities, Seattle and its surrounding area were appraised by Rand McNally as America’s number one best vacation spot, making it a great weekend get-away.

For those who prefer glistening icy pinnacles to glittering crystal towers, the Pacific Northwest has no shortage of mountains to inspire spiritual retreats and winter fun. Rising well over two miles into the sky, the Cascade Mountains point like marble cathedrals toward the heavens. Mt.

St. Helens and her sleeping grandfather, Mt. Rainier, are two famous names among five equally majestic volcanic peaks. Fishing, skiing, snowshoeing, and hiking abound. In the winter, it is a wilderness of pristine Arctic splendor; and in the summer, the music of innumerable cascading streams, for which the mountains are named, flows over hillsides painted orange and red by the leaves of Indian paintbrush.

Community Life Goals

Our goal is to assist students in integrating the biblical knowledge they gain in class into their personal lives and their ministry to the world. We believe the Bible reveals values and guidelines to help develop Christian character and virtues. We desire to demonstrate equally the forgiving grace of God and God's standards of life for a Christian community, believing that the Gospel is more powerful for positive community transformation than the Law.

Community Life Opportunities

Associated Student Body

Every student who is registered at Trinity is a member of the Associated Student Body (ASB). Members of the ASB elect student officers who represent student opinions in decision-making and action. The Student Council is made up of executive officers, plus the chairpersons of each student commission, and intramural sports, and residential, commuter, and international student representatives. The Commissions plan and facilitate various events such as worship, social events, athletic, and special emphasis weeks.

Worship

Trinity is committed to the spiritual growth of each student. In order to facilitate spiritual growth, both individually and corporately, each member of the community is encouraged to worship regularly at chapel services Monday, Wednesday, and Friday. Weekly times of Prayer and Praise are also scheduled. Each student is encouraged to worship regularly with and participate in a local congregation.

Service Learning Practicum

God calls every Christian to a lifestyle of service. Since its beginning, Trinity has affirmed that call by providing opportunities for students to discover their spiritual gifts and talents and to learn to use them for the sake of others. Because Jesus came to serve, not to be served, service is taught and practiced as a way of life. Full-time students are required to participate in the Service Learning Practicum. Students volunteer two to four hours of public service each week in a variety of places, serving people who have a variety of needs. Sites of service include churches, hospice homes, long-term care centers for the elderly, tutor centers, urban mission agencies, youth centers, preschools, and more. Faculty members are involved as advisors and fellow servants.

Intramural Sports

A wide range of intramural sports are possible. Popular activities have included volleyball, soccer, basketball, flag football, and softball. A variety of activities are included in the program to match the skills and interests of as many students as possible.

Club Sports

Students have opportunity to be active in Club Sports within the Everett/Seattle community. These sports may include volleyball, rowing, soccer, hockey, basketball, and recreational skiing.

Intercollegiate Athletics

Based on student interest, Trinity Lutheran College strives to meet the desires of students to compete in sports on an intercollegiate level. The Office of Student Services will support a competitive sports based on student interest level.

Food Services

Food service is another opportunity for students to engage as a community and dialog about the ethics, health aspects, and cultural values surrounding food. The college seeks to provide affordable, healthy, and ethically obtained food for its students, and discuss the challenges and options for doing so with the students. See the Student Handbook for details on schedules, prices, and options.

Residence Life

Trinity Apartments: Trinity offers private, furnished rooms for every full-time student. Living within the Trinity community in student housing is a valuable enhancement to the educational experience. Therefore, all single students under 21 years of age in their first year of college are required to live in the residence halls unless they live at home with a parent or guardian.

Married Student Housing: A limited number of studio, one- or two-bedroom apartments are available for married students on a priority basis.

Family Housing: A limited number of family two-bedroom apartments for full-time students with children are available on campus on a priority basis.

Director of Community Life & Resident Assistants: The Director of Community Life lives on campus, has responsibility for the security and well-being of the residents, and is on call for emergencies. Student Resident Assistants are selected to serve as liaisons and facilitators within the residence units.

Residence Hall Hours: For security purposes and because a rested body and mind are most conducive for learning, students are expected to comply with residence hall rules and regulations. Quiet hours are established out of respect and consideration for neighbors.

Laundry Facilities: Each of the Trinity Apartment buildings has a laundry room equipped with a coin-operated automatic washer and dryer, located on the basement level.

Mail Services: Mailboxes are provided for each student living in the Trinity Apartments.

Internship Semester Housing: Students who will be gone from campus during the fall semester, interim, or spring semester for Field Experience may retain their living spaces on a space-available basis.

Housing During Breaks: Residence halls are open during Thanksgiving. Limited housing is available during Christmas break for students who apply and pay the additional \$12 per night cost for this option. There will be no food service during these breaks. The campus and Trinity Apartments are closed during the Fall Retreat.

Summer Housing: Summer housing is available for those students employed by the college. For other returning students, housing is available for rent.

Commuter Students

Trinity strives to be a community of learners who help each other grow through academic study and personal interaction. A significant number of students live off campus, and it is important that these students be an integral part of the life of the community. Commuter students will benefit more from their education if they maintain a level of personal and spiritual interaction with the faculty and on-campus students, in addition to time spent in the classroom. They are encouraged to obtain a parking pass for the covered parking structure as well as a key to the bungalow, in order to take part in community building experiences.

Security

Although security coverage is provided, there is no foolproof way of preventing loss of property through theft or vandalism. Therefore it is imperative that all members of the Trinity community contribute by being alert to the safety and security of the campus, and promptly reporting any suspicious circumstances to the Student Services Offices or Residence Life Staff.

Trinity is not responsible for personal property, including vehicles and bikes parked on campus. Items found on the campus will be kept in the lost and found. Unclaimed items will be disposed of after 30 days.

Responsibilities and Policies

Trinity believes the Bible gives guidance for Christian living. Therefore, we believe that as Christians we are called to live a distinctive lifestyle in this world, characterized by love and respect for others. Recognizing that the Scriptures do not provide specifics regarding all social practices, they do, nonetheless, advocate self-control in that which is harmful or offensive to

others. Therefore, policies for conduct that contribute to the goals of the college and encourage harmonious and effective community living have been adopted.

These policies have been established by the Community Life Committee composed of representation from the faculty, staff, and students and are outlined in detail in the Student Handbook.

Some specific policies include:

Firearms and Explosives: The possession of firearms, ammunition, fireworks, gun look-a-likes, or any other lethal or dangerous devices is prohibited on campus.

Tobacco: The use of tobacco in any form is not allowed within any of the campus facilities.

Alcohol and Drugs: The use of alcoholic beverages is prohibited on the Trinity campus. Washington State Law prohibits the use of alcohol by persons under 21 years of age, or making alcohol available to persons under 21 years of age. Students breaking the law or abusing alcohol will be subject to disciplinary action. The use of unlawful and hallucinogenic drugs is not permitted on or off campus and will also be subject to disciplinary action. The Student Services staff provides educational programming on the issues.

Vehicles and Parking: See Student Handbook for details.

Sexual Misconduct/Harassment: Human sexuality is presented in the Bible as a good and gracious part of God's creation. Members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcome communication of a sexual nature. Trinity will take action to prevent and eliminate inappropriate behavior of this nature. Individuals who engage in this behavior may be subject to disciplinary action, as well as criminal and/or civil prosecution. Students who believe they have been the subject of any sexual harassment or who have concerns about the appropriateness of the behavior of a student or employee should report the alleged act immediately to a Resident Assistant, Director of Community Life, Director of Health Services, Vice President of Student Services, or Security personnel.

Discipline: We seek to encourage students in their Christian growth and maturity, realizing a Christian is responsible to God, and to those given the responsibility of leadership under God, and to their community. It is the intention of Trinity to resolve violations of established policies in a way that will maintain respect for each person with a redemptive concern. We all share the responsibility for fulfilling and maintaining the community and lifestyle expectations.

From a biblical perspective, all discipline is redemptive in nature, seeking to reconcile the individual to God and to his/her neighbor. To accomplish this, Trinity attempts to model the biblical ideal of redemptive discipline as outlined in Matthew 18:15-18. Students are encouraged to be accountable to and for each other. Should any dispute require further clarification and resolution, the Resident Assistant becomes involved, then the Director of Community Life. The next step involves the Dean of Students. In rare incidents the Judicial Board may intervene.

Student Life Covenant: Upon arriving at Trinity, the college campus community, the on-campus residents, residence hall floor members and roommates will engage in a facilitated dialog that will result in the crafting of values and standards that they all agree to uphold. This process is designed to foster faith, self-understanding, personal responsibility, and community involvement. It encourages critical thinking in an environment of openness, freedom of expression, and respect for one another. It applies while a community member is on campus, involved in college activities, representing the college or otherwise acting in a manner that reflects adversely on the college.

Traditions and Special Events

Opening Convocation: Opening Convocation is the celebrative worship service opening the academic year each fall. Students together with their families and friends are invited to participate in this special event.

Fall Retreat: The Fall Retreat is held the first weekend of every fall semester. The entire Trinity community will spend the weekend on campus engaging in service, learning, fellowship and relaxation.

Discipleship Week: Discipleship Week is scheduled for one week every fall semester. This is a time to focus on the call to Christian discipleship through special chapel speakers, worship services, and servant events.

Mud Bowl: Mud bowl is a flag football game in mid-October. Alumni, current students, faculty and staff divide into two teams: Washington vs. The World. The office of Alumni Relations sponsors a large tailgate party which includes members of the Board of Directors.

Advent Festival Concerts: Advent concerts, usually held the first weekend in December, are a highlight of the Advent and Christmas seasons. Additional choir concerts are held throughout the academic year. Friends and alumni also attend these inspiring concerts.

Mission Emphasis Week: Mission Emphasis Week is a special focus week in spring semester. During this week the community is exposed to global needs and opportunities for service through guest speakers, seminars, and an opportunity fair, featuring summer, short-term, and long-term vocational mission opportunities.

World Awareness Week: World Awareness Week is the spring semester week set aside for special speakers to examine a facet of world affairs. A student-faculty committee selects the topics. Speakers are invited from around the United States and are often sponsored by the Staley Lecture Foundation.

Gals Dinner for Guys/Guys Dinner for Gals: Students plan dinner and a night of entertainment for the opposite sex!

Awards and Honors Chapel: Awards Chapel is a special event in spring when students come forward to receive scholarship awards and financial grants for the following academic year.

Students, faculty and staff are honored for their contribution to the Trinity community and for their achievements. Next year's student leaders are presented at this time.

Family Weekend: Family Weekend is held each spring semester. Parents and family come to campus to spend time with their child, attend classes, tour the campus, visit with faculty and staff and much more. The weekend is wrapped around the annual theater arts event Playfest.

Trinity Art Exhibition: During spring semester, alumni, faculty, staff and current students submit personal art work to be displayed. Photography, sculpture, painting, and various other mediums of visual art are presented.

Playfest: An ever-changing theater event involving students and other members of the Trinity community is held on campus each spring semester in conjunction with Family Weekend.

Spring Retreat: The Spring Retreat is held every spring semester. The entire Trinity community comes together at an off-site retreat location in order to celebrate the end of the year with games, activities, worship, relaxation, recreation and fellowship.

Athletic Tournaments: May include but are not limited to dodge ball, 3 on 3 basketball tournament, volleyball, pillow polo, ultimate Frisbee, and croquet.

G.T.s: G.T.s are "Get Togethers" in the Trinity Apartments led by the R.A. team. G.T.s are weekly fun events and activities to strengthen community life.

Baccalaureate: Baccalaureate is a worship service held the evening before commencement.

Commencement: Commencement is a time-honored ceremony that recognizes and honors the completion of the graduates' academic work and service.

Admissions

Eligibility

Applicants must have a high school grade point average of 2.5 or higher to be granted full acceptance. Students with a GPA between 2.0 and 2.5 may be accepted for admission to the college on a covenant basis, agreeing to work closely with an academic advisor, take no more than 12.5 credits, and limit extra-curricular activities.

Applicants for admission to Trinity Lutheran College must have one of the following:

- High school diploma
- High school diploma equivalent (G.E.D.) or certification of high school completion

Applicants who have completed the following courses in high school will be given priority in the admission process:

- Three years of English
- Two years of science or mathematics
- Two years of history
- One year of a foreign language

Trinity does not discriminate with regard to race, color, sex, creed, age, marital status, national origin, and citizenship, the presence of any sensory, mental or physical disability, veteran status, sexual orientation, or political ideology. Discrimination and harassment based on any of those factors are inconsistent with our educational philosophy and will not be tolerated.

Application Procedures for Matriculated Students

To enroll as a full-time or part-time student working toward a degree or certificate, applicants should request an application packet from the Office of Admissions, and follow these procedures:

1. Submit a completed application packet and \$30.00 application fee (made payable to Trinity Lutheran College) to: Office of Admissions, Trinity Lutheran College, 2802 Wetmore Ave., Everett, WA 98201. An online application and deposit feature is available at www.tlc.edu. The application fee is waived for online applicants.
2. Transfer students must list all colleges previously attended and provide transcripts from those colleges.
3. Trinity accepts the ACT or SAT as a college entrance examination. Trinity code numbers for the tests are: SAT-4408, ACT-4453. Scores listed on an official high school transcript will be

accepted. Applicants do not need to submit scores if not required to submit a high school transcript.

4. A campus interview may be requested. Visits to the campus are strongly encouraged to provide valuable information with which to make an appropriate college decision.
5. Applicants may generally expect notification of their admission decision by mail within two to three weeks of the time all appropriate materials have been received. The Admissions staff carefully considers a student's academic performance, test scores, recommendation, as well as school, church, and community involvement.

Application Timeline

High school students may begin an early application process after they have finished their junior year (see "Notice of Admission"). Students applying for fall admission are encouraged to complete an application by February 1 for priority financial aid consideration.

Application deadlines:

Fall Semester	May 1
Spring Semester	November 1

Part-time, Non-Matriculated Students

Part-time students who are not working toward a degree or certificate may simply register for courses by mail, online, or in person. Call the Registrar's Office to make an appointment to register and make payment, or request a part-time registration packet.

When part-time students have completed six credits, they must either:

1. Declare a "non-degree" status with the Office of the Registrar if they are attending Trinity for personal enrichment and are not pursuing a certificate or degree, or,
2. Matriculate by completing the application procedures listed above if they plan on working toward a degree or certificate.

Re-Admission of Former Students

Students who officially withdrew and are returning after an absence of less than two years may simply complete an "Application for Readmission." They must also submit official transcripts from colleges attended during the absence from Trinity.

After an absence of two academic years or unofficial withdrawal, students must reapply, following the regular Application Procedures.

A student who was dismissed for academic reasons must present sufficient college-level coursework from an accredited institution or other evidence that demonstrates ability to achieve the minimum 2.00 cumulative GPA required to remain in good academic standing.

A student who was dismissed for any other reason must show evidence indicating that the circumstance that led to disqualification has been resolved in order to be eligible for re-admission.

Re-admitted students must satisfy the requirements of the current catalog.

International Student Admission Procedures

Trinity welcomes students from other countries into its college programs and is authorized by federal law to enroll non-immigrants.

To meet minimum requirements, an applicant must:

- Be 17 years of age
- Have graduated from high school (or equivalent)
- Score 197 or higher on the computer-based TOEFL (525 paper-based). To submit an official TOEFL score, use institution code 4408. Registration materials for the examination are available from TOEFL Services:

TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
Phone: (609) 771-7500
FAX: (609) 771-7500
<http://www.toefl.org>

Application Process for International Students

To be considered for admission, international applicants must submit the following:

1. International Student Application for Admission
2. Reasons for applying: On separate paper, describe (in 200 words or less) the reasons for desiring to attend Trinity. Attach to the Application Form.
3. Official transcripts with certified English translations must be sent from high schools and all previously attended colleges.
4. One recommendation from a person who is not related to the applicant. The application packet contains the forms to be used.
5. Official documentation of financial resources: a letter and proof of finances (bank statement) or financial sponsor (if applicable).

6. Official TOEFL score, if English is not the native language. See above for specific program language requirements.

Upon acceptance for admission to the college, a 40% percent payment of tuition for the first semester may be required.

All application components must be written in, or translated into, English.

Notice of Admission to Students

Applicants will be notified of the admission decision by mail. Early applicants for fall semester of the next academic year will be notified after October of the year before their matriculating.

Accepted Student Process

Accepted students are required to submit the following to the Office of Admission:

1. An advance payment of \$200 to indicate intent to enroll.
A deposit payment is to be made before May 1, the National Date of Declaration, for all students admitted to Trinity for fall semester. For students admitted after April 15, payment is due within two weeks from the date of acceptance to Trinity. The date for advance payment for the spring semester is November 1. This amount will be credited to the student's account for the first semester of enrollment. It is non-refundable after the application deadlines listed above.
2. A completed On-Campus Housing Application, including a check for the \$100.00 room/key deposit, must be received before moving into the residence hall.
3. A signed Student Life Covenant, indicating a student's understanding of and agreement to abide by all of Trinity's residence policies.
4. A completed Medical History Form and Measles Immunization.
5. International students are required to have health insurance while they are students at Trinity. This can be accomplished using the international student health insurance policy application that is enclosed in the Acceptance Packet.

Deferred Admission

Accepted applicants may request to defer admission to a later semester. Application files are valid for two years following original acceptance. After two years, the student must reapply.

Tuition & Fees

2008-2009 Academic Year

Full-Time: 12 credit hours or more per semester

Fall Semester	Spring Semester (15 weeks)	ANNUAL (15 weeks)	TOTALS
Tuition	\$9,462.50	\$9,462.50	\$18,925.00
ASB/Activity Fee*	250.00	250.00	\$500.00
TOTAL	\$9,712.50	\$9,712.50	\$19,425.00

(\$790 per credit hour will be charged for all credits over 17.0 per semester)

January Term tuition rate is \$790 per credit hour. If a student is registered full time for fall or spring semester, there is no additional charge for 1-4 credits in January Term.

* *The ASB/Activity Fee is collected on behalf of the Associated Student Body. It helps to pay expenses for activities planned by the committee and the costs of the student Yearbook.*

** *Late Registration Fee: New and part-time students are charged if a student registers after the fifth day of the semester. Continuing students are charged if a full-time continuing student registers after the scheduled semester registration period.*

*** *The Technology Fee is not a user fee. Rather, it is a fee to help build the technological infrastructure of the college, which aids and supports all students. This fee is non-refundable. All full time students will be assessed the yearly \$150 fee in the semester in which they begin at Trinity Lutheran College. Part-time students taking 6 credits or more will be charged \$150 in the semester in which they begin. Students taking 4-5 credits will be charged \$75 per semester. If the student takes 6 or more credits the following semester, he/she will be charged \$75 for that semester. The maximum charge each year will be \$150. Students taking 3 credits or less per semester will be exempt from this fee. Audit students will be charged in the same manner as students taking class for credit.*

Additional Fees

The charges listed above do not include lab fees, personal expenses, textbooks, or the following miscellaneous fees:

Choir Fee (per semester)	\$25
Graduation Fee	85
Music Lessons (per course)	375-450

Any off-campus course activities fee will be arranged by the professor with the Business Office.

Part-time Students	Per credit hour	ASB/Activity Fee
Tuition (1-6 credits)	\$395	\$150
Tuition (7-11 credits)	\$790	\$150

Student Accounts

All new and continuing students are requested to submit a completed Payment Plan Agreement and a Meal Plan form (if applicable) to the Student Accounts Office. If a completed payment plan agreement is not received before the first day of the enrollment semester the student will automatically be assigned the Payment in Full plan.

Payment Options

Outlined below are Trinity's payment options. All payment arrangements are coordinated with the amount and type of verified financial assistance that is awarded, excluding work study.

Student Accounts accepts cash and checks for payment on account. Credit card payments through Visa, MasterCard or American Express may be made in person or by phone. Payments received more than ten days beyond the payment due date or deadline will be subject to a 3% late charge. Students with payments overdue by 30 days will be subject to dismissal.

Payment in Full: (one semester)*

- Deadline for fall semester ---Aug. 25, 2008
- Deadline for spring semester---Feb. 2, 2009

* *For students beginning enrollment with J-term the payment deadline is Jan. 4, 2009.*

Trinity Payment Plan:

Each semester paid in four equal installments.

Installments due the first of each month beginning with Sept. 1 for fall semester and Jan. 1 for spring semester.

\$50.00 administrative fee per semester.

Unpaid Accounts

Students with unpaid accounts from any previous semester will not be permitted to register for a new semester until all amounts due are paid in full. Unpaid accounts will be charged interest at 3% per month on the balance due until paid. Student transcripts will not be released until all accounts are paid.

Course Audit

Non-degree seeking students may audit one course per semester for \$100 on a space- available basis. This does not include travel courses. Audit students must obtain the permission of the instructor teaching the course. Students who decide to take the course they are auditing for graded

credit may do so before the add/drop date for that semester, provided they meet other requirements for enrollment. Additionally, all alumni or former students who have taken 30 or more semester credits from Trinity or a Lutheran Bible Institute may audit up to two courses per academic year, free of charge (with the exception of any applicable course fees).

Withdrawals & Refunds

Any student who is contemplating withdrawal from the college for any reason should first consult the Academic Dean. Refunds due will be provided to students if they have met all financial obligations to the college and have completed the withdrawal actions as follows: (1) obtain the Withdrawal Form from the Registrar's Office and get the requisite signatures; (2) return the form with the Trinity Student ID card to the Dean of Students Office. Failure to follow this procedure will result in grades of "F" for all courses and will prevent any refunds from being made.

Tuition

Refunds for tuition will be made in the following manner:

Days of classes and Percent Refund

1-2	3-5	6-10	11-20	21-25	26-50
100%	90%	60%	40%	20%	0%

Admission Advance Deposit

The fall semester not refundable after July 1st.

The spring semester not refundable after December 10th.

All refunded deposits will be charged a \$35 processing fee.

Other fees

The ASB fee not refundable after add/drop date.

Other lab fees and the choir fee are treated as part of tuition costs.

Note: The Board of Directors and Administration of Trinity Lutheran College reserve the right to change the tuition and fees at any time.

Housing Costs:

New Student Apartments

<i>Apartment</i>	<i>Cost</i>
1 Person Occupancy	\$3,150 per semester
2-4 Person Occupancy	\$3,060 per semester / per student
<i>\$100 Security Deposit; \$300 Damage Deposit</i>	
January Term Housing	Free if living on campus Fall or Spring Semester and taking 1-4 credits during January Term

Returning Student Apartments

<i>Apartment</i>	<i>Cost</i>
1-2 Person Occupancy (studio)	1 Student: \$3,150 per semester 2 Students: \$1,575 per semester, per student
<i>\$100 Security Deposit; \$300 Damage Deposit</i>	
1-4 Person Occupancy(1-2 bedroom)	1 Student: \$3,825 per semester, per student 2 Students: \$1,912.50 per semester, per student 3 Students: \$1,275 per semester, per student 4 Students: \$956.25 per semester, per student
<i>\$100 Security Deposit; \$300 Damage Deposit</i>	
January Term Housing	Free if living on campus Fall or Spring Semester and taking 1-4 credits during January Term

Housing includes: utilities (security, wifi, electricity, water, sewer, and garbage), bungalow (game/common area), security system, Resident Assistants, housing/maintenance staff, Residence Life activities and programs, and green space.

All apartments include: oven, stove top, refrigerator, beds, mattresses, dressers, and some kitchen supplies. Other amenities depending on unit: couches, dining room tables, side tables, bistro table & chairs, dining rooms, bookshelves, walk-in closets, hall closet, food pantry, French doors, water views, city views, green space views, hard wood floors, linen closet, storage areas, carpet.

Financial Aid

Because friends of Trinity give generously, the tuition for students is below the national average for private colleges. In addition to this basic assistance, several special sources of financial aid are available, including need-based grants, merit scholarships, loans, and employment. Recognizing that many students who desire to attend would be unable to meet all expenses of enrollment from personal or family resources, Trinity is glad to provide assistance to eligible students. The financing of a college education is a partnership between students, their families, and Trinity Lutheran College.

Need-based student financial aid is available for filling the gap between students' potential resources and their allowable educational expenses. Potential resources are parent contribution, summer and academic year employment, savings, and assets. The amount of contribution expected from the parents is related to the family's financial strength, net income, number of dependents, assets and allowable expenses, and indebtedness. Merit-based aid for academic achievement, leadership, and talent is available in the form of renewable scholarships.

The quantity and composition of federally funded awards is based on demonstrated financial need. In addition to the actual tuition, room and board charges, the government allows the following amounts to be included in figuring a student's need: books, \$924; personal, \$1,968; and transportation from \$600 to \$1,400, depending on distance between the student's home and the campus.

Trinity Merit-based Scholarships for Full Time First-Year and First-Year Transfer Students

Trinity Lutheran College offers merit-based scholarships for new students. As a candidate for admission, an applicant will automatically be considered for these awards upon acceptance to the college. To find out which scholarships one may be eligible for, contact the Admission Office.

Bishop's Scholarship: 50% of tuition per year. Awarded to new students from participating ELCA synods and must have a minimum 3.0. (Automatically renews annually for up to 3 years if a 3.0 grade point average is maintained.)

President's Scholarship: \$12,000 per year, awarded to first year students only. Recipients must have a minimum 3.75. (Automatically renews annually for up to three years if a 3.5 grade point average is maintained.)

Dean's Scholarship: \$9000 per year with a minimum 3.5. (Automatically renews annually for up to three years if a 3.5 grade point average is maintained.)

Trinity Talent Scholarships: \$500 - \$1500 per year. Minimum 2.75 required. Awarded to new students who have outstanding talent in any of the following areas: Music (instrumental or vocal),

oral expression or creative writing. Available for renewal for up to three years based on participation using talent throughout the academic year.

To be considered for a talent scholarship, applicants must:

1. Present a live audition, or submit a video audition or written/printed materials (copies only) to the Admission Office.
2. Include a letter of recommendation pertinent to their ability and experience.
3. For a music scholarship, submit a completed music scholarship application. For all other scholarships, submit a resume detailing their experience.

Leadership Scholarships: \$500–\$1500. Scholarships awarded to new students who have excelled in positions of leadership in their church, other church-related ministries, school, and community. To be considered for a leadership scholarship, a completed application will be reviewed with regard to significant involvement in school, church, and community activities.

Dean’s Circle Scholarship: 60% of tuition. Students must receive a reference from a church professional or other service leader. Recipients must enroll in a one credit seminar-style course with the Dean or other appointed faculty member, and must also choose one way in which to contribute, through campus leadership, to the overall academic ethos of the college.

Trinity Academic Scholarships for Continuing Students

In April the college awards scholarships for continuing students based on academic and other criteria. Application is made in the form of an essay submitted to the Financial Aid Office in March of each academic year.

Honors Scholarships: Awarded for superior academic achievement. Students must hold a cumulative grade point average of 3.9 or higher to be eligible for consideration.

Academic Scholarships: Awarded for commendable academic achievement. Students must hold a cumulative grade point average of 3.5 or higher to be eligible for consideration.

President’s Leadership Scholarship: Awarded to an eligible student who is a senior, with 30 credits at Trinity Lutheran College and a cumulative grade point average of 3.5 or higher, whose involvement in the college community has made a difference.

General Achievement Scholarships: Awarded to students based upon academic achievement (3.3 GPA or higher) and significant community involvement.

Eligibility for Need-Based Aid

Financial need is largely determined by the analysis of the Free Application for Federal Student Aid Form (FAFSA), which must be filled out by students requesting assistance. A statement of financial condition, called the Student Aid Report (SAR), is generated. The FAFSA analysis determines an expected contribution for college expenses from the students and their parents.

(Under certain circumstances of student independence, parents are not expected to have the responsibility of assisting their offspring.) “Financial Need” is defined as the difference between total student expenses for an academic year and the expected student/parent contribution, and is a primary factor in determining eligibility for most available financial aid. Students must be matriculated and in a declared degree or certificate program to be eligible for federal aid.

Application Procedures

1. Fill out a FAFSA form. These forms are available from high school counselors or college financial aid offices. The Trinity code is 013525.
2. After carefully and thoroughly completing the FAFSA, mail it to the Federal Student Aid Programs in the envelope provided, or submit it electronically at www.fafsa.ed.gov.
3. As a result of the information received from the FAFSA, (a) the U.S. Department of Education will evaluate an applicant’s eligibility for a Pell Grant, and (b) a Student Aid Report (SAR) will be formulated and sent to the applicant.
4. Because the federal school code is used, Trinity will receive the SAR electronically.
5. Applicants must complete the Trinity Application for Financial Aid and return it to the Financial Aid Office.
6. The Trinity Financial Aid Office makes a need analysis and notifies the applicant.
7. If an applicant is offered a Financial Aid Package, the applicant must confirm the award by signing it and returning it within the requested time to Trinity.
8. Aid, with the exception of Federal Work Study (FWS) is credited to the student’s account. One-half of the amount is disbursed each semester.

Note: For the fall semester, applications received by May 1 will be given preference. Applications received after that date will be considered on the basis of availability of remaining funds. It is necessary to make a new application for financial aid for each academic year.

Federally Sponsored Financial Aid

The Pell Grant

This program is designed to provide a foundation for a financial aid package for those individuals with a demonstrated financial need. It is compulsory that students of U.S. citizenship wanting financial aid of any type must first make an application for the Pell Grant and Supplemental Educational Opportunity Grant Program. Guidelines are as follows:

1. Pell Grants are available to students who are attending an institution of higher education and who have yet to receive a bachelor’s degree.
2. The duration of a student’s eligibility is the time required to complete the undergraduate course of study being pursued by the student.

3. Grants at Trinity will vary from \$400 to \$4310 for the academic year, dependent upon the award and circumstances of the student.
4. A student must achieve satisfactory progress (a 2.0 grade point average or higher) to continue receiving a Pell Grant. Students who do not make satisfactory progress during a semester, though given their Pell Grant award for that semester, will not be given their award the next semester until satisfactory progress is re-established. If satisfactory progress is not established before the end of the semester, they will lose their award for that semester.
5. Application for the Pell Grant program is made by completing a FAFSA.

Supplemental Educational Opportunity

Grant Program (SEOG)

Guidelines 1, 2, 4, and 5 from the Pell Grant Program above apply to the SEOG program. The SEOG program differs from the PELL Grant program in the following ways:

1. Awards range between \$200 and \$4,000 per year and are awarded according to the demonstrated need and availability of funds.
2. May 1 is the deadline for application for aid for the fall semester. Applications received after that date will be considered on the basis of availability of remaining funds.

Federal Work Study Program

Guidelines 1, 2, 4, and 5 from the Pell Grant Program above apply to the FWS program. The FWS program differs from the Pell Grant program in the following ways:

1. Work studies are awarded according to the demonstrated need and availability of funds.
2. Earnings must be used for educationally related expenses.
3. For fall semester enrollment, May 1 is the deadline. Applications received after this date will be considered on the basis of availability of remaining funds.

Federal Family Education Loans

Federal Stafford Student Loan Program

The Stafford Student Loan Program provides financial assistance to students from loans made through banks, credit unions, savings and loan associations, and insurance companies.

Applications for Federal Stafford Student Loans are available from Trinity and participating lending institutions. The guidelines are:

1. Students of U.S. citizenship or permanent residents attending at least half-time are eligible to receive these funds.
2. These funds must be used for educationally related expenses.

3. The federal government pays interest on subsidized loans during this period while the recipient is attending school.
4. Interest is variable for first-time borrowers with a 10-year maximum repayment period. A deferment for undergraduate loans may be obtained for graduate study.
5. The annual loan limits are \$3,500 for both dependent and independent freshmen.

Sophomores may borrow up to \$4,500, and all others up to \$5,500. \$23,000 is the total amount that can be borrowed under this program. Unsubsidized loans (not need-based) are also available.

PLUS Loan to Parents and Independent Undergraduates

The government program of loans to parents for dependent undergraduate students began in 1981. Parents may borrow the cost of attendance minus other aid for any one student in any academic year. Repayment begins 60 days after disbursement.

A first and second year independent undergraduate may borrow \$4,000, and other independent undergraduates may borrow \$5,000 in the unsubsidized Federal Stafford Loan Program.

Veteran & Other Benefits

Selected programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Chapters 30, 32, and 35, Title 38, U.S. Code and Chapters 1606 and 1607, Title 10, U.S. Code. Applications for benefits are available on the GI Bill website at www.gibill.va.gov.

Trinity is also approved for the benefits from Social Security, the Bureau of Indian Affairs, and the Bureau of Indian Affairs in Alaska.

Conditions of Awards and Assistance from Trinity

1. A student must be a citizen of the United States or on permanent visa to receive federal financial aid (Pell, SEOG, FWS, FFEL). Scholarships issued by Trinity Lutheran College, excluding federal assistance money, may be available to all students, foreign or citizen of the U.S.
2. The financial aid recipient is obligated to maintain reasonable academic progress at the college. At Trinity, satisfactory progress is a 2.0 grade point average. Students who receive below a 2.0 grade point average will be placed on academic probation. If the student is able to re-establish satisfactory progress before the end of the semester or payment period, financial aid will be released to the student.
3. Before graduation or official withdrawal, students are required to have an exit interview with the Financial Aid Office.
4. Students enrolled full-time must take 12 credit hours or more of instruction per semester to qualify for a full Pell Grant. Three-quarter-time attendance (nine to eleven hours) will entitle

students to three-quarters of the Pell. Half-time attendance (six to eight hours) will entitle students to half of the Pell.

5. Students must inform the Financial Aid Office of any changes in their financial circumstances that exceed \$200. Students must also report receipt of other resources, such as scholarships, awards, and earnings from employment.
6. Work-Study employment offers begin with the first semester of enrollment. Continuance is subject to satisfactory job performance as determined by the employment supervisor.
7. Aid may be awarded in the form of scholarships (based on merit), grants (based on need), loans, and/or employment. Most financial aid awards are a combination package of different forms of assistance: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal Family Education Loans, Federal Work Study, grants, and scholarships. In packaging a student award, the Financial Aid Office attempts to be sensitive to any unusual circumstances. At no time is the Financial Aid Office able to extend financial aid over and above the established need factor. This would be considered an “over award” and is not allowed according to the Department of Education’s regulations.
8. Trinity Scholarships will not be applied if a student withdraws during the first three weeks of the semester. Students withdrawing after three weeks will receive a pro-rated scholarship and will have to pay any balance on their account. Outside scholarships (money from one’s church or other organizations) will not be refunded if necessary to cover the student’s owing balance.

Employment

The Financial Aid Office can assist a student in finding a part-time job while attending college. Three options are available:

1. Work Study positions on campus. Some students qualify for Work Study positions as part of their financial aid package.
2. Other non-Work Study positions on campus.
3. Off-campus employment. The Financial Aid Office receives listings of job opportunities for off-campus jobs.

Refunds & Repayment Policy

Refunds and repayments to be returned to the Title program(s) are determined by the Federal Title IV policy 34CFR 668.22. Specific information regarding this policy is available in the Financial Aid Office and Student Accounts Office.

Equal Opportunity

It is the policy of Trinity Lutheran College to provide equal opportunity for all qualified persons in full compliance with Washington State and federal laws. Trinity does not discriminate on the

basis of physical handicap in the admission or recruitment of students. All student financial aid programs are free from discrimination as specified by federal law. The college does not discriminate on the basis of race, color, national origin, age, or gender in its educational, employment, and recruitment programs.

The designated coordinator of services for disabled persons is the Dean of Students. The Trinity physical plant is geared toward the physically disabled with its wide elevators, automatic front doors, ramps, and several residence hall rooms that are able to accommodate a wheelchair.

Satisfactory Progress Policy for Financial Aid

Students must successfully complete 24 semester hours toward a degree each academic year. Part-time students must complete 12 semester hours each academic year and a degree must be achieved with a maximum time frame of 6 years. Full-time students have 6 years to complete.

Students who are not making satisfactory progress may be dismissed.

Dismissed students will receive official notification. Students who have been dismissed may apply for reinstatement by submitting a letter of petition to the Financial Aid Office.

Dismissed students may petition for reinstatement of their aid in one of two ways:

1. Complete one semester of full-time enrollment with satisfactory academic progress using their own financial resources, or
2. Submit an appeal to the Trinity Financial Aid Office documenting the unusual circumstances which have made it impossible to make satisfactory progress during the semester in question.

Students attaining an approved petition will be placed in probationary status for the following semester. At the end of each semester every student's progress will be assessed. Each student must complete 67% of what he attempts.

This policy applies to everyone not making satisfactory progress.

Registration

Orientation

Full-time students (both incoming and returning) are required to attend Orientation at the beginning of fall semester. Part-time students are encouraged to attend Orientation, which includes registration, writing skills assessment, and an opportunity to become acquainted. Entering students during spring term attend orientation then.

Students accept responsibility for making up missed work and for any academic penalties associated with late arrival.

Registration

Registration is complete when all forms have been filed with the Registrar and financial arrangements have been made.

Circumstances may alter Trinity's ability to provide certain educational experiences, and Trinity reserves the right to discontinue any course or program without prior notice. As a general rule, an enrollment of seven students is required to offer an elective course.

Late Fees

Full-time continuing students registering after the day(s) specified for registration are subject to a late registration fee of \$100.

Changes in Registration

Students may make changes in their registration during a specified add/drop period at the beginning of each term. After the last day to add/drop, courses may not be added. Students may change sections of a course by arrangement with the instructor and notification to the Registrar. Students dropping courses after the last day to withdraw will receive grades of "W" (withdrawal). Students are cautioned to maintain 12 credits for maintaining financial aid.

Withdrawal from College

Students wishing to leave Trinity in good standing before completing a program of studies must return a completed withdrawal form to the Registrar's Office.

Students withdrawing during the add/drop period will have no record of the quarter on their transcripts. Students withdrawing after the Drop-Add Period will show grades of "W" (withdrawal) for the term.

Definition of Student Status

Matriculated: Students who have completed the admission process and have been accepted. (All full-time students must matriculate.)

Non-Matriculated: Students who have not completed the admission process.

Full-Time (Degree): Matriculated students registered for 12 or more semester credits who have declared a degree program.

Full-Time (Non-Degree): Matriculated students registered for 12 or more semester credits and not in a degree or certificate program. Non-degree students may register for any course where pre-requisites are met. Students may take courses concurrently at Trinity and at another accredited institution, e.g., 10 credits at Trinity, 5.0 credits elsewhere. As long as the total number of enrolled credits is 9 or more, and students are enrolled in a Trinity degree or certificate, they may live in college housing.

Part-Time: Degree or non-degree students registered for fewer than 12 credits. May be matriculated or non-matriculated.

Good Standing: Students currently meeting financial, academic standards, student life, and library obligations.

Credit: Coursework is graded; transcript record; all coursework mandatory.

Audit: No grades; transcript record; coursework optional, but 90% attendance mandatory. If attendance requirement is not met, a grade of UA (Unsatisfactory Audit) may, at the discretion of the instructor, be placed on student's transcript. Audit hours may not be counted as part of the 12 credits needed for qualification as a full-time student.

Academic Probation: The status of students whose cumulative GPA falls below 2.00.

Disciplinary Probation: Status of students for whom a contract of disciplinary action has been written. See the Student Handbook for the policy.

Student Class Standing

Freshman	0-29 earned credits including transfer
Sophomore	30-59 earned credits including transfer
Junior	60-89 earned credits including transfer
Senior	90 or more earned credits including transfer

Note: Senior status does not necessarily ensure graduation with that class.

Program Declaration

B.A. students apply for acceptance into the major program through the Department Chair. Each department establishes its own acceptance criteria and deadlines.

Students may change majors at any time, though additional time to complete the program may be required.

Certificate of Professional Studies (CPS) candidates declare their program choice as a part of the admission process and before the beginning of classes. Their one-year program is planned with their Academic Advisor, and filed with the Registrar.

Transfer of Credits

Trinity may accept up to 90 semester credits toward a B.A. degree and 30 semester credits toward an ABS degree.

To convert quarter credits to semester credits, multiply quarter credits by 2 and divide by 3. Credits may be accepted from the sources outlined below.

Accredited Institutions: Credits from accredited institutions may be accepted for transfer to: 1) meet the general studies requirements for a B.A., or 2) substitute for Trinity courses. A grade of “C-” or higher is necessary for required courses, except for English Composition which requires a minimum grade of “C.” A grade of “D” may be accepted toward elective credit only if the cumulative grade point is 2.0 or higher. Upper division credits (300-400 level) are accepted only from regionally accredited institutions.

Non-accredited Institutions: Trinity reserves the right to accept credits from non-accredited institutions. Any credits accepted will be considered tentative until the student’s scholarship is validated by one semester of full-time study with a cumulative grade point average of 2.0 or higher. The conditions for accredited institutions apply. Transfer of further credits from a non-accredited institution is not allowed after establishment of a Trinity record.

Distance Learning (Online), Extension and/or Correspondence: Credits from distance learning, extension and/or correspondence courses may transfer, provided they meet the institutional criteria noted above.

Advanced Placement Credit Policy: Students who have participated in College Board Advanced Placement Program® may be eligible for Trinity credits. Students should have College Board send scores directly to Trinity. Scores of three (3) or above may result in credit. The Registrar and Academic Dean, in consultation with the appropriate academic department, will determine credit.

Students who have earned the International Baccalaureate Diploma may be awarded credit for Higher Level passes with scores of five (5) or higher. The Registrar and office of the Academic Dean, in consultation with the appropriate academic department, will determine credit.

CLEP: Credits may be granted for the College Level Examination Program (CLEP) in accordance with the American Council on Education (ACE) recommendations.

College Credit Recommendations

Students presenting proof of having taken courses listed in the College Credit Recommendations listing, published by the Board of Regents of the University of the State of New York, may be granted credits in accordance with the recommendations, toward general studies requirements.

Transcript of Academic Record

Transcript requests may be made in writing to the Registrar's Office. This may be done by e-mail registrar@tlc.edu, or by postal mail to:

Trinity Lutheran College
2802 Wetmore Ave.
Everett, WA 98201

Please include your name, any prior names, birth date, dates of attendance, and address (for mailing).

Requests are honored if financial accounts are in good standing. Every effort is made to process transcript requests the next day.

Official transcripts that are dated, stamped with the Registrar's seal are acceptable evidence of each student's academic achievements and good standing with Trinity.

Academic records are subject to the provisions of the Family Educational Rights and Privacy Act of 1974.

Academic Information

Academic Calendar

The academic calendar, following the 4-1-4 system, provides for two semesters of fourteen weeks with an interim January Term of four weeks.

Academic Standards

Trinity Lutheran College exists to educate leaders for Christ-centered service. In order to achieve this goal, faculty members have been selected based upon their academic and experiential excellence. The academic programs are designed to deliver a high quality education. Each course is taught in a manner appropriate to the student's level, and standards for student achievement are high. Students are therefore expected to study diligently and apply themselves to their coursework responsibly. Assignments are designed to require approximately two hours of preparation for each hour of class time.

The Academic Dean is charged with the administration of the academic program and, in conjunction with the Academic Committee, has oversight over questions pertaining to the academic division of the college.

The Academic Committee has immediate jurisdiction over all questions pertaining to scholarship and is responsible to the Faculty Council for maintenance of the academic standards of the college.

Course Numbering

Course numbers indicate the relative degree of difficulty of the coursework and the academic maturity expected of the student. 100 and 200 level courses are introductory and intermediate designed primarily for college freshman and sophomore levels. 300 and 400 level courses are advanced, designed primarily for junior and senior levels. The course numbers also indicate the focus of the thinking skills involved. As a general rule, the skills involved are as follows:

100 level: students should be able to *remember/understand, and apply* the course material

200 level: students should be able to *apply and analyze* texts, concepts, and theories

300 level: students should be able to critically *analyze and create* new ideas and projects related to the course material

400 level: *create and evaluate* important texts, concepts, and theories studied by the course

Academic Advising

All students are assigned to a faculty academic advisor, ordinarily within their chosen major. While Trinity makes every effort to assist students by assigning academic advisors, the final responsibility for meeting academic and graduation requirements rests with each individual student. The provisions of this catalog and information from advisors are not an irrevocable contract between the student and the college. The college reserves the right to change any provision or requirement at any time during the student's term of residence.

Trinity advisors act as mentors for students. The faculty/student ratio allows for specialized mentoring by faculty. Students may feel free to approach their professors on a variety of faith, life, and career issues.

Normal Academic Load

Definition of Credit: One "semester credit" signifies the value toward graduation of a course meeting one period of fifty minutes each week for a semester of fourteen weeks, together with satisfactory completion of the assigned out-of-class work.

Permissible Academic Load: The phrase "academic load" refers to the schedule of courses for which the student is registered. A full-time academic load for Trinity students is 12-17 credits. Courses may be taken concurrently at another institution to fulfill requirements for a Trinity academic program. Students taking more than 17 credits per semester must pay additional tuition on a per credit basis.

Reduction or Limitation of Load: A student's academic load is subject to reduction or limitation by the Academic Dean, in consultation with the Academic Committee, for inadequate scholarship or excessive employment beyond class time.

Leadership Activities: To participate in leadership activities (e.g., student government, resident assistant) students must have a cumulative grade point average of 2.50 during the semester immediately preceding their participation in such an activity. This minimum must be maintained throughout the period of leadership. Minimum cumulative grade point average for student body officers is spelled out in the Associated Student Body Constitution.

Absence Due to Illness

Extended absence from courses due to illness or accident should be discussed with each instructor involved. Students are responsible for contacting their instructors, either directly or through the Dean of Students, as soon as an extended absence becomes apparent. Students should note that in some instances course requirements will be impossible to complete due to the extended absence.

Independent Study / Directed Study Eligibility

An Independent Study is a project or a set of readings of special interest for advanced students, designed by the student and supervised by the instructor. A Directed Study consists of a project or a set of readings of special interest for advanced students, selected and facilitated by the instructor.

1. A student wishing to undertake an Independent Study or a Directed Study must have attained junior status (60 credits) and be in good academic standing, having a cumulative grade point average of 2.50 or higher.
2. A student may not substitute an Independent Study or a Directed Study for a course listed in the college catalog unless specific approval is given by the Academic Dean.
3. The academic level of an Independent Study is 400, and a Directed Study is 300.
4. A student may earn no more than four credits of Independent Study and/or Directed Study in any given semester and may count no more than twelve credits of Independent Study or Directed Study credit as part of the number of credits required for the bachelor's degree.
5. The Independent Study or Directed Study contract must be approved and signed by the instructor, the student's academic advisor, the chair of the department in which the study is taken, and the Academic Dean. The form is to be filed with the Registrar on or before the final date to add a course.
6. All Independent or Directed Studies must be approved by the Academic Dean.

Independent and Directed Study Guidelines

Purpose

Independent study options are available to students as opportunities to research, analyze, integrate, and present a subject of personal interest. Subjects are normally interdisciplinary, incorporating biblical and theological foundations. Requirements for sources, length, organization, application, and style are based on the academic level.

Contract terms

The contract is to specify:

- the academic level at which the study is to be undertaken
- the title and subject of the program
- the number of credits and study hours per credit
- the requirements for assigned written work, reading, or project
- a schedule of conferences between the student and instructor
- the grade (letter or pass/fail)

- the terminal date when the study must be completed, with a statement of consequences if that date is not met

Requirement Options

An example of a requirements for a project-based 300-level course would be a term paper (10 pages), 300 pages of readings per credit and at least five works cited per credit. An example of a 300-level readings based seminar would be 600 pages of reading per credit, 3-5 page evaluative essays for each reading unit. 400 level courses would be adjusted upward for both content and expectations for paper length and pages of reading.

Recording

The completed and signed contract must be filed with the Registrar prior to commencing study. The grade for the independent or directed study must be submitted within three days of the terminal date specified. That grade will be recorded on the student's transcript.

Grading System and Grade Point Average

The quality of a student's performance in a course is recognized by a letter grade that translates to points for calculation of the Grade Point Average (GPA):

Grade	Points	Explanation
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Below average
F	0.0	Failed
P	*	Passing
U	*	Unsatisfactory
AU	*	Satisfactory audit
UA	*	Unsatisfactory audit (<i>attendance requirement was not met</i>)
I	*	Incomplete
IP	*	In progress (<i>used for courses spanning more than one semester, e.g., research project</i>)
R	*	Repeated course
NR	*	Not reported
WA	*	Administrative withdrawal (<i>dismissal from course or college</i>)
W	*	Student withdrawal from course

**Course grade not calculated into the GPA*

Pass/Fail Option

Students with a 2.00 or higher GPA may take one “Pass/Fail” course per year up to a maximum of 4 courses. Such courses may not be used to fulfill major requirements. Students must declare the “Pass/Fail” option to the Registrar before midterm and secure permission from the instructor and their advisor.

Incompletes

An “Incomplete” (I) grade may be given only when the major portion of the course has been completed satisfactorily and some minor but essential requirement has not been completed for health or other reasons that the instructor considers justifiable.

Instructors will file an Incomplete Form with the Registrar’s Office specifying the deadline by which the work will be completed, and what will happen to the grade in the event the deadline is not met.

Independent Instructors may grant students’ requests for the grade of “Incomplete” only with the approval of the Academic Dean.

Dropping a Course

Before the last two weeks of a term, students may drop courses and receive a grade of “W.” During the last two weeks of a term, students must remain in courses and receive a final grade in the course.

Repeating a Course

Students who receive a grade of “C-” or below in a course at Trinity are allowed to repeat that course. The grade earned when the course is repeated is the grade which will be placed in the permanent record and which will be used in computing the cumulative grade point average. The grade earned the first time will be changed to an “R/(original grade)” and taken out of the GPA calculation. Course credits will be counted only once toward a degree. The student must notify the Registrar of the repeat by filing a Notification of Repeated Course Form.

Grade Reports

Grades are reported to students at the end of each term. As soon as final grades are submitted electronically by faculty members, the grades appear online, accessible to the student through a user ID and PIN.

Parents of students will be mailed grade reports only if the student has provided the Registrar with a signed release or if the parent has presented the Registrar with evidence of the student’s current dependent status as defined in section 152 of the Internal Revenue Code of 1954. The requirement of a signed release from the student or proof of dependency status became mandatory with the passage of the federal law “Protection of the Rights and Privacy of Parents and Students” enacted August 21, 1975.

Academic Honesty

Academic honesty is expected of all students at all times at Trinity Lutheran College. Academic dishonesty constitutes a serious violation of scholarship standards that can result in substantial penalties, including denial of credit in a course, as well as dismissal from the college. Plagiarism, therefore, is a serious breach of the academic integrity of the institution.

Defining Plagiarism

The following definition of (and explanation of how to avoid) plagiarism is used by permission from Bill Scott, Department of Psychology, Wooster College.

Plagiarism is the representation of another person's words, ideas, or information as if they were one's own. You may use another person's words, ideas, or information, but to do so without acknowledgment constitutes plagiarism.

For instance, you may describe Einstein's theory of relativity, but if you present it as your theory you are guilty of plagiarism. You may summarize a Supreme Court opinion in your own words, but if you incorporate the language of the original, without indicating that you are doing so, you are guilty of plagiarism. You may get an idea while reading someone else's book or term paper, but unless you acknowledge the source, you are guilty of plagiarism. Copying from someone else's paper during an examination is a form of plagiarism. The submission of a term paper purchased from or prepared by someone else also constitutes plagiarism.

Acknowledgment should be made for theories, interpretation, data, experiments, explorations, literary or artistic works, musical works, inventions, illustrations, or assistance in carrying out a project.

Beliefs so widely held as to defy citation or information (such as birth and death dates) obtainable from any of a number of authoritative sources are considered 'common knowledge' and need not be cited. Also, phraseology in common use may be duplicated without acknowledgment. The following are examples of such phrases:

Knowledge is power (Bacon); Iron Curtain (Churchill); Military industrial complex (Eisenhower); Survival of the fittest (Spencer); The shortest distance between two points (Euclid); The best of all possible worlds (Voltaire, following Leibnitz); Eat, drink, and be merry (Ecclesiastes)

The absence of any discernible attempt to give credit to your source will be taken as 'prima facie' evidence of an intent to plagiarize. In other words, if you have made no attempt, however meager, to give credit to someone else, you have created a presumption of willful plagiarism, and it is up to you to demonstrate that you were not attempting to conceal or misrepresent the true authorship.

Trinity Lutheran College Conduct Policies for those who are suspected of Plagiarism:

If a faculty member has evidence of plagiarism, they have the ability to select one of the following sanctions:

- A zero on the assignment
- An “F” in the class
- Recommendation of expulsion

Appeals Process

If a student would like to appeal the sanction they have the option to appeal through a) the Academic Dean or b) Faculty Council. Recommendation of expulsion will be heard and voted on by the Faculty Council. All sanction decisions from the Faculty Council are final.

If a student is expelled, a letter or notice may be sent to surrounding colleges and will be documented in your transcript file.

Education

It is Trinity Lutheran College’s policy to help educate students in all manners that are pertinent to future career paths. As such, students will receive instruction regarding plagiarism in the following courses:

- College Success Seminar
- English Composition
- Keys
- A selected course in each program of study

Academic Freedom

Academic freedom and freedom of inquiry are rooted within our commitment to the idea that all truth is God’s truth. Therefore, we belong to a tradition that does not seek to suppress freedom of inquiry, but to pursue it as an essential component of our faith and our academic program. The college encourages students and faculty to examine data, to question assumptions, to be freely guided by evidence, and to be learners and scholars together in the pursuit of truth.

Degree Progress

In consultation with their academic advisor, students monitor their own progress toward degree completion.

Student Honors

Dean's List: Dean's List honors are awarded each semester to students in good standing who have attained a 3.75 or higher GPA.

Eligibility for honors: Students must be registered for a full academic load at Trinity (12 credits or more) and have attained a 3.75 or higher GPA and have no Incompletes for the semester.

Promising Leader Award: Awarded by the college president to a graduating senior with excellent academic achievement, involvement in college life, and future promise of exceptional leadership.

Inspirational Student Award: An award determined by the student body to recognize a fellow student who contributes to the college's community and spirit.

Who's Who Among Students in American Universities and Colleges: A faculty-nominated recognition for juniors and seniors with outstanding academic achievements and notable community involvement.

Excellence in Writing Award: Awarded by the General Studies Department to a student who has demonstrated exceptional critical writing skills.

Biblical Languages Award: Awarded by the Biblical Studies Department to a student who has demonstrated proficiency in a biblical language.

Faculty Award for Distinctive Scholarship: A recognition given by faculty members to honor students with extraordinary scholastic accomplishments.

Graduate Honors

Associate of Biblical Studies:

With Honors (3.5-4.0 cumulative GPA)

Bachelor's degree:

Summa cum Laude (3.9-4.0 cumulative GPA)

Magna cum Laude (3.7-3.89 cumulative GPA)

Cum Laude (3.5-3.69 cumulative GPA)

Certificate of Professional Studies:

With Distinction (3.75-4.0 cumulative GPA)

Note that before any honors can be awarded to graduating students, all coursework must be completed. Once it is completed, the award may be posted on the transcript.

Academic Standing

Good Standing

All students enrolled are expected to stay in good academic standing. Good standing requires a semester grade point average of 2.00 or higher for the immediate past semester.

Academic Warning

Students whose most recent semester grade point average was less than 2.00, whose cumulative grade point average is 2.00 or higher, and whose academic progress is otherwise satisfactory are placed on academic warning and sent warning letters.

Academic Probation

Students are placed on probation if their cumulative grade point average falls below 2.00. Probationary students must meet with the Academic Dean before the tenth day of a probationary semester to draw up a plan for improving their academic work. Failure to satisfactorily complete each course attempted in a probationary semester may result in dismissal.

Continued Academic Probation

Students whose cumulative grade point average is still below 2.00 after a probationary semester, but whose most recent semester grade point average is above 2.00 and who are otherwise in good standing, may be granted one additional semester of probation at the discretion of the Academic Committee. Failure to satisfactorily complete each course attempted in a probationary semester may result in dismissal from the college.

Academic Dismissal

Students not in good standing at the end of a probationary semester are dismissed from the college. They may apply for reinstatement by petitioning the Academic Committee.

If the petition is approved, the reinstated student continues on academic probation. If the petition is denied, the student may petition again after one semester unless otherwise informed.

Academic Appeals

It is assumed that most academic grievances will be resolved in conversation between the student and instructor, or within the department involved. However, in cases where resolution is not achieved, the student may register a written appeal with the Academic Dean for adjudication in the matter. A formal appeal of grades must begin within 15 days of distribution of the official statement of grades from the Registrar's Office.

Requirements for Graduation

Requirements for Associate of Biblical Studies degree

1. The ABS degree will not be awarded until all required coursework is completed.
2. A total of 64 credits is required. Specific course requirements are listed in the “Associate of Biblical Studies” section under the Biblical Studies Department.
3. Thirty-two credits applied to the degree must be earned from Trinity.
4. Students must complete a minimum of one January Term.
5. Students must achieve a cumulative grade point average of 2.0 or higher.
6. All required courses must be passed with a grade of “C-” or higher.
7. Graduation requirements must be completed within three years of initial enrollment.
8. Exceptions to any of the above must be petitioned to the Academic Committee.

Requirements for Bachelor of Arts degree

1. The BA degree will not be awarded until all required coursework is completed. Students may participate in the Commencement ceremony with one 4-credit course outstanding. This may be accomplished by academic appeal by January 15th of the student’s senior year. Thus students with an internship outstanding will participate in the next spring graduation. In all cases, the graduation date will reflect the date at which all requirements are completed.
2. A total of 124 semester credits is required:

a. Trinity Core **24**

The following 6 courses are required:

RELI 101, RELI 102, RELI 103, RELI 104, RELI 201, RELI 202

At least 4 credits are required from the following:

RELI 106, RELI 206.

Transfer students must take one course in the Trinity Core for each semester enrolled full-time, until the student either graduates or completes the Trinity Core.

b. General Education **41**

Fine Arts [2]

At least 2 credits are required from Art, Music, or Theater

Humanities [12]

The following 2 courses are required:

COMM 101, ENGL 101

At least 4 credits are required from Languages, Literature, Intercultural Studies, Philosophy, Religion and Communications

Mathematics [6]

At least 6 credits are required from Mathematics

Natural Sciences [8]

At least 8 credits are required from Natural Sciences including Biology, Chemistry, Computer Science and Engineering, Geosciences and Physics.

Social and Behavioral Sciences [13]

The following course is required:

PSYC 100 for entering freshman

One of the following courses is required:

PSYC 101, SOCI 101

At least 8 additional credits are required from Anthropology, Economics, History, Political Science, Psychology, Social Work, Children Youth and Family Studies, Early Childhood Studies, and Business Studies.

c. Major 40-44

d. Additional credits to total required 124

3. Thirty-two credits applied to the degree must be earned from Trinity.
4. Forty credits applied to the degree must be upper-level (300 or 400 level). A transfer student must earn a minimum of 20 of the 40 upper-level credits from Trinity.
5. Students must complete a minimum of two January Terms. (Transfer students at the junior level must complete a minimum of one January Term.)
6. Students must complete the requirements for at least one major as part of their degree.
7. All required general education and Trinity Core courses must be passed with a grade of "C-" or higher. All required major courses must be passed with a grade of "C" or higher. (Some academic programs may require higher course grades.)
8. Students must achieve a cumulative grade point average of 2.0 or higher. (Some academic programs may require a higher GPA.)
9. Graduation requirements must be completed within six years of initial enrollment.
10. Exceptions to any of the above must be petitioned to the Academic Committee.

Change in Catalogs

This official college catalog represents an understanding between the student and the college, spelling out graduation requirements. In the event that the catalog changes before a student graduates, the student may elect to remain under the catalog requirements in place at the time of enrollment at Trinity, provided that the student has been in college continuously; or, may elect to graduate under the new catalog, but not a combination of both. If students have been away from Trinity for two semesters and are taking at least one course at another college that transfers to meet their Trinity requirements, they may be considered active students and continue under the catalog used during their previous attendance. Students not studying at any institution for a period of one year or two consecutive semesters or more will be required to graduate under the catalog in place when they re-enroll.

The provisions of this catalog are not an irrevocable contract between the student and the college. The college reserves the right to change any provision or requirement at any time during the student's term of residence.

See also "Re-Admission of Former Students".

Student Records Policy

Student records at Trinity are subject to the Federal Family Educational Rights and Privacy Act of 1974. The student's file is open to the student except for confidential recommendations placed there before January 1, 1975. Students' requests to see this file will be granted as soon as possible, and in all cases within 45 days of the request. Students may also review their own academic records. Faculty and other college personnel may review a student's file and academic record when legitimate academic interests dictate. Information may also be provided to scholarship or government agencies regarding financial aid eligibility.

No other requests for information, other than "directory information," will be honored unless authorized by the student in a signed release, which states to whom and for what purpose the information shall be supplied. Directory information includes the following items: student's name, address, telephone, email address, date of birth, place of birth, major, participation in officially recognized activities, dates of attendance, degrees and awards received, and most recent previous educational agency or institution.

The college does not supply directory information indiscriminately to commercial concerns for such purposes as mailing lists. A student may direct the withholding of any or all of this information by supplying a written request to the Registrar.

Should students, after viewing material in their file, think that information is incorrect, they may place a written refutation of the information in the file or they may proceed with the college's judicial process to request that incorrect material be removed. The claim of incorrect material must, of course, be substantiated before any material will be removed.

Library

The library of Trinity Lutheran College is dedicated to the highest professional standards in serving the academic needs of Trinity students. Professional library help is readily available for any student facing difficulties with a perplexing research project or a challenging paper. The library also boasts a Writing and Tutoring Center, coordinated by the librarian, and staffed by exceptional student tutors who are able to assist fellow students. Standardized descriptions of the various types of papers grammar helps, and resources for academic success are also available.

The staff of the Trinity library is committed to providing students with first-rate current information resources. The library subscribes to the best in peer-reviewed journal materials both in hard copy and full-text computer format. Currently, the library subscribes to hundreds of academic journals related to the programs offered at the college. The library offers a full-text PsycINFO subscription, full text journals in various fields through JSTOR, a collection of up-to-date, full-text psychology articles selected by the American Psychological Association. Because courses at Trinity depend on journal research, and because many students prefer to do their research from their apartments, the library focuses its budgetary resources on providing remotely accessible journal resources.

Information technology is readily available to students on a number of levels:

- The library maintains electronic access to its holdings through its new online catalog system called SOPHIA.
- The library circulation system is automated.
- CD ROM-based research resources are on reserve and may be used on the library computer stations.
- Docking stations, as well as a wireless printer, are available in the library for students owning laptop computers.
- Recently added are: (1) the ATLA Religion Database, the premier index to journal articles, book reviews, and collections of essays in all fields of religion; (2) ATLAS (ATLA Serials), an online collection of major religion and theology journals selected by leading religion scholars and theologians; and (3) the Scholar's Edition of LOGOS Bible software and (4) the various journals through JSTOR.

Programs of Study

Trinity Lutheran College offers the following programs of study:

Bachelor of Arts

A Bachelor of Arts (B.A.) is a four-year accredited degree, comprised of the Trinity Core Curriculum, general studies, a major in a student's field of interest, and electives. A total of 124 credits are required to earn a B.A. degree.

Students choose one of ten majors:

- Applied Communications
- Biblical Studies
- Business, Leadership & Management
- Children, Youth & Family Studies
- Early Childhood Education
- Intercultural Studies
- Music & Worship
- Psychology
- Social Work

Specific requirements for each degree program are listed under the appropriate department in the pages that follow.

Associate of Biblical Studies

The Associate of Biblical Studies (ABS) is a two-year degree designed to inform personal faith and provide a distinctive biblical foundation for life. The degree is comprised of courses in biblical studies, religious studies, and general studies, preparing students for transfer to a bachelor's degree program at Trinity or another institution. A total of 60 credits are required to earn an ABS degree. Detailed requirements for the ABS degree are listed under the Biblical Studies Department.

Quo Vadis? Certificate Program

The Quo Vadis? Program (translates “Where are you going?”) is a one-year certificate in transforming spirituality and vocational discernment that allows young adults to reflect intentionally about their future. Students earn college credit which can be transferred to another institution or applied to a bachelor’s degree at Trinity.

Certificate of Professional Studies

The Certificate of Professional Studies (CPS) is designed as a continuing education opportunity for individuals who already hold a bachelor’s degree. By combining courses in biblical studies and professional studies in a specialized field, students strengthen their personal faith and increase skills for professional leadership. Students create their program of study with the assistance of a faculty advisor, giving consideration to a student’s personal interests and individual academic goals.

Trinity offers the following certificates:

Biblical Studies (30 credits)

Children, Youth & Family Studies (30 credits)

Early Childhood Education (34 credits)

Intercultural Studies (30 credits)

Detailed program requirements are listed under the appropriate department.

ELCA Associate in Ministry Theological Education

Trinity offers courses that may fulfill theological education requirements and specialized studies for becoming an Associate in Ministry, a professional roster of the Evangelical Lutheran Church in America. Interested persons are advised to contact their synod’s candidacy committee before enrolling in courses.

Courses that might fulfill requirements are listed under the Biblical Studies Department.

Enrichment Studies

Trinity Lutheran College believes in the value of lifelong learning and encourages individuals to pursue continued education for personal or professional development. Students who wish to take courses, but not receive a degree, are welcome to enroll in courses for personal enrichment.

Applied Communications

Overview

The B.A. in Applied Communications equips students for careers in various settings where communication is critical to understanding and expressing ideas and concepts.

Courses in the major provide students with comprehensive skills in collaborative learning, critical thinking, and application of theories in ways that enhance the agency of the student. Each student will be able to:

- analyze media content
- understand theoretical and other aspects of public discourse
- understand and uphold high ethical standards in the communications field
- integrate communication principles with other disciplines

Students, in conversation with department faculty, have the opportunity to specialize their degree program by choosing a track that captures their interest. Within the area of specialization, students generally take three courses and focus their senior-year project in the area of the track.

Tracks Available:

Applied Communications: The Applied Communications Generalist track is intended for self-directed students who will devise their own program of interest picking courses from the other two concentrations or electives to design a unique program of study. Students use concentration courses to explore and build emphases that prepare them for various careers including social and human services, or prepare them for graduate school, pre-law, education, or pre-seminary.

Public Relations and Marketing: The Public Relations and Marketing concentration equips students for professions in marketing and promotional communications. Students explore how corporations and governmental agencies communicate with the public and how publics (e.g., social movements or nonprofits) communicate back to establishment entities. This concentration provides students with the tools to become effective communications professionals, delivering a solid foundation in communication theory and practice.

Digital Design: The Digital Design concentration introduces students to the relationships between communications and various multimedia technologies. Students explore methods of analyzing, designing, and rendering communicative messages using digital technologies. This concentration provides students with the conceptual and practical tools needed to become competent digital designers, producers, and critics. It also considers how we use (and misuse) technology in communicative exchanges.

Application Process

Students apply to the degree program during the spring semester of their sophomore year. (Application dates vary for transfer students. See department chair for details). Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in the major except with the approval of the instructor and department chair. The student is responsible for any costs incurred in the application process.

Major in Applied Communications (36 Credits)

There are 16 credits, 12 credits in the three options, and 8 credits of electives totaling 36 credits.

I. Prerequisites to Major [4 credits]

COMM 101 Intro to Com. & Public Speaking [4]

II. Required Major Emphasis Courses [16 credits]

COMM 320 Rhetorical & Com. Theories [4]

COMM 330 Methods of Inquiry & Research [4]

COMM 350 Persuasive Messages & Campaigns [4]

COMM 480 Capstone (Senior Thesis/Project) [4]

III. Choose one of three tracks

Track A: Applied Communications Generalist [12]

Students may opt for a generalist approach in which they design their own program of study through the self selection of up to three courses at the 300 level [12 credits] and at least 2 courses at the 400 level [8 credits].

Track B: Public Relations & Marketing [12]

Take all three courses

COMM 300 Media Writing & Analysis [4]

COMM 360 Advertising & Marketing Principles [4]

COMM 400 Public Relations [4]

and at least 2 COMM Electives [8]

Track C: Digital Design Option [12]

Take all three courses

COMM 310 Multimedia Message Analysis [4]

COMM 370 Multimedia Message Design [4]

COMM 410 Multimedia Message Production [4]

and at least 2 COMM Electives [8]

IV. Choose at least 2 Upper Division Elective Units: [8 credits]

COMM 380	Advanced Presentations	[4]
COMM 390	Freedom of Speech & Press	[4]
COMM 399	Supervised Research/Ind.Study	[4]
COMM 420	Rhetorical Criticism/Hermeneutics	[4]
COMM 430	Communication Consulting/Training	[4]
COMM 440	Health Communication	[4]
COMM 450	Communication in the Classroom	[4]
COMM 460	Intercultural Communication	[4]
COMM 470	Special Topics Seminar	[4]
COMM 490	Internships/Field Experience	[1 – 4]
COMM 499	Supervised Research/Ind. Study	[1 – 4]

Minor in Applied Communications (20 Credits)

- I. Complete the prerequisite to the Minor [4 credits]
COMM 101
- II. Complete two courses [8 credits]
COMM Emphasis:
COMM 320, COMM 330, or COMM 350
- III. Complete two courses [8 credits]
Upper-division (300 & above) COMM courses

Biblical Studies

Overview

The B.A. in Biblical Studies aims to equip and prepare students personally and professionally to lead lives of Christian witness and ministry in church and society. Our goals are that graduates be conversant with the Bible's content and message and that they use the Scriptures devotionally, as well as theologically, in their daily lives. We expect them to articulate the Christian faith effectively. The department seeks to foster and assist students' growth in faith and worship, in the use and understanding of Scripture, in Christian discipleship, and in a posture of listening, respect, and service toward others.

Biblical Studies offers the following programs of study:

Bachelor of Arts in Biblical Studies

Associate of Biblical Studies

Certificate of Professional Studies in Biblical Studies

Quo Vadis? Grow in Christ and Discover Your Deeper Purpose

Associate in Ministry theological education requirement courses

Enrichment studies

These programs offer opportunities for studying the Scriptures, the heart of the Trinity education encounter.

Major in Biblical Studies (40 Credits)

PHIL 201	Introduction to Philosophy	[4]
HIST 210	Church and Western Civilization	[4]
or		
HIST 310	Reformation History	[4]
RELI 306	Biblical Studies Practicum	[2]
RELI 322	History of Ancient Israel	[2]
RELI 323	Prophetic Literature (or RELI 423)	[2]
RELI 331	Luke-Acts	[2]
RELI 332	Pauline Literature	[2]
RELI 343	History of Christian Thought	[4]
or		

ICUL 450	Biblical Theology of Mission	[2]
RELI 371	Apocalyptic Literature	[2]
RELI 490	Seminar in Biblical Hermeneutics	[3]
RELI 491	Integrative Biblical Seminar	[3]

Sub-total [30-32]

Electives in the major [8-10]

Additional credits in Biblical Studies or Theology (RELI), or Biblical Languages (Greek or Hebrew), to make up a total of 40 for the major.

Total Required Credits [40]

Note: The required Philosophy and History, along with English Composition, fulfill the Humanities requirement for the B.A. degree in Biblical Studies.

For the Social and Behavioral Science component, the B.A. degree in Biblical Studies requires COMM 101 and either PSYC 101 or SOCI 101.

Minor in Biblical Studies (36 Credits)

A minor in Biblical Studies consists of the following:

The twenty-credit Trinity Core: RELI 101, 102, 103, 104, 201, and 202

Twelve additional credits in RELI courses:

At least six of these twelve must come from the following list of two-credit courses (or from their 400-level original-language equivalents):

RELI 322	History of Ancient Israel
RELI 323	Prophetic Literature
RELI 324	Wisdom Literature
RELI 331	Luke-Acts
RELI 332	Pauline Literature
RELI 336	Hebrews/General Epistles
RELI 337	Johannine Literature
RELI 371	Apocalyptic Literature

In the normal course sequence, two of these are offered each semester. The remainder of the twelve credits may come from any other Trinity RELI courses.

Associate of Biblical Studies (64 Credits)

Overview

An Associate of Biblical Studies (ABS) is a two-year degree, comprised of courses in biblical studies, religious studies, and general studies to inform personal faith and provide a distinctive biblical foundation for life. The ABS degree prepares students for transfer to a bachelor's degree program either at Trinity or another institution. A total of 60 credits are required to earn an ABS degree.

Requirements

A total of 64 credits are required to earn an Associate of Biblical Studies. Five components make up the degree:

- | | |
|---|------------------------|
| 1. Trinity Core | [24 credits] |
| RELI 101 Faith and Discipleship | [4] |
| RELI 102 Vocation & Formation I | [2] |
| RELI 103 Altar and Street | [4] |
| RELI 104 Vocation & Formation II | [2] |
| RELI 201 Creation and New Creation | [4] |
| RELI 202 Light of the World | [4] |
| RELI 106, 206 Service Learning Practicum | [4 total] |
| 2. College Preparation | [1 credit] |
| PSYC 100 | |
| 3. General Studies Component | [24-28 credits] |
| a. Humanities [12 credits] | |
| The following 3 courses are required:
ENGL 101, PHIL 201, HIST 210 | |
| b. Fine Arts (2 credits): | |
| At least 2 credits from the following:
ARTD 201, ARTD 206, ARTD 210, MUSI 101,
MUSI 270, MUSI 270, MUSI 290, THEA 210 | |
| c. Social and Behavioral Sciences | [4 credits] |
| One of the following:
COMM 101, SOCI 101, PSYC 301 | |
| d. Mathematics or Natural Sciences | [6-8 credits] |
| At least 6 credits from the following:
MATH 105, MATH 205, MATH 301, NSCI 201, NSCI 220, NSCI 310 | |

4. Biblical Studies

[6 credits]

6 additional credits from 300-level RELI courses.

Certificate of Professional Studies (30 Credits)

Requirements

A Certificate of Professional Studies (CPS) is a post-baccalaureate concentration in biblical and professional studies and is restricted to students who have already earned a bachelor's degree. The certificate is not a degree, but rather certifies that the student has completed academic study beyond a bachelor's degree. (Credits are not graduate level.)

Trinity offers the following certificates:

Biblical Studies (30 credits)

Children, Youth & Family Ministry (30 credits)

Early Childhood Education (34 credits)

Intercultural Studies (30 credits)

Students design their course of study with a faculty advisor. Detailed requirements for a CPS are listed under the appropriate department.

1. Biblical Studies Component (20 credits):

A minimum of 20 credits in biblical studies and biblical theology (RELI), or biblical languages (Greek or Hebrew), including at least one course in each of the following areas. Courses marked with an asterisk fulfill requirements in more than one category.

a. Old Testament:

RELI 322	History of Ancient Israel	[2]
RELI 323	Prophetic Literature	[2]
RELI 324	Wisdom Literature	[2]
RELI 103	*Altar and Street	[4]
RELI 201	*Creation and New Creation	[4]
RELI 202	*Light of the World	[4]

b. Gospels or Acts:

RELI 331	Luke-Acts	[2]
RELI 337	Johannine Literature	[2]
RELI 101	*Faith and Discipleship	[4]
RELI 202	*Light of the World	[4]

c. Epistles:

RELI 332	Pauline Literature	[2]
RELI 336	Hebrews and General Epistles	[2]
RELI 103	*Altar and Street	[4]
RELI 201	*Creation and New Creation	[4]

d. Biblical Theology:

RELI 343	History of Christian Thought	[4]
RELI 431	Contemporary Theology	[3]
RELI 490	Seminar in Biblical Hermeneutics	[3]
RELI 491	Integrative Biblical Seminar	[3]

Note: The six courses of the Trinity Core by themselves also satisfy the 20 credits required for the Biblical Studies Component of the CPS:

RELI 101	Faith and Discipleship	[4]
RELI 102	Vocation and Formation I	[2]
RELI 103	Altar and Street	[4]
RELI 104	Vocation and Formation II	[2]
RELI 201	Creation and New Creation	[4]
RELI 202	Light of the World	[4]

2. Service Learning Practicum Component [2]

RELI 306, 406	Biblical Studies Practicum	[1 per semester]
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3. Electives

Students take additional courses as electives to reach the minimum 30 credits required.

Quo Vadis? Grow in Christ and Discover Your Deeper Purpose

“Where are you going?” is the translation of the Latin *Quo Vadis?*, which calls young adults to reflect intentionally about their future. This program for undergraduates is a one-year certificate in “transforming spirituality and vocational discernment.” It is a time to:

- **Grow in Christ** by studying God’s Word; Earning accredited Bible credits; Engaging in spiritual formation with a year-long small group, facilitated by a faculty member;
- **Discover God’s will** through applying God’s Word; Growing in understanding of spiritual gifts; Honing gifts and vocational skills through Service Learning Practicum and community life;
- **Earn transferable college credits** by taking college writing or other courses to transfer to a bachelor’s degree elsewhere, or apply all credits to a bachelor’s degree at Trinity.

Requirements

1. Fall Semester: (12 credit minimum)

Required:		[9]
RELI 110	Transforming Spirituality and Discernment I	[1]
RELI 101	Faith and Discipleship	[4]
RELI 102	Vocation and Formation I	[2]
	(in CTSD cohorts if available)	
RELI 106	Service Learning Practicum	[1]
PSYC 100	College Success Seminar	[1]
	(if less than 30 transfer credits)	

Elective (strongly recommended):	[4]
ENGL 101 English Composition	[4]

Other recommended electives:	
PHED 110 Total Fitness	[1]
MUSI 290 Choir	[1]
ICUL 210	[4]
or	
ICUL 310	[2]

Jan Term:

Elective	[4]
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Spring Semester: [12 credit minimum]

Required:	[8]
RELI 111 Transforming Spirituality and Discernment II	[1]
RELI 103 Altar and Street	[4]
RELI 104 Vocation and Formation II	[2]
RELI 106 Service Learning Practicum	[1]

Elective: 4 credits, any general education course	[4]
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Other recommended electives: 1 credit	
MUSI 290 Choir	[1]
MUSI 101	[2]
ICUL 211	[4]
or	
ICUL 311	[2]

Enrichment Studies

Trinity Lutheran College believes in the value of lifelong learning and encourages individuals to pursue continued education for personal or professional development. Students who wish to take courses, but not receive a degree, are welcome to enroll in courses for personal enrichment.

ELCA Associate in Ministry Theological Education

Overview

Trinity Lutheran College offers courses that may fulfill the theological education requirements for becoming an Associate in Ministry (AIM). An AIM is a person recognized, commissioned, and called by the Evangelical Lutheran Church in America (ELCA) as a lay minister in the area of social service, the arts, Christian education, youth ministry, administration, or other area of

specialized ministry. Requirements for commissioning include a bachelor's degree, basic theological education, 600 hours of approved supervised field experience, and approval for call by the ELCA.

Options for completing theological education

The following are suggested courses the college offers that may meet AIM theological education requirements. Interested persons must first contact their synod's candidacy committee to determine appropriate courses.

Biblical Studies – Old Testament

RELI 103	Altar and Street
RELI 201	Creation and New Creation
RELI 202	Light of the World
RELI 322	History of Ancient Israel
RELI 323	Prophetic Literature
RELI 324	Wisdom Literature

Biblical Studies – New Testament

RELI 101	Faith and Discipleship
RELI 103	Altar and Street
RELI 201	Creation and New Creation
RELI 202	Light of the World
RELI 331	Luke-Acts
RELI 332	Pauline Literature
RELI 336	Hebrews and General Epistles
RELI 337	Johannine Literature

Lutheran Theology & Confessional Writings

(none currently offered)

Introductory Systematic Theology

RELI 343	History of Christian Thought
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Lutheran Church History (including North American context)

HIST 210	The Church & Western Civilization
HIST 310	Reformation History
RELI 431	Contemporary Theology

Options for completing specialized studies and field experience

AIM candidates may also complete specialized studies in Christian education, youth ministry, intercultural studies, administration, or music and worship through courses offered at Trinity. Interested persons must first contact their synod's candidacy committee to determine appropriate courses.

If approved by a synod candidacy committee, students may accrue supervised field experience hours through Trinity's Service Learning Practicum or Field Experience program while earning college credit.

Business, Leadership & Management

Overview

The B.A. in Business Management prepares students with core competencies for a variety of vocations in the for profit business world and the nonprofit communities.

Business Management courses prepare students for vocations in all aspects of the business world. Students who complete the Business Management program will be able to:

- Be prepared to work in the for profit and nonprofit sectors
- Be accepted into post-baccalaureate level programs
- Demonstrate knowledge, values, and skills of business and nonprofit management and leadership
- Be actively engaged in the life of church and society

The Business Management program also gives students the opportunity to pursue their interests, through coursework and a practicum, focusing on either the business or the nonprofit sector.

Tracks Available:

Business Management: This track focuses on the skills and knowledge required for professional management with a strong foundation for leadership in business and government organizations. Prepares graduates for a vocation in small, medium, and large size businesses and emphasizes special expertise and adherence to strong ethical and moral principles.

Nonprofit Leadership and Management: This track offers special value to students interested in a career in the nonprofit sector. Students can enhance their undergraduate education to include preparation for occupations in nonprofit organizations, including government service, and graduate study in nonprofit administration. Nonprofits are one of the fastest growing employment sectors in the country, creating a high demand for graduates with skills to work for these diverse and exciting organizations.

Application Process

Students in good standing will be admitted to the program with the approval of the Business, Leadership and Management (BLM) department head. Please contact the BLM department head if you are interested in studying business.

Major in Business Management (40 Credits)

Required prerequisite:

BUSA 201 Exploration in the Business/Nonprofit Community [4]

Required Courses:

BUSA 210 Financial Accounting [4]
BUSA 211 Managerial Accounting [4]
BUSA 301 Financial Management [4]
BUSA 305 Marketing and Communication [4]
BUSA 310 Economics [4]
BUSA 401 Human Resources Management [4]
BUSA 411 Business Law and Ethics [2]
BUSA 440 Planning and Evaluation [4]

Sub-total [30 credits]

Choose one of two tracks:

Nonprofit Leadership and Management [10]

BUSA 320 Resource Devel. for Nonprofit Orgs. [4]
BUSA 420 Social Policy and Analysis [2]
BUSA 480 Practicum [4]

Business Management [10]

BUSA 330 Global Business Environment [4]
BUSA 430 Operations and Management [2]
BUSA 485 Practicum [4]

Total Required Credits [40 credits]

Minor in Business Management (20 Credits)

Required Courses:

BUSA 201 Intro to Business/Non-Profit Management [4]
BUSA 210 Financial Accounting [4]
BUSA 211 Managerial Accounting [4]

At least 8 additional credits from the following:

BUSA 301 Financial Management [4]
BUSA 305 Marketing and Communication [4]
BUSA 310 Economics [4]
BUSA 330 Global Business Environment [4]
BUSA 401 Human Resource Management [4]

BUSA 411	Business Law and Ethics	[2]
BUSA 430	Operations and Management	[2]

Minor in Nonprofit Leadership and Management (20 Credits)

Required Courses:

BUSA 201	Introduction to Business/Nonprofit Management	[4]
BUSA 210	Financial Accounting	[4]
BUSA 320	Resource Development for Nonprofit Organizations	[4]

At least 8 additional credits from the following:

BUSA 301	Financial Management	[4]
BUSA 305	Marketing and Communication	[4]
BUSA 401	Human Resources Management	[4]
BUSA 411	Business Law and Ethics	[2]
BUSA 420	Social Policy and Advocacy	[2]
CYFS 345	Community Agency Programming	[2]
CYFS 346	Community Agency Administration	[2]
CYFS 355	Outdoor Ministry Administration	[2]
ECED 308	Administration and Management of Early Learning	[4]

Children, Youth & Family Studies

Overview

The B.A. in Children, Youth & Family Studies equips students to lead effective programs for children, youth, and families in churches, camps, parachurch organizations, social service agencies, or other non-profit organizations.

Courses in the major provide students with comprehensive skills to work with children, youth, and families. After completing the program, students will be able to:

- articulate biblical, theological, and historical foundations
- design, implement, and evaluate effective programs
- address holistic developmental needs
- examine contextual considerations and work among diverse populations

Students, in conversation with department faculty, also have the opportunity to specialize their degree program by focusing their studies in an area of particular interest. Examples of concentration areas include:

- Children, youth, and family ministry: Church-based children's and youth programs, teaching, program administration
- Christian education: Life-long faith formation, adult education, intergenerational ministry
- Community outreach: Social services, family support centers, parachurch organizations
- Outdoor leadership: Camping ministry, outdoor recreation, adventure education
- Outreach/missions: Children's and youth ministry in an international setting
- Pre-counseling studies: Preparation for graduate-level programs

The program includes an emphasis on practical learning experiences through practicum and internship courses closely related to the student's unique interests. The junior-year practicum involves working 5-8 hours a week in a local organization and the senior-year Field Experience provides a semester-long experience working full time in a church, camp, agency, school, or nonprofit organization.

Application Process

Students apply to the degree program during the fall semester of their sophomore year. (Application dates vary for transfer students. See department chair for details). Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in the major. The student is responsible for any costs incurred in the application process.

Major in Children, Youth & Family Studies (44 Credits)

CYFS 210	Foundations for CYFS	[4]
CYFS 211	Models for Programming	[2]
CYFS 320	Human Development & Learning I	[4]
CYFS 321	Human Development & Learning II	[4]
CYFS 330	Counseling Skills	[4]
CYFS 335	Congregational Children's Ministry	[2]
CYFS 336	Congregational Youth Ministry	[2]
CYFS 380	Practicum	[4]
CYFS 480	Field Experience	[14]
CYFS 485	Philosophy and Practice of Ministry	[4]
Total Required Credits		[44 credits]

Minor in Youth Ministry (18 Credits)

Required courses:

CYFS 210	Foundations for CYFS	[4]
CYFS 320	Human Development & Learning I	[4]
CYFS 336	Congregational Youth Ministry	[2]
CYFS 398	Youth Ministry Spirituality	[2]
RELI 106	Service Learning Practicum/Holden	[2]

At least 4 additional credits from the following:

CYFS 211	Models for Programming	[2]
CYFS 330	Counseling Skills	[4]
CYFS 380	Practicum I	[2]
CYFS 381	Practicum II	[2]
CYFS 398	Special Topics	[1-4]
CYFS 356	Outdoor Ministry Programming	[2]
CYFS 398	Special Topic Seminar	[1-4]
CYFS 399	Directed Study	[1-4]

CYFS 499	Independent Study	[1-4]
ICUL 211	Encountering Religions & Belief Systems of the World	[4]
RELI 431	Contemporary Theology	[3]

Minor in Children's Ministry (18 Credits)

Required courses:

CYFS 210	Foundations for CYFS	[4]
CYFS 320	Human Development & Learning I	[4]
CYFS 335	Congregational Children's Ministry	[2]

At least 8 additional credits from the following:

ECED 305	Children's Language, Literacy, and Literature	[4]
ECED 398	Children in Nature	[2]
CYFS 356	Outdoor Ministry Programming	[2]
CYFS 398	Special Topic Seminar	[1-4]
CYFS 399	Directed Study	[1-4]
CYFS 499	Independent Study	[1-4]

Minor in Outdoor Leadership (18 Credits)

Required courses:

CYFS 210	Foundations for CYFS	[4]
CYFS 320	Human Development & Learning I	[4]
CYFS 356	Outdoor Ministry Programming	[2]
ECED 398	Children in Nature	[2]
RELI 106	Service Learning Practicum/Holden	[2]

At least 4 additional credits from the following:

BUSA 201	Exploration in the Business/Nonprofit Community	[4]
BUSA 210	Financial Accounting	[4]
BUSA 305	Marketing and Communications	[4]
BUSA 320	Resource Development for Nonprofit Organizations	[4]
CYFS 355	Outdoor Ministry Administration	[2]
CYFS 399	Directed Study	[1-4]
CYFS 499	Independent Study	[1-4]

Minor in Pre-Counseling Studies (24 Credits)

Required courses:

PSYC 101 Introduction to Psychology*	[4]
CYFS 320 Human Development & Learning I	[4]
CYFS 321 Human Development & Learning II	[4]
CYFS 330 Counseling Skills	[4]
PSYC 250 Research Methods	[4]
PSYC 401 Abnormal Behavior	[4]

* *Prerequisite course (must be taken before any other courses in the minor)*

Certificate of Professional Studies (CPS) in Children, Youth & Family Studies

Overview

The Certificate of Professional Studies program is designed as a continuing education opportunity for individuals who already hold a bachelor's degree. By combining courses in biblical studies and professional studies in a specialized field, students strengthen their personal faith and increase skills for professional ministry leadership. The program can be completed as a full-time student in one year (two semesters), or may be completed on a part-time basis over a number of semesters.

The certificate program in Children, Youth & Family Studies specifically prepares students to lead programs for children, youth and families in churches, camps, parachurch organizations, social service agencies, or other non-profit organizations that serve young people and families. Students devise their own program of study with the assistance of a faculty advisor. Most prerequisites for courses are waived for students in this program, with the permission of the course instructor.

The certificate is not a degree, but certifies that a student has completed academic study beyond a bachelor's degree. Courses taken in the certificate program are accredited and appear on a student's transcript as undergraduate credits.

Requirements

A total of 30 credits is required to earn a Certificate of Professional Studies in Children, Youth & Family Studies. Three components make up the certificate program:

1. Biblical Studies Component

At least 10 credits must be completed in biblical studies or biblical theology (courses generally designated RELI), providing a solid biblical foundation for the program of study.

2. Children, Youth & Family Studies Component

At least 16 credits must be completed in children, youth and family studies (courses designated as CYFS) to provide for focused study within the discipline. Courses are chosen in consultation with a faculty advisor, giving consideration to personal interests and individual academic goals.

3. CYFS Practicum Component

CYFS 380 Practicum I and CYFS 381 Practicum II are required (2 credits each), providing a hands-on experience in the field by serving several hours a week in a church or organization.

Application Process

Individuals interested in applying to the Certificate of Professional Studies program must hold a bachelor's degree in any discipline prior to enrollment.

Application to the program is made by submitting an application to Trinity Lutheran College, as well as completing a departmental application for the intended area of study (each department creates its own criteria for admission into its program). Contact the Office of Admissions for more information.

Early Childhood Education

Overview

Combining theory and research, an understanding of faith development, and extensive practical experience, students are prepared to teach or administer a public or church-based preschool or childcare center, or to enter a graduate program in education.

Graduates with a B.A. degree in Early Childhood Education will:

- Demonstrate proficiency in developmentally effective approaches to teaching and learning,
- Positively influence children’s development and learning through appropriate and responsible observation, documentation and assessment
- Uphold professional standards and ethical guidelines to advocate for quality educational practices and policies,
- Model a Christian lifestyle that will create respectful relationships in support of families,
- Secure employment as a staff member in early childhood facilities, or be prepared for graduate studies.

Application Process

Students apply for admission during the fall semester of their sophomore year. (Application dates vary for transfer students. See department Chair for details). Students must complete an online Washington State Initial STARS course and register with the Washington Department of Early Learning as part of the application process. The student is responsible for any costs incurred in the application process.

Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in the major.

Major in Early Childhood Education (44 Credits)

ECED 110	Theory & Practice of Early Learning	[4]
ECED 210	Child Growth and Development	[4]
ECED 270	Practicum in Early Learning	[4]
ECED 303	Children and Nature	[2]
ECED 305	Children’s Language, Literacy & Literature	[4]
ECED 308	Administration & Management of Early Learning Programs	[4]

ECED 310	Diversity in Learning and Behavior	[4]
EDEC 360	Advanced Methods of Teaching	[2]
ECED 470	Field Experience	[14]
ECED 475	Applied Early Learning	[2]

Total Required Credits [44 credits]

Minor in Early Childhood Education (18 Credits)

18 credits

Required courses:

ECED 10	Theory and Practice of Early Learning	[4]
ECED 210	Child Growth and Development	[4]

At least 8 additional credits from the following:

ECED 270	Practicum in Early Learning	[4]
ECED 303	Children and Nature	[2]
ECED 310	Diversity in Learning and Behavior	[4]
ECED 305	Children’s Language, Literacy, and Literature	[4]
ECED 308	Administration and Management	[4]
ECED 298	Special Topics	[1-4]

Certificate of Professional Studies (CPS) in Early Childhood Education

Overview

The Certificate in Professional Studies program is designed as a continuing education for individuals who already hold a bachelor’s degree. By combining courses in biblical studies and professional studies in a specialized field, students strengthen their personal faith and increase skills for professional leadership. The program can be completed as a full-time student in one year (two semesters), or may be completed on a part-time basis over a number of semesters.

The certificate program in Early Childhood Education specifically prepares students to apply skills in teaching or administration to a preschool or childcare center. Students devise their own program of study with the assistance of a faculty advisor. Most prerequisites for courses are waived for students in this program, with the permission of the course instructor.

The certificate is not a degree, but certifies that a student has completed academic study beyond a bachelor’s degree. Courses taken in the certificate program are accredited and appear on a student’s transcript as undergraduate credits.

Requirements

A total of 34 credits is required to earn a Certificate of Professional Studies in Early Childhood Education. Three components make up the certificate program:

1. Biblical Studies Component

At least 10 credits must be completed in biblical studies or biblical theology (courses generally designated RELI), providing a solid biblical foundation for the program of study.

2. Early Childhood Education Component

At least 18 credits must be completed in early childhood education courses. Six credits are required: ECED 105 and ECED 475. The remaining 12 credits are chosen from: ECED 110, ECED 210, ECED 303, ECED 301, ECED 305, ECED 308, ECED 310, or ECED 410.

3. Electives

Students take additional courses as electives to reach the 34 credits required.

Individuals interested in applying to the Certificate of Professional Studies program must hold a bachelor's degree in any discipline prior to enrollment.

Application to the program is made by submitting an application to Trinity Lutheran College, as well as completing a departmental application for the intended area of study (each department creates its own criteria for admission into its program). Contact the Office of Admissions for more information.

In keeping with Trinity Lutheran College's respected tradition of developing leaders for Christian missions, the B.A. in Intercultural Studies prepares students for Christ-centered cross-cultural service through a variety of organizations, for both international and North American urban contexts. The goal of this department, which extends to the entire Trinity community, is to equip individuals to engage knowledgably, sensitively, and skillfully with the biblical, cultural, relational, and global aspects of God's mission to bring compassion, justice, and the saving Gospel to all people. Graduates of this program serve today in a variety of churches, mission organizations, urban outreaches, development agencies, and non-government organizations (NGOs) throughout the world and in North America.

Courses in the major provide students with comprehensive knowledge and skills to work in such fields as evangelism, discipleship, church planting, intercultural relations, development and human care ministries, and urban outreach. The degree also prepares students for graduate-level studies in intercultural studies, missiology, world religions, community development, teaching English to speakers of other languages (TESOL), leadership development, linguistics, or pastoral ministry.

After completing the program, students will be able to:

- Articulate the biblical, theological, and historical foundations of Christian mission
- Understand and apply sociological and anthropological tools for intercultural work
- Identify and knowledgably address issues of global evangelization and justice
- Observe and analyze varied cultural contexts, and adapt to them
- Participate effectively with groups and individuals of other cultures
- Plan and execute effective programs
- Students, in conversation with department faculty, have the opportunity to specialize their degree program by choosing a track that captures their interest

Global Track: Students choosing this track have with an interest in serving internationally or in North American ethnic communities, generally in a non-English-speaking context. Coursework equips students with language and culture acquisition skills, and prepares them holistically for a variety of careers in global outreach. Students choose from a wide variety of options to complete a four-week international cultural immersion course, a junior-year intercultural practicum, and a fourteen-week international internship.

Urban Track: Students choosing this track have a concern for the increasingly urgent needs of the growing urban centers in North America. Coursework teaches students to analyze and address the spiritual, social, racial, and economic complexities of cities, preparing them holistically for a variety of careers in urban outreach. Genuine exposure and practical experience are provided through a four-week immersion course, an urban ministry practicum, and a fourteen-week urban internship.

Customized: Students with specific interest varying from the tracks offered are invited to create their own. Coursework in the customized track can be a combination of courses offered by other degree programs at Trinity, through independent study with a faculty advisor, or, in some cases, courses taken at another college or university. Students will complete a junior-year practicum and a senior-year fourteen-week internship with organizations and in settings that closely align with their customized track.

Students apply to the degree program during the spring semester of their sophomore year. (Application dates vary for transfer students. See department chair for details). Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in major. The student is responsible for any costs incurred in the application process.

EDUC 120	Methods of Teaching	[2]
ICUL 211	World Religions and Belief Systems	[4]
ICUL 201	Dynamics of The Global Christian Movement	[4]
ICUL 310	Intercultural Outreach I	[2]
ICUL 311	Intercultural Outreach II	[2]
RELI 331	Luke-Acts	[2]
ICUL 350	Lavik Lecture on Cross Cultural Evangelism	[1]
ICUL 380	Intercultural Ministries Practicum I	[2]
ICUL 381	Intercultural Ministries Practicum II	[2]
ICUL 382	Intercultural Internship Preparation	[1]
ICUL 450	Biblical Theology of Mission	[2]
Sub-total		[24]

Choose one of the following tracks:

Global Track		[20]
ICUL 330	Language and Cultural Immersion Experience	[4]
ICUL 420	Global Mission Strategies	[2]
ICUL 425	Global Intercultural Ministry Internship	[14]

Urban Track		[20]
ICUL 320	Perspectives on Urban Ministry	[4]
ICUL 410	Urban Mission Theory and Practice	[2]
ICUL 415	Urban Intercultural Ministry Internship	[14]

Customized Track		[20]
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Students considering this track must create a proposal for their intended course of study and submit it to the department chair for approval before any coursework can be counted toward the major.

Total Required Credits		[42 credits]
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Note: The department also requires ANTH 205 Introduction to Archaeology within the General Education Department.

Required courses:

ANTH 205	Intro to Cultural Anthropology	[4]
ICUL 201	Dynamics of the Global Christian Movement	[4]

Electives:

An additional 12 credits from ICUL courses in accordance with the student's interests and goals.

Overview

The Certificate in Professional Studies in Intercultural Studies is designed as a continuing education opportunity to develop new skills or update previous learning. To enter the program, students must hold a bachelor's degree in any discipline. By combining biblical studies with courses in intercultural studies and missions, students strengthen their personal faith and increase their skills for ministry in a specific area. As a full-time student, the certificate can be completed in two regular semesters.

Requirements

A total of 30 credits are required to earn a Certificate of Professional Studies. Four components make up the certificate program.

1. Biblical and Theological Studies Component

At least 8 credits must be completed in Biblical or Theological Studies courses (designated as RELI).

2. Intercultural Studies Component

At least 12 credits must be completed in Intercultural Studies courses (designated as ICUL) or Anthropology.

3. Intercultural Ministries Practicum Component

In addition to other ICUL courses, two semesters of Intercultural Ministries Practicum (designated as ICUL 380 and 381) must be completed, totaling 4 credits. (Under exceptional circumstances this requirement may be replaced with two semesters of a regular Service Learning Practicum, totaling 2 credits.)

4. Electives

Students take additional courses as electives to reach the minimum of 30 credits required.

The B.A. in Music & Worship prepares students for work as music and worship leaders in congregations. Our goal is to develop leaders grounded in knowledge of the Bible; skilled in changing worship styles, music, and technology; trained in program administration, and staff and congregation relations; appreciative of lasting traditions; and possessing vision for music ministry.

Music and Worship features well-rounded study in a variety of disciplines, including biblical and religious studies, natural and social sciences, and the humanities. Theory meets practice, as Music and Worship students are challenged and prepared to lead the people of God in the song of the church for a new century.

Students must audition for the Music and Worship major with the department chair. Students will be evaluated at the time of their audition for admission into the program. Students may also be eligible for choral and instrumental scholarships.

Major in Music & Worship (51 Credits)

Required Courses:

MUSI 123	Music Theory/Aural Skills/Finale I	[4]
MUSI 140	Music Theory/Aural Skills/Finale II	[4]
MUSI 210	Music Song Writing, Styles/Traditions	[4]
MUSI 240	Hist./Cultural Development of Music Ministry	[4]
MUSI 290/390	Choir*	[1]
MUSI 310	Global Music	[4]
MUSI 315	Aspects of Music Ministry	[4]
MUSI 340	Conducting I	[2]
MUSI 341	Conducting II	[2]
MUSI 360	Music Technology	[4]
MUSI 361	Touring Ensemble* (SLP)	[1]
MUSI 362	Worship Band*	[1]
MUSI 481	Internship	[12]
MUSI 490	Senior Recital/Capstone presentation	[4]
Total Required Credits		[51]

Proficiency requirements: Students are expected to be proficient in music theory/aural skills, guitar, piano, and voice. Students must demonstrate competency, and may be required to take private lessons.

** MUSI 290/390 Choir is required for Music and Worship majors and for Music scholarship recipients. Students enrolled in MUSI 361 or 362 must also enroll for MUSI 290/390.*

Minor in Music and the Worship Arts (17 Credits)

Required Courses

MUSI 123	Music Theory/Aural Skills/Finale I	[4]
MUSI 240	History/Cultural Dev.Of Music Ministry	[4]
MUSI 290	Choir	[1]
MUSI 340	Conducting I	[2]
MUSI 315	Aspects of Music Ministry	[4]
MUSI 360		
MUSI 361	Touring Ensemble Worship Band	[1]
MUSI 270		
MUSI 271	Private Music Instruction	[1]

Psychology

Overview

The B.A. in Psychology provides students with an in-depth understanding of human interaction and teaches students to respond to complex individual and social issues. Trinity's psychology program is an integral part of the entire college's curriculum—not only does it support other disciplines through its critical thinking development and social and behavioral courses, but it also facilitates the combination of faith and knowledge into one holistic educational experience.

Psychological concepts and principles are integral components of a variety of professions. Trinity's goal is to provide students with a knowledge base in psychology, and an awareness of various methodologies for psychological research, and to allow students the ability to weigh evidence, act ethically, and reflect Christian values in their lives. In addition, the psychology program is an excellent preparation for graduate studies in a number of different fields.

Courses in the major provide students with comprehensive skills to work in a number of fields. After completing the program, students will be able to:

- understand the knowledge base of psychology
- be aware of various methodologies for research
- weigh evidence
- act ethically and reflect on Christian values

Application Process

Students apply to the degree program during the spring semester of their sophomore year. (Application dates vary for transfer students. See department chair for details). Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in major. The student is responsible for any costs incurred in the application process.

Major in Psychology (40 Credits)

Required prerequisites:

PSYC 101	Introduction to Psychology	[4]
MATH 205	Introduction to Statistics	[4]

Required Courses:

PSYC 250	Research Methods	[4]
PSYC 260	History and Systems	[4]
PSYC 480	Practicum	[4]
or		
PSYC 498	Capstone	[4]

Sub-total credits [12]

Two courses from Area A and two courses from Area B [16]

Area A

PSYC 301	Learning and Behavior	[4]
PSYC 310	Physiology of Behavior	[4]
PSYC 430	Cognition	[4]

Area B

PSYC 320	Human Development & Learning I	[4]
PSYC 340	Social Psychology	[4]
PSYC 401	Abnormal Behavior	[4]

Elective semester credits from Psychology offerings [12]

Total Required Credits [40 credits]

Minor in Psychology (20 Credits)

Pre-requisites:

PSYC 101	Introduction to Psychology	[4]
PSYC 205	Introduction to Statistics	[4]

Required Minor Courses:

PSYC 250	Research Methods	[4]
PSYC 290	History and Systems	[4]

ONE from area A [4]

PSYC 301	Learning and Behavior
PSYC 310	Physiology of Behavior
PSYC 400	Cognition

ONE from area B [4]

PSYC 330	Introduction to Personality
PSYC 340	Social Psychology
PSYC 401	Abnormal Behavior

One elective course [4]

Electives can include those from area A and B not taken

PSYC 320	Human Development & Learning I
PSYC 399	Independent study/Readings
PSYC 410	Psychological Testing
PSYC 420	Psychology and Religion
PSYC 470	Special Topics
PSYC 495	Supervised Research (2 cr.)

Total Credits [20]

Social Work

Overview

The B.A. in Social Work provides an opportunity for students to fulfill their vocation of Christ-like service through the professional application of knowledge, skills, and values. The program provides a generalist degree that prepares students for entry level social work positions and integrates well with other programs at Trinity.

Trinity's program prepares social work professionals to advocate for individuals and institutions in a rapidly developing society by being anchored in biblical foundations and the inspiration of a personal loving God who cares for all persons, whom God created with freedom of choice. The goals of the program are to prepare students to become social work professionals as critical thinking servant leaders transforming individuals, groups, families, organizations, communities, and institutions.

The social work program has been approved for candidacy accreditation from the Council on Social Work Education (CSWE).

Courses in the major provide students with comprehensive skills to work with all population groups - children, youth, and families. After completing the program, students will be able to:

- Be entry level professional social workers
- Be critical thinking servant leaders in the social work profession
- Be working to transform individuals, groups, families, organizations, communities, and institutions

Application Process

Students apply to the degree program during the spring semester of their sophomore year. (Application dates vary for transfer students. See department chair for details). Failure to complete the application process by the stated deadline will delay registration in further courses within the major. Students must be accepted into the degree program to enroll in upper-level courses in major. The student is responsible for any costs incurred in the application process.

Major in Social Work (44 Credits)

SOCW 200	Introduction to Social Work	[4]
SOCW 201	Introduction to Social Welfare I	[4]
SOCW 301	Human Behavior and Social Environment I	[4]
SOCW 302	Human Behavior and Social Environment II	[4]
SOCW 300	Social Policy and Social Welfare II	[4]
SOCW 305	Cultural Diversity & Social Justice	[2]
SOCW 303	Generalist Social Work Practice I: Individuals and Families	[4]
SOCW 304	Generalist Social Work Practice II: Groups and Communities	[4]
SOCW 398	Special Topics Seminars	[2]
SOCW 490	Practicum (Local)	[8]
SOCW 495	Capstone: Senior Seminar Course	[4]
Total Required Credits		[44]

Course Abbreviation Key

Anthropology.....	ANTH
Art.....	ARTD
Applied Communications.....	COMM
Biblical Studies, Religious Studies, and Theology.....	RELI
Business, Leadership & Management	BUSA
Children, Youth & Family Studies.....	CYFS
Early Childhood Education	ECED
Elementary Education	EDUC
English.....	ENGL
Geography	GEOG
Greek	GREK
Hebrew	HEBR
History.....	HIST
Intercultural Studies	ICUL
Latin	LATN
Mathematics	MATH
Music & Worship.....	MUSI
Natural Sciences	NSCI
Philosophy.....	PHIL
Physical Education	PHED
Political Science	POLS
Psychology	PSYC
Social Work.....	SOCW
Sociology.....	SOCI
Theatre Arts.....	THEA

Course Descriptions

ANTH 201

Introduction to Cultural Anthropology [4]

Supplementing classroom lecture and discussion with ethnographic readings, film, and field experiences, this course explores the complexity and diversity of human cultures through the application of anthropological concepts and methods. Students will be equipped to examine their own cultures with anthropological insights and biblical perspective.

ANTH 205

Introduction to Archaeology [4]

Introduction to archeological theory and field method. Methods of excavation and accumulation of artifactual material from excavations around the globe. Emphasis on field techniques, reading archaeological reports, and interpreting material culture. Students will read reports and dialogue between texts and material culture.

ANTH 381

Biblical Culture and Archaeology [2]

Excavations from Near Eastern and Eastern Mediterranean sites to dialogue with Biblical texts and other epigraphic material. May be taken as RELI 381.

ANTH 398

Special Topics [1-4]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

ANTH 399

Directed Study [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

ANTH 499

Independent Study [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

ARTD 201**Christianity and the Arts****[2]**

Explores the historical and biblical use of the arts, the unique characteristics of each art medium (visual, literature, drama, music, and dance), the concept of creativity, aesthetics and criteria, and the use of arts in contemporary culture. Suggests and questions definitions of “Christian” art and challenges students to apply their artistic talents to their ministry, worship, and daily life-styles.

ARTD 206**Visual Arts Workshop****[1-3]**

Explores various visual art forms, such as drawing and painting, in addition to using different styles and media. Opportunities to explore oil, acrylic, or watercolor painting, banner construction, photography, or other liturgical art forms.

BUSA 201**Fall Semester****Exploration in the Business/Nonprofit Community****[4]**

Introduces both the business world and nonprofit management including enterprise management, human resources management, marketing products and services, financial management and business ethics. Explores differences and similarities between business and nonprofit management.

BUSA 210**Fall Semester****Financial Accounting****[4]**

Financial accounting principles for external decision makers considering investment in a business or contribution to a nonprofit. Origins and uses of financial information; accounting concepts and principles; logic; content and format of financial statements; accounting issues in the global community. Preparation of the balance sheet, income statement and cash flow statement.

BUSA 211**Spring Semester****Managerial Accounting****[4]**

Use of accounting data for internal decision making, planning, and operational control. Understanding accounting principles, financial statements, cash management, cost accounting, fund management, budgeting, capital budgeting, and risk management. Prerequisite: BUSA 210.

BUSA 301**Spring Semester, Odd Years****Financial Management****[4]**

An introduction to the art and science of managing money at the corporate level or in the nonprofit community. Topics include short-term cash management, capital budgeting, time value of money concepts, balance between risk and reward, and financial analysis techniques. Prerequisite: BUSA 210 and BUSA 211.

BUSA 305**Spring Semester, Odd Years****Marketing and Communication****[4]**

Marketing concepts and the potential for an organization’s use of public relations, communications, and media relations to advance its mission. Various marketing tools as they apply to all business entities, including nonprofits. May also be taken as COMM 360.

BUSA 310 **Fall Semester, Even Years**
Economics [4]

An introduction to the business and financial world of microeconomics and macroeconomics. Microeconomic issues will include supply and demand analysis, and business decision making in economic environments of perfect competition, oligopolies and monopolies. Macroeconomic issues will include policies to address recessions, inflation, and unemployment.

BUSA 320 **Scheduled as needed**
Resource Development for Nonprofit Organizations [4]

This course addresses the resources important for a nonprofit organization to function. Issues of philanthropy and availability of other resources, donor relations, fund development, fund raising, grant writing, and social enterprise development. The composition and function of nonprofit organizations, including the development and functions of boards, volunteers, and governance.

BUSA 330 **Fall Semester, Odd Years**
Global Business Environment [4]

Examines the international business community. Issues such as interaction between corporations, marketing, accounting, finance, import and export regulations, profits, legal, and political issues in the global setting. Prerequisite: BUSA 210, may be taken concurrently with this course.

BUSA 398
Special Topics [1-4]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

BUSA 399
Directed Study [4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

BUSA 401 **Fall Semester, Odd Years**
Human Resources Management [4]

Human resources issues that impact organizations, such as oversight, personnel management, volunteer management, team building, compensation planning, and time management. In addition, issues involved in hiring and working with employees, such as EEOC, fair labor standards, motivation, discipline, selection, and position descriptions. Part of the course is a seminar with either general or nonprofit emphasis.

BUSA 411 **Fall Semester, Even Years**
Business Law and Ethics [2]

Explores legal issues in the business world and how those intersect with the nonprofit community. Laws governing contracts, sales, employment, and business organizations will be discussed. Special attention to legal, ethical, and moral bases for decision making.

- BUSA 420** **Schedule as needed**
Social Policy and Advocacy **[2]**
 Examines the tactics employed by many nonprofit groups in their activities, such as lobbying, community organizing, and examination and evaluation of public policy. The role of nonprofit organizations, including members of Christian communities, as advocates for the less fortunate and those unable to speak for themselves. Discussions about religious organizations as the “public church.”
- BUSA 430** **Spring Semester, Even Years**
Operations and Management **[2]**
 An examination of key concepts, such as quantitative techniques, and practices applied by world managers in the production of goods and services, including the study of methods of behavior, input and output relationships, system and facility design, scheduling and inventory control systems, management information systems, and facility locations.
- BUSA 440** **Final Semester**
Capstone **[4]**
 All Business, Leadership and Management students must complete the capstone course prior to graduation. Topics include preparation of a resume and personal portfolio, applying for positions, applying to graduate school, personal finance, workplace etiquette, workplace politics, networking and mentoring, dealing with difficult people, and developing personal leadership qualities.
- BUSA 480**
Practicum **[4]**
 Participation in a nonprofit organization for at least 20 hours per week under direct supervision of a nonprofit professional in conjunction with a seminar.
- BUSA 485**
Practicum **[4]**
 Participation in an organization for at least 20 hours per week under direct supervision of a professional, taken in conjunction with a seminar.
- BUSA 499**
Independent Study **[1-4]**
 Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.
- COMM 101** **Spring Semester**
Intro to Communications & Public Speaking **[4]**
 Introduction to the field of human communication as developed in contemporary theory and research. An emphasis on public speaking with students delivering three presentations throughout the semester. The course examines the various subfields of communications.

COMM 201 Student Newspaper Repeatable up to 4 credits.	Fall & Spring Semesters [1]
COMM 202 Yearbook Repeatable up to 4 credits.	Fall & Spring Semesters [1]
COMM 203 Basic Broadcasting A laboratory course in the fundamentals of radio broadcasting and production including audio console operation, use of broadcast equipment, program formats, FCC rules and regulations, and announcing. Students will apply their skill at Everett radio station (KSER). Junior students may take COMM 303 for upper division credit.	Fall Semester [2]
COMM 205 Digital Design Tools 1 Hands on training in becoming more knowledgeable and proficient with the fundamentals of digital design software programs (such as Adobe's In Design CS3). Learn to recognize design concepts and techniques integrated in digital design software and used extensively in the design/production industry.	Fall Semester [2]
COMM 300 Media Writing and Analysis Students will develop an applied understanding of print and electronic journalism's methods of news writing, gathering information, producing and critiquing media messages along with current legal/ethical issues informing media production, dissemination, and reception.	Fall Semester [4]
COMM 301 Student Newspaper Repeatable up to 4 credits.	Fall & Spring Semesters [1]
COMM 302 Yearbook Repeatable up to 4 credits.	Fall & Spring Semesters [1]
COMM 303 Basic Broadcasting A laboratory course in the fundamentals of radio broadcasting and production including audio console operation, use of broadcast equipment, program formats, FCC rules and regulations, and announcing. Students will apply their skill at Everett radio station (KSER).	Fall Semesters [2]
COMM 310 Multimedia Message Analysis - Fall Introduction to the use of multimedia and digital elements in communicative exchanges, including how visual information is interpreted. Special emphasis on methods of critical analysis.	Fall Semester [4]

- COMM 320** **Spring Semester**
Rhetorical and Communication Theories **[4]**
 Provides a historical overview of theories constituting the communicative arts. Rhetorical theories from classical to modern times tracing the influence of Aristotelian to postmodern principles on the development of communication theories. Social scientific theories of communication are also explored.
- COMM 330** **Fall Semester**
Methods of Inquiry and Research **[4]**
 Designed to acquaint students with approaches to communication of discovery and research, this course explores various methods of researching, analyzing, and assessing communicative behavior. Students explore methods ranging from rhetorical criticism to positivistic forms of analysis.
- COMM 350** **Fall Semester**
Persuasive Messages and Campaigns **[4]**
 Examination of the logical and psychological principles used in oral, written, and digital persuasive messages. Students will analyze the persuasive process and learn to craft effective rhetorical messages. Ethical responsibility of communicators is considered as well as forms of persuasive campaigns such as social movements.
- COMM 360** **Spring Semester**
Advertising and Marketing Principles **[4]**
 Focuses on the persuasive and communicative components used in the fields of advertising and marketing. Topics include advertising, copywriting, message design, production, and critique. The course introduces students to the persuasive and practical applications of advertising and marketing. Emphasizes problem-solving, communication, critical thinking, and design team communication skills. May also be taken as BUSA 305.
- COMM 370** **Spring Semester**
Multimedia Message Design **[4]**
 An overview of theories and conceptual tools used to design digital messages for various media. Students will explore ethical and legal issues underlying the design process as well as engage with a variety of technologies and computer applications necessary to create digital content for various multimedia venues.
- COMM 380** **Occasionally**
Advanced Presentations **[4]**
 Study and practice of advanced presentational speaking in professional/business settings. Emphasizes delivery, organizational strategies, adapting to diverse audiences, and using technology in presentations.
- COMM 390** **Occasionally**
Freedom of Speech and Press **[4]**
 Examines selected issues in freedom of speech and press as embodied in communications law, the Bill of Rights, and the Constitution of the United States. Emphasis on the First and Fourteenth

Amendments, to include understanding of clear and present danger, libel and slander, pornography, privacy, and public access to information. Considers functions of American legal system in resolving civil and criminal cases regarding the production, dissemination, and reception of communicative messages.

COMM 398

Special Topics

[1-4]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

COMM 399

Directed Study

[1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

COMM 400

Fall Semester

Public Relations

[4]

A perspective on public relations as integrated into overall workings of public and private organizational strategy and tactics. Key processes required in practice of public relations and standards required for professionalism. Students will explore the tools and techniques of public relations. Students will also apply public relations principles in a public relations campaign.

COMM 410

Fall Semester

Multimedia Message Production

[4]

Students learn and experience the process of digital message production while also examining the work of professional digital designers. Topics include story development, storyboarding, timing, post-production, and computer modeling using professional software. Students work in teams to produce a complete multimedia message.

COMM 420

Occasionally

Rhetorical Criticism/Hermeneutics

[4]

A course focusing on criteria and methods for interpreting discourse with general assessment of the form and function of symbolic action. Students will analyze situation, argument, structure and style. Specialized approaches such as cultural analysis and close textual analysis are explored.

COMM 430

Occasionally

Communication Consulting and Training

[4]

Considers the field of consulting and corporate trainings from a communication perspective. Provides understanding and experience in developing skills and techniques applicable in various consulting contexts. Covers planning, designing, and executing consultancies with a variety of agencies.

COMM 440 **Occasionally**
Health Communication **[4]**

Provides a framework for better understanding the processes and applications of communication theories in various healthcare contexts. Emphasis on the improvement of communication competencies for interaction between healthcare professionals and the publics they serve. The course covers interpersonal, organizational, intercultural, and ethical elements of health communication.

COMM 450 **Occasionally**
Communication in the Classroom **[4]**

Focuses on classroom communication such as listening, perception, verbal and nonverbal messages, and instructional strategies. Includes a communication analysis of a classroom observation and the introduction of creative pedagogical techniques.

COMM 460 **J-Term or Occasionally**
Intercultural Communication **[4]**

Examines intercultural communication in a variety of contexts including interpersonal, small group, and corporate intercultural exchanges. Students explore ways in which cultural differences can lead to misunderstandings. Through such inquiry, insights will be obtained about communicating competently with persons of other cultures.

COMM 470
Special Topics Seminar **[4]**

Topics may vary each term, thus different topics may be taken for credit.
Prerequisites: Upper-division standing and consent of instructor.

COMM 480 **Fall & Spring Semesters**
Capstone (Senior Thesis/Project) **[4]**

All Applied Communications Studies majors must complete the capstone course. This is a senior thesis, project, or portfolio that showcases the student's track option. To prepare for this the student must have 1. passed English Composition 2. completed the three Communication Concentration courses 3. be of senior standing. Seniors participate in an in-depth treatment of one specific area of interest through independent (faculty-directed) reading, research, and final thesis, project, or portfolio. This course will help seniors integrate their applied communication major with their future careers. One avenue of focus may be on traditional research, preparing students for graduate school.

COMM 490 **Fall & Spring Semesters**
Internships/Field Experience **[1-4]**

Designed for students who want to apply, integrate, and explore their educational experience as an intern in a public or private organization. May be repeated for a maximum of 8 total credits
Prerequisite: Completion of 20 units in Applied Communications.

COMM 495 **Fall & Spring Semesters**
Supervised Research [1-4]

Individual study for qualified students in need of advanced and specialized study. May be repeated for a total of 4 units. Prerequisite: Consent of instructor.

COMM 499 **[1-4]**
Independent Study

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

CYFS 210 **Fall Semester**
Foundations for Children, Youth & Family Studies [4]

Explores the biblical and theological foundations for ministry with children, youth, and families. Also includes a study of family systems, exploration of current research among children and adolescents, and a survey of the cultural, sociological, and global forces impacting work among children, youth, and families today.

CYFS 211 **Spring Semester**
Models for Programming [2]

Analyzes a variety of programming models that have been constructed for children, youth, and families in churches, agencies, and parachurch organizations and how models benefit program planning. Includes a review of the history of Christian education and youth ministry. Students will have the opportunity to create their own setting-specific models using cultural and contextual considerations. Prerequisite: CYFS 210 Foundations for Children, Youth & Family Studies.

CYFS 320 **Fall Semester**
Human Development & Learning I [4]

Provides an introduction to the primary historical and emerging theories of human lifespan development. Explores specific aspects of biological, cognitive, psychological, social, and spiritual development in the following life stages: infancy and early childhood, elementary-aged children, and adolescence. Includes observation of age-specific populations, discussion of developmentally-appropriate teaching and learning strategies, and theories of learning styles and multiple intelligences. Prerequisite: SOCI 101 Introduction to Sociology or PSYC 101 Introduction to Psychology. May also be taken as PSYC 320.

CYFS 321 **Spring Semester**
Human Development & Learning II **[4]**

Continues the study of human lifespan development begun in CYFS 320, exploring specific aspects of biological, cognitive, psychological, social, and spiritual development in the following life stages: young adult, middle adult, and older adult. Includes observation of age-specific populations, discussion of developmentally-appropriate teaching and learning strategies, and approaches to cross-generational programming. A capstone project will demonstrate the student's year-long mastery of human development and learning. Prerequisite: CYFS 320 Human Development & Learning I. May also be taken as PSYC 321.

CYFS 330 **Spring Semester**
Counseling Skills **[4]**

Presents the primary dynamics of the non-professional counseling relationship, current theories, and basic practices and techniques useful in counseling settings. Explores relevant counseling issues in the lives of children, youth, and families, such as depression, child abuse, domestic abuse, sexual abuse, death and dying, substance abuse, and mental health disorders. Prerequisite: CYFS 320 Human Development & Learning I.

CYFS 335 **Fall Semester**
Congregational Children's Ministry **[2]**

Explores goals, planning, programs, and curricula that are effective for children ages infant through 12, day camping, Vacation Bible School, programs for children with special needs, and the needs of children around the world. Includes planning and implementation of an on-campus event for elementary children. Prerequisite: CYFS 320 Human Development & Learning I or concurrent.

CYFS 336 **Fall Semester**
Congregational Youth Ministry **[2]**

Explores the major programmatic areas of church-based youth ministry, including discipleship, service projects, retreats, and leadership training. Introduces program planning skills and evaluation of programmatic resources for theological integrity and practical use. Prerequisites: CYFS 211 Models for Programming; CYFS 320 Human Development & Learning I (or concurrent).

CYFS 345 **Fall Semester**
Community Agency Programming **[2]**

Introduces students to the process of designing, implementing, and evaluating effective programs in organizations that serve children, youth and families. Topics include needs assessment, asset-based community development, and partnerships. Prerequisite: CYFS 211 Models for Programming; instructor permission.

CYFS 346 **Spring Semester**
Community Agency Administration [2]

Explores basic administrative principles for community-based organizations. Topics include finances, fund raising, management, personnel, governance, strategic planning and evaluation, legal issues, and communication. Prerequisite: CYFS 211 Models for Programming; instructor permission.

CYFS 355 **Fall Semester, Odd Years**
Outdoor Ministry Administration [2]

Provides an overview of administrative leadership within an outdoor ministry program. Topics include working with boards and committees, marketing, human resources, risk management, finance, fundraising, food service, and facilities management. Credit is given for active participation in the Lutheran Outdoor Ministries Administrative Leadership Training Event, as well as completion of a learning portfolio. Additional course fee and travel costs.

CYFS 356 **Fall Semester, Even Years**
Outdoor Ministry Programming [2]

Provides an overview of programmatic leadership within an outdoor ministry program. Topics include program planning, leading Bible studies and worship, program staffing, creation stewardship, self care and wholeness, valuing diversity, and hospitality. Credit is given for active participation in the Lutheran Outdoor Ministries Administrative Leadership Training Event, as well as completion of a learning portfolio. Additional course fee and travel costs.

CYFS 380 **Spring Semester**
Practicum [4]

Requires students to work 6-8 hours per week within a church, agency, or other nonprofit organization setting that is relevant to the student's interests. Using the site as a "working lab," the course provides students with an opportunity to practice skills in program leadership, as well as guide learning in program administration, communication, conflict management, financial management, working with volunteers, and other organizational issues. Students are placed in predetermined sites that meet departmental requirements. Prerequisite: CYFS 211 Models for Programming.

CYFS 398
Special Topic Seminar [1-4]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

CYFS 399
Directed Study [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

CYFS 480**Fall Semester****Field Experience****[14]**

For this semester-long internship, students are placed in an organization or church under the direct supervision of an on-site supervisor. Makes direct application of previous coursework by participating in all aspects of program development and leadership within an organization that serves children, youth, or families. Sites are chosen specific to a student's academic interests and are tailored to meet the student's particular learning objectives. Sites and on-site supervisors must meet departmental requirements and be approved by the course instructor. Prerequisite: senior status and department approval.

CYFS 485**Spring Semester****Philosophy & Practice of Ministry****[4]**

Students in this capstone course will integrate their learning in biblical and theological studies, social science, study within the major, and skills attained through field experiences to articulate their own philosophy and practice with children, youth, and families. Explores approaches to long-range planning, culminating in the creation of a one-year strategic program plan for a church or organization. Prepares students to gain employment in a professional position and consider ongoing personal and professional development. Prerequisite: CYFS 480 Field Experience.

CYFS 499**Independent Study****[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

ECED 110**Spring Semester****Theory and Practice of Early Learning****[4]**

Explores the history of early learning with an introductory look at developmental and learning theories. Examines current issues, brain research, and nature play. Introduces program delivery models, observation and evaluation skills, and the process of lesson planning in an early childhood setting. Concentrates on developing skills in presentation methods.

ECED 210**Fall Semester****Child Growth and Development****[4]**

Explores basic principles of child development, with special attention to the infant, preschool, and elementary school age child. Includes sequential stages of human development, factors influencing growth and learning, gender diversity, the role of play in development, and the implications of spiritual nurture in the growth of the child.

ECED 270 **Spring Semester**
Practicum in Early Learning [4]

Provides supervised observation experience in a preschool setting. A weekly seminar links the classroom experience to instructional methods, developmental issues, and theoretical aspects of preschool education. Requires a portfolio of experiences, observations, evaluations, and lesson plans with evidence of skills development.

ECED 303 **Spring Semester, Odd Years**
Children and Nature [2]

Explores the importance of natural settings for the cognitive, behavioral, emotional, and spiritual well being of early learners today. Theories of Lev Vygotsky, Erik Erikson, and Richard Louv will be highlighted.

ECED 305 **Spring Semester, Even Years**
Children's Language, Literacy and Literature [4]

Explores historical and contemporary works of literature for children ages toddler – 12. Explores the history of children's literature, its impact on child development, and the cultural and social diversity in books. Reviews the process of emergent language and the impact of caregivers on children's literacy. A literacy practicum includes lesson planning and delivery in an early learning program.

ECED 308 **Spring Semester, Even Years**
Administration & Management of Early Learning Programs [4]

Explores guidelines for developing and managing an early learning facility. Includes budget writing, school board development, community needs assessment, facility management, staffing guidelines, enrollment management, and other skills necessary to manage a quality early childhood education program.

ECED 310 **Fall Semester**
Diversity in Learning and Behavior [4]

Explores appropriate practices for the diversity of needs found in any classroom, including observation and experiences with multi-cultural, urban, and special needs populations, the understanding of groups, and the needs of exceptional learners. Explores classroom management and child guidance methods and techniques.

ECED 398
Special Topics [1-2]

Offers special occasional opportunities to explore topics in the discipline often with an expert in the field from outside the college. Includes attendance at the annual WAEYC and ELEA Early Childhood conferences.

ECED 399
Directed Study [1-2]

Offers opportunity to research, analyze, integrate, and present a subject of personal interest under faculty supervision.

ECED 360 **Fall Semester**
Advanced Methods of Teaching **[2]**

Consists of a review of the planning process with emphasis on institutional goals and objectives, an analysis of the integration of theorists and personal practices in a teaching setting, and consideration of outdoor play as a means for children to assess personal risk. Students will also develop skills in spontaneous planning.

ECED 470 **Fall Semester**
Field Experience **[14]**

Offers opportunity for full-time practical experience in a preschool, home daycare, or agency, working with an experienced on-site supervisor in the field of early learning.

ECED 475 **Spring Semester**
Applied Early Learning **[2]**

Seminar course that includes: discussion of personal philosophy, organizational, and career issues, presentation of research to the ECE department, and mentoring of current undergraduate students. Compilation of a formal assessment portfolio and resume will culminate in a “mock” interview.

ECED 499 **[1-4]**
Independent Study

Offers opportunity to research, analyze, integrate, and present a subject of personal interest.

ENGL 090 **Fall Semester**
English Skills **[2]**

Instruction and practice in sentence structure, including English grammar and punctuation, as well as in larger units of composition. Primarily intended for students not placed into English 101. Prerequisite: Placement exam.

ENGL 101 **Fall and Spring Semesters**
English Composition **[4]**

Teaches students to write clear, concise, grammatically correct English prose, covering the rudiments of English composition. Reviews parts of speech, punctuation, spelling, and sentence and paragraph construction. Develops analytical reading skills and prepares students for college-level composition. A minimum grade of C is required to meet the General Studies requirement for composition. To waive ENGL 101, a student must have a transferable English composition course from another accredited college or have received a score of at least 3 on an appropriate high school AP course and achieve a minimum grade of C- on the Trinity writing proficiency test.

ENGL 201 **Spring Semester**
Literature of the Western World **[4]**

Explores the development of Western literature from Homer's *Odyssey* (ca. 650 B.C.) through the present day. Introduction to a broad sampling of the "Great Books" which highlight the literary legacy of Western Civilization. Special attention to epic poetry and the four pillars of this genre found in the masterpieces of Homer (*Iliad* and *Odyssey*), Vergil (*Aeneid*), Dante (*Divine Comedy*), and Milton (*Paradise Lost*). Highlights works in which the authors combined timeless spiritual insight with extraordinary literary gifts to produce classics of faith expression.

ENGL 301 **Spring Semester**
Creative Writing Seminar **[2]**

Provides an opportunity and learning experience for students interested in creative writing. Fictional and non-fictional prose, playwriting, and poetry are covered. Each student is individually accountable to the instructor to produce original, artistic creations, in a writing-intensive course. Prerequisite: writing skills assessment by instructor.

ENGL 398
Special Topics **[1-4]**

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

ENGL 399
Directed Study **[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

GEOG 201 **Occasionally**
World Geography **[4]**

Examines the physical and demographic features of global societies. Emphasis on understanding the various cultures of the world in relationship to their physical environment.

GREK 301 **Fall Semester**
Greek I **[4]**

Gives preparation for reading and translating New Testament Greek with sufficient skill to pursue independent study or continue into second-year Greek. First-year Greek stresses vocabulary and grammar. As skill increases, simple New Testament passages will be read.

GREK 302 **Spring Semester**
Greek II **[4]**

Gives preparation for reading and translating New Testament Greek with sufficient skill to pursue independent study or continue into second-year Greek. First-year Greek stresses vocabulary and grammar. As skill increases, simple New Testament passages will be read. Focuses on translating I John and reviews both the grammar and the vocabulary of the first semester. Prerequisite: GREK 301.

GREK 398**Special Topics****[1-4]**

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

GREK 399**Directed Study****[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

GREK 401**Fall Semester****Greek III****[3]**

Builds reading, translation, and exegetical skills. New Testament readings include epistles and gospels, Patristic readings include Athanasius and Basil. Exegetical studies are required in the last semester. Prerequisites: GREK 301 and 302.

GREK 402**Spring Semester****Greek IV****[3]**

Builds reading, translation, and exegesis skills. Readings are drawn from the New Testament, Septuagint, Apostolic Fathers and Patristics. Exegetical studies are required. Prerequisites: GREK 401.

GREK 499**Independent Study****[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

HEBR 301**Fall Semester****Hebrew Language Skills I****[3]**

Introduces the fundamentals of the Hebrew language: grammar, word and sentence structure, verbal system, reading, and writing. Introduces resources and aids for word study and translation. Skills acquired for use in other coursework and personal Bible study.

HEBR 302**Spring Semester****Hebrew Language Skills II****[3]**

Continuation of the fundamentals of the Hebrew language: grammar, word and sentence structure, verbal system, reading, and writing. Introduces resources and aids for word study and translation. Skills acquired for use in other coursework and personal Bible study. Prerequisite: HEBR 301.

HEBR 398**Special Topics****[1-4]**

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

HEBR 399**Directed Study****[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

HIST 101**Occasionally****Global History****[4]**

An introduction to history from global societies. Eastern and Western cultures from the beginning of civilization to the present.

HIST 110**Occasionally****United States History****[4]**

An overview of North American history with special emphasis on the United States. Cultural Interaction, immigration, societal, ethnic interaction, and understanding social and philosophical aspects of society.

HIST 201**Occasionally****Ancient Mediterranean History****[4]**

An introduction to the cultures bordering on the Mediterranean Sea in antiquity, especially Greece, Rome, and Southwest Asia nations (Canaan, Anatolia, Lebanon, Syria) and North Africa (primarily Egypt).

HIST 210**Fall Semester****The Church & Western Civilization****[4]**

Surveys the ideas people and events that directly contributed to and shaped the development of Western civilization and the Church from the late second century to the present. Special attention will be given to the role of women's voices in this development.

HIST 220**Occasionally****Pacific Northwest History****[4]**

An overview of the history and culture of the Pacific Northwest with special attention to Washington. Exploration of the natural and cultural history of the region.

HIST 310 **Spring Semester**
Reformation History **[4]**

Study of the key events, personalities, and movements that marked the Protestant reformation. The spirit of reform simmered for some 200 years before breaking out with surprising intensity in the 16th century, giving birth to Protestantism and shattering the papal leadership of western Christendom. Three major traditions marked early Protestantism: Lutheran, Reformed, and Anglican. After a generation, the Church of Rome itself, led by the Jesuits, recovered its moral fervor. Bloody struggles between Catholics and Protestants followed and Europe was ravaged by war before it became obvious that western Christendom was permanently divided.

Prerequisite: HIST 210.

HIST 322 **Spring Semester. Odd Years**
History of Ancient Israel **[2]**

May be taken as RELI 322.

HIST 398 **[1-4]**
Special Topics

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

HIST 399 **[1-4]**
Directed Study

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

HIST 499 **[1-4]**
Independent Study

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

ICUL 201 **Fall Semester**
Dynamics of the Global Christian Movement **[4]**

Using historical accounts, extensive contemporary missiological literature, and case studies, this course provides a comprehensive introduction to the mission of the Christian church and the vocation of the missionary. Study of the political, cultural, ideological, spiritual, and relational dynamics that have influenced the historical spread of Christianity; major issues that shape the continuing missionary enterprise of today's global church; and factors related to the calling, life, and work of missionaries.

ICUL 211 **Spring Semester**
Encountering Religions & Belief Systems of the World **[4]**

Combining readings, discussions, interviews, and field experiences, this course introduces the cultural heritage, beliefs, practices, and sociological components of non-Christian religions and variant religious movements, and assists students in developing a biblical response that upholds the Gospel and is respectful toward those of other faiths.

ICUL 310 **Fall Semester**
Intercultural Outreach I **[2]**

With contributions from anthropologists, communication specialists, and ministry practitioners, this course introduces the biblical basis and means for personal intercultural relations and evangelism. The relationship of the Gospel and culture. Principles and methodologies are examined through readings and field projects, as students are equipped to develop caring relationships and communicate the Gospel of Jesus Christ with those of cultures different from their own.

ICUL 311 **Spring Semester**
Intercultural Outreach II **[2]**

Building on foundations established in Intercultural Outreach I, this course explores the cultural understandings and ministry skills required to work with those of other cultures to establish Christian groups and communities. The relationship of church and culture. Students gain understanding and tools for effective adjustment, education, teamwork, conflict resolution, and theological formation in an intercultural context. Texts and case studies, principles and methodologies of church planting and development, with special emphasis on the establishment of indigenous transformational faith communities. Focus on cultural variations in organization, social roles, social change, and decision-making.

ICUL 320 **J-Term, Occasionally**
Perspectives on Urban Ministry **[4]**

During this January term course participants spend considerable time visiting urban ministry settings and meeting with those involved. Participants come face-to-face with the benefits and challenges of city life. Introduces the pressing issues that accompany the increasing urbanization our country and our world. Biblical foundations for urban ministry and examples of how churches and nonprofit organizations have addressed urban realities.

ICUL 330 **J-Term, Occasionally**
Language and Cultural Immersion Experience **[4]**

This January term course takes students to another continent for some unique learning experiences. Students begin the process of language and culture acquisition through a home-stay immersion experience of up to two weeks. This is followed by hands-on exposure to evangelistic and development ministries, and an adventurous engagement with the history, culture, and spirituality of the region. Offered sequentially in Latin America, Africa, and Asia.

ICUL 350 **Spring Semester**
Lavik Lecture on Cross-Cultural Evangelism **[1]**

The Verne Lavik Lectureship in Cross-cultural Evangelism was established by the family of Verne Lavik in 1984 to provide for education and training in communicating the gospel across cultural barriers. Up to two lecturers a year are brought to campus to facilitate two-day weekend workshops.

ICUL 380 **Fall Semester**
Intercultural Ministries Practicum I **[2]**

Combining classroom discussions with on-site experiences under the guidance of a supervisor, these courses focus on leadership and administrative skills for intercultural ministry, while giving the student valuable hands-on experience. Students are required to work 5-8 hours per week within a church, agency, or other non-profit organization setting that is relevant to the student's chosen concentration and approved by the department. Using the site as a "working lab," the fall semester course provides guided learning in the areas of time management, communication, conflict management, office administration, and other organizational issues. May be taken as CYFS 380

ICUL 381 **Spring Semester**
Intercultural Ministries Practicum II **[2]**

Using the site as a "working lab," the spring semester course provides guided learning in the areas of program planning, program administration, working with volunteers, financial management, and organizational leadership. Students continue in previous ICUL 380 Practicum placements. May be taken as CYFS 381.

ICUL 382
Internship Preparation **[1]**

This course provides the supervised logistical and academic preparation required for those who plan to fulfill an intercultural internship. Among the tasks addressed are securing a suitable internship site and supervisor, preparing an internship proposal and contract, planning for required traveling, compiling information regarding the ministry context, and developing a methodology and literature base for the related research topic.

ICUL 398
Special Topics **[1-4]**

Offers special occasional opportunities to explore topics in the discipline often with an expert in the field from outside the college.

ICUL 399
Directed Study **[1-4]**

Offers opportunity to research, analyze, integrate, and study a subject of personal interest directed by a faculty member. Consent of instructor required.

ICUL 410**Spring Semester****Urban Mission Theory and Practice****[2]**

Building on the insights gained from Perspectives on Urban Ministry, this course examines more deeply the socio-cultural, political, economic, and spiritual realities of urban communities and explores models and strategies for addressing those concerns in ways that reflect the love and kingdom of God. Prerequisite: Perspectives on Urban Ministry.

ICUL 415**Urban Intercultural Field Experience****[14]**

For this semester-long internship, students are placed in an organization or church under the direct supervision of an on-site supervisor. The goal of the course is to make direct application of previous coursework by participating in all aspects of program development and leadership within an organization that serves in an urban community. Additionally, each student develops and engages in a research project designed to closely examine a specific aspect of intercultural ministry. This course helps to evaluate potential for adjusting to long-term intercultural involvement. Sites are chosen specific to a student's academic interests and are tailored to meet the student's particular learning objectives. Sites and on-site supervisors must meet departmental requirements and be approved by the course instructor. Prerequisites: senior status, all coursework except Theology of Missions.

ICUL 420**Spring Semester****Global Mission Strategies****[2]**

Combining a survey of current literature and case studies from the field, this course explores the principles and practices of various mission strategies, on both macro- and micro-levels, with a particular emphasis on holistic models that incorporate the proclamation of the Gospel with justice advocacy, development, and human care ministries.

ICUL 425**Spring Semester, Even Years****Global Intercultural Field Experience****[14]**

For this semester-long internship, students are placed in an operating mission, development agency or similar organization under the direct supervision of an on-site supervisor, and live in close contact with people whose primary language is other than English. The goal of the course is to make direct application of previous coursework by participating in all aspects of program development and leadership within an organization that serves in a global intercultural context. Additionally, each student develops and engages in a research project designed to closely examine a specific aspect of intercultural ministry. This course helps to evaluate potential for adjusting to long-term global intercultural involvement. Sites are chosen specific to a student's academic interests and are tailored to meet the student's particular learning objectives. Sites and on-site supervisors must meet departmental requirements and be approved by the course instructor. Prerequisite: senior status.

ICUL 450 **Spring Semester**
Biblical Theology of Mission [2]

A mission-focused survey of Scripture provides the framework from which this course engages students in theological and vocational reflection that is integrated with previous coursework and internship experiences. Following a seminar format, students will engage God's Word with their newfound perspectives on the world, and vice versa. Students will research the theological and missiological import of a topic pertinent to their academic and vocational interests, and also will develop a personal "theology of mission."

ICUL 490 **Occasionally**
Guided Readings [2]

Independent reading following a guideline that may include missionary biographies, mission history, mission strategy, theology, and cultural studies, with opportunities to discuss the readings with other students. Prerequisites: ICUL 201 Dynamics of the Global Christian Movement.

ICUL 499
Independent Study [1-4]

Offers opportunity to research, analyze, integrate, and present a subject of personal interest. Consent of instructor required.

LATN 301 **Fall Semester**
Latin I [4]

Introduces basic morphology and syntax of classical Latin; the course will focus on (1) English vocabulary building through a knowledge of Latin roots, and (2) an understanding of basic Latin grammar.

LATN 302 **Spring Semester**
Latin II [4]

Introduces basic morphology and syntax of classical Latin; the course will focus on (1) English vocabulary building through a knowledge of Latin roots, and (2) an understanding of basic Latin grammar. Students will begin to translate selected secular Latin texts. Ecclesiastical readings are drawn from Jerome, Augustine, Bede, Gregory the Great, and Thomas a Kempis. Prerequisite: LATN 302.

LATN 398
Special Topics [1-4]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

LATN 399
Directed Study [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

MATH 105 **Spring Semester**
Mathematics for the Social Sciences **[2]**

A study of mathematical applications to business, economics, social sciences, and personal finance. Topics include mathematics of finance, taxes, insurance, and investing. Emphasis on application of mathematics to everyday problems, developing reasoning ability, and using technology appropriately.

MATH 205 **Fall Semester**
Introduction to Statistics **[4]**

Designed to teach the core statistical ideas and some tools to potential users of statistics. Generally, the student will determine when to use a statistical analysis, how to structure and complete a statistical analysis, and how to interpret the results. Topics include the structure of data sets, histograms, means, standard deviations, mathematical structures, and correlation. (Required) May be taken as PSYC 205.

MUSI 123 **Fall Semester**
Music Theory/Aural Skills/Finale I **[4]**

An introduction to basic music theory and aural skills. Scales, keys and chords are identified and basic sight-singing is foundational to learning aural dictation. Basic notation using finale will also be learned and practiced.

MUSI 140 **Spring Semester**
Music Theory/Aural Skills/Finale II **[4]**

A continuation of MUSI 123 with emphasis on chord identification, cadences, and chord progressions. Includes advanced sight-singing skills, aural recognition of chords, aural dictation, and finale.

MUSI 210 **Spring Semester**
Music Song Writing, Styles and Traditions **[4]**

Music and Worship styles, traditions, and hymnody are covered. Writing worship songs, and/or other styles and genres, while learning concepts and practicing skills in song writing with finale. Interactive conversations and playing students' music, culminating with a final recital of songs.

MUSI 240 **Fall Semester**
History & Cultural Development of Music Ministry **[4]**

Explores biblical, philosophical, and historical understanding of worship and music. History of church music, hymnody, and song. Societal influences that changed the direction of musical and worshipful styles and genres.

MUSI 270/370
Voice Instruction **[1]**

Opportunity to take voice lessons/vocal coaching with a trained professor. Participate in a recital at the end of each semester. Grades may be given for lessons. Open to all students. Contact department chair for information.

MUSI 271/371**Instrumental Instruction****[1]**

An opportunity to take instrumental lessons on piano, drum and guitar with a trained professor. Participate in a recital at the end of each semester. Grades may be given. Open to all students. Contact department chair for information.

MUSI 290/390**Choir****[1]**

Offered to all students but a vocal audition is required. Includes Worship & Music majors as well as other students who wish to deepen their own understanding of the rich repertoire of spiritual music in a variety of genres and styles. Emphasis on vocal technique and learning to sing within a choral group and ministering through the music presented in the Advent Concerts, Spring Concerts, and other opportunities. The choir may go on tour during the January Term, or during spring break. Students are expected to attend all functions where the choir represents Trinity Lutheran College. Junior and Senior students register for MUSI 390.

MUSI 310**J-Term/Spring Semester****Global Music****[4]**

Explores music from other cultures, to appreciate and understand their spiritual and musical expressions. Opportunities to create different types and genres of music, as well as experience the performance of different pieces of music. Students develop their own music canon of 20 pieces.

MUSI 315**Spring Semester****Aspects of Music Ministry****[4]**

Explores various aspects of a vibrant music and worship ministry: Children's Choir, Handbells, Praise and Worship Teams, Choir, and Band and Orchestra. Emphasis on how to begin, establish, schedule, budget, and administer a comprehensive program within the church or school context. A practicum experience within a church or school setting is required. Course serves as a prerequisite for student internship. Prerequisites: MUSI 123, 140 and 340.

MUSI 340**Fall Semester****Conducting I****[2]**

A comprehensive understanding of basic and foundational choral and instrumental conducting techniques, including vocal techniques and warm-ups, and critical listening skill development. Conducting in basic time signatures and irregular meters. Basic score preparation and concert programming will be discussed and applied. Students required to conduct the Trinity Lutheran College Choir, or work with other choral groups in rehearsal preparation. Prerequisites: MUSI 123, 140, 210, or instructor permission

- MUSI 341** **Spring Semester**
Conducting II **[2]**
 Builds upon the skills taught in MUSI 340. Students develop critical listening and corrective skills and techniques. Further development of personal conducting techniques and skills are developed within a choral setting. Students are mentored by a choral conductor who is practicing the art of conducting within a church or community choir context. Score study, programming and exploration of different types and styles of music and performance practices will be explored. Each conductor/mentor will work with the student to set the conducting goals for the semester, along with the Department chair. Prerequisites: MUSI 340, or instructor permission
- MUSI 360** **J-Term/Spring**
Music Technology **[4]**
 Explores sound systems, and use of sound equipment. A hands on approach to learning sound techniques, systems, terminology, and uses of recording equipment. Also includes, videotaping, CD recording, web sites for musical purposes, pod casts, and other technologies used in church music ministry.
- MUSI 361** **Fall, Spring, J-Term**
Touring Ensemble **[1]**
 Auditioned singers that represent Trinity Lutheran College in concerts, special events, schools, churches, and community functions. Two tours per year in addition to other performing activities. The group performs a variety of musical styles and genres.
- MUSI 362** **Fall/J-Term/Spring**
Worship Band **[1]**
 Auditioned students who represent Trinity Lutheran College in concerts, special events, schools, churches and community functions. Student led with two teacher/mentors who train, assist, and help to teach repertoire, worship leadership skills, vocal and instrumental skills, recording and scheduling needs for the group.
- MUSI 366** **J-Term/Spring Semester**
Playfest **[4]**
 Playfest an annual event where students audition for roles in a chosen musical. Learn more about set design, basic acting techniques, vocal singing, character/role development and other related topics while presenting musical theater.
- MUSI 390**
Choir **[1]**
 See MUSI 290. Students with junior and senior standing register for this course.
- MUSI 398**
Special Topics **[1-4]**
 Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

- MUSI 399**
Directed Study [1-4]
 Offers opportunity to research, analyze, integrate, and study a subject of personal interest directed by a faculty member. Consent of instructor required.
- MUSI 481** **Fall, Spring, J-Term**
Internship [12]
 Required for all Worship and Music majors. May be taken during the summer with permission of the department chair. Complete requirements for internship may be obtained from the department chair.
- MUSI 490**
Music and Worship Senior Presentation [2]
 Presentation of a paper and music recital. Work with department chair to fulfill graduation requirements.
- MUSI 499**
Independent Study [1-4]
 Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.
- NSCI 201** **Fall Semester**
Astronomy [4]
 A study of the moon, sky, celestial mechanics, solar system, and the sidereal universe. The formation and evolution of stars, space-time, black holes and galaxies. Labs include a study of the laws of physics related to the optics of telescopes, evenings in observation, and a weekend field trip.
- NSCI 220** **Spring Semester**
Earth Science and the Ecosystem [4]
 Introduces the nature of science and the use of the scientific method to study earth, physical, and biological sciences. Shows the numerous and important ways in which air, land, and aquatic systems interrelate with humans. Emphases on broad concepts and fundamental principles of scientific technological methods, the ecosystem equilibrium, the impacts of technology on the world, and stewardship of the environment.
- NSCI 310** **Spring Semester**
Physiology of Behavior [4]
 Studies the designs and functions of the human body. Begins with cell biology, tissue, and membrane functions, and continues with the skeletal, muscular and nervous systems. May also be taken as PSYC 310.

PHED 110**Total Fitness** [1]

A program of self-selected aerobic exercise, intended to maximize the stewardship of one's body as a gift from God. Self-evaluation of general health and goal setting for improvement or maintenance in order to select aerobic activities best suited for one's body and life-style. Emphasis on a lifetime commitment. Some of the self-selected aerobic activities include: swimming, biking, jogging, aerobic walking, soccer, basketball, volleyball, badminton, floor hockey, and water aerobics. Grading is P, U, or F.

PHIL 201**Fall Semester****Introduction to Philosophy** [4]

Systematic examination of the major Western philosophies along with a comparison of their respective treatments of the major questions confronting any philosophical system: the existence of God, the problem of evil, the nature of moral value, the theory of knowledge, the nature of reality, and the ethical determination of how humans ought to live. Additional emphasis on the development and role of social ethics.

PHIL 399**Directed Study** [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

POLS 201**Occasionally****Political Science** [4]

A study of the process of government and how government functions. Special emphasis on United States government and Washington State government.

PSYC 100**Fall Semester****College Success Seminar** [1]

An introduction to academic and community life at the college level. Introduces time management, preferred learning styles, note taking skills, test taking skills, reading comprehension, and other topics important to succeeding in college. Required for all matriculated students with fewer than 30 semester credits earned.

PSYC 101**Fall Semester****Introduction to Psychology** [4]

An overview of contemporary psychology which introduces students to areas such as sensation, perception, motivation, learning, emotion, human development, personality, intelligence, abnormal behavior, and psychological measurement.

- PSYC 205** **Fall Semester**
Introduction to Statistics **[4]**
 Designed to teach the core statistical methods and provide some tools to potential users of statistics. Generally, the student will determine when to use a statistical analysis, how to structure and complete a statistical analysis, and how to interpret the results. Topics include the structure of data sets, histograms, means, standard deviations, mathematical structures, and correlation. May also be taken as MATH 205.
- PSYC 250** **Every Other Fall**
Research Methods **[4]**
 Understand and apply basic social sciences research methods including research design, data analysis, and interpretation. Topics include the design and implementation of research projects, single and multi-factor methodologies, conducting interviews and field observations, constructing and administering surveys, analyzing and interpreting existing data, and constructing program evaluations.
- PSYC 260** **Every Other Spring**
History and Systems **[4]**
 A historical review of psychology as a discipline. Examines the basic assumptions, methodologies, and research findings of the primary psychological theories and traditions. Addresses issues of ethics, as well as civic, social, and global responsibility.
- PSYC 301** **Every 3rd Semester**
Learning and Behavior **[4]**
 A study of the basic principles of learning and behavior, with a research emphasis. Topics include classical conditioning and operant conditioning as well as behavior modification. Focus on animal and human learning. A virtual animal laboratory component allows students to employ the basic principles of learning.
- PSYC 310** **Every 3rd Semester**
Physiology of Behavior **[4]**
 Studies the biological bases of behavior and mental processes, including sensation, perception, motivation, memory, psychological disorders, and emotion.
- PSYC 320** **Fall Semester**
Human Development & Learning I **[4]**
 Provides an introduction to the primary historical and emerging theories of human lifespan development. Explores specific aspects of biological, cognitive, psychological, social, and spiritual development in the following life stages: early childhood, elementary-aged children, and adolescents. Includes observation of age-specific populations, discussion of developmentally-appropriate teaching and learning strategies, and theories of learning styles and multiple intelligences. Prerequisite: SOCI or PSYC 101. May also be taken as CYFS 320.

PSYC 330	Every 3rd Semester
Introduction to Personality	[4]
Surveys the major theoretical models of personality and their practical implications, as well as social and biological influences on personality.	
PSYC 340	Every 3rd Semester
Social Psychology	[4]
Examines social psychology theories and methods stressing applicability of discipline specific research and knowledge to contemporary social problems.	
PSYC 398	
Special Topics	[1-4]
Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.	
PSYC 399 Directed Study	[1-4]
Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.	
PSYC 401	Every 3rd Semester
Abnormal Behavior	[4]
Provides critical analysis of the history and etiology of abnormal behavior with reference to methods of assessment and treatment. Emphasizes an interdisciplinary approach to understanding of maladaptive behavior.	
PSYC 405	Occasionally
Psychology of Gender	[4]
A survey course on psychological perspectives of gender. Three areas are emphasized: development of gender identity, socialization of the each gender in contemporary society, and adult development. Class activities include lectures, films, and discussion. Prerequisite: PSYC 101.	
PSYC 410	Occasionally
Psychological Testing	[4]
A survey of standardized tests addressing methods of development, standardization, and interpretation.	
PSYC 420	Occasionally
Psychology and Religion	[4]
Focuses on the relationship between psychology and religion. Examines the interaction between psychological aspects of human functioning and religious movements and practices.	

- PSYC 430** **Every 3rd Semester**
Cognition **[4]**
 Major theories and classical research in cognitive psychology. Topics include attention, language, reasoning, and problem solving. Emphasis on memory, including everyday and extraordinary memory experiences (including false-memory, expertise and memory disorders).
- PSYC 480** **Fall Semester**
Practicum **[4]**
 A practical experience in a clinical or social service or business setting.
- PSYC 490**
Supervised Research **[2]**
 Opportunity for individual students to participate in an on-going research lab under the direct supervision of a faculty member.
- PSYC 498** **Fall Semester**
Capstone **[4]**
 A course in which seniors participate in an in-depth treatment of one specific area of interest through independent, faculty-supervised research or directed readings. Intended to help seniors integrate their psychology major with their future plans. Two concentrations will be available. Concentration-A: Focus on traditional research, preparing students for graduate school in psychology. Concentration-B: Focus on applying psychology in the areas that psychology majors plan to pursue after graduation. Part practicum and part capstone.
 Prerequisites: PSYC 250 and senior standing in psychology.
- PSYC 499**
Independent Study **[1-4]**
 Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.
- RELI 101** **Fall Semester**
Faith and Discipleship **[4]**
 Grounded in the study of Mark, this course introduces students to the four interconnected elements of Trinity's mission and purpose: (1) Bible and Theology: Presents Mark's Gospel as both God's word and a human word, offering several approaches for exploring the text of scripture, and appreciating the theological discoveries that arise from such study. (2) Vocation and Spiritual Formation: Invites students to know themselves as God's children in Jesus Christ, and begins to build tools for spiritual discernment and whole-life discipleship. (3) Cultural-Global Awareness and Mission: Provides the groundwork for intercultural sensitivity and for a commitment to God's mission in the world. (4) Servant Leadership: Using Mark's portrayal of Jesus as the ultimate servant, introduces students to the dynamics of Christian freedom and servanthood. Begins with a broad overview of the Old and New Testaments. To be taken concurrently with RELI 102.

RELI 102 **Fall Semester**
Vocation and Formation I **[2]**

This course, conducted in small-group interactive style, is the primary vehicle for carrying out the Vocation and Spiritual Formation component of RELI 101. Reflection and journaling exercises weave personal formation together with the themes of the Gospel of Mark. Begins with a weeklong intensive Walk through the Bible. To be taken concurrently with RELI 101.

RELI 103 **Spring Semester**
Altar and Street - Spring **[4]**

Using Psalms and 1 John, this course explores personal and corporate worship that deepens our relationship with God. With the foundational texts of Amos and James, the course will continue with an expression of this relationship through our witness of word and action. Emphasis on cultural dynamics including ethnicity, generational, gender, and economics. To be taken concurrently with RELI 104.

RELI 104 **Spring Semester**
Vocation and Formation II - Spring **[2]**

This course, conducted in small-group interactive style, is the primary vehicle for carrying out the Vocation and Spiritual Formation component of RELI 103. Reflection and journaling exercises weave personal formation together with the themes of the Psalms, Amos, James, and 1 John. Includes an urban immersion experience. To be taken concurrently with RELI 103.

RELI 106 **Fall & Spring Semester**
Service Learning Practicum – Fall & Spring **[1]**

Students engage the greater community as a practical learning context that addresses issues and topics identified by community partners, providing an opportunity for faith Christian witness in word and/or deed. Students serve 3-5 hours per week and spend additional time reflecting on the service experience with other students and a faculty advisor. Placement options include teaching in a preschool, tutoring inner-city youth, visiting nursing home residents, serving meals in an emergency shelter, leading youth Bible studies and more. Service Learning Practicum is taken as one credit per semester for two semesters.

RELI 201 **Fall Semester**
Creation and New Creation - Fall **[4]**

Use the foundational texts of Genesis, Exodus, Romans, 1 and 2 Corinthians, and theological themes such as covenant, redemption, and salvation, to reflect on God's creation and our new creation in Christ. Emphasis on stewardship of God's creation, current global issues, an understanding of diverse worldviews, exploring vocation and baptismal call, determining our action in the world, and attending to personal balance and self-care.

RELI 202 **Spring Semester**
Light of the World **[4]**

This course examines a cluster of related themes developed in both Isaiah and John: the coming Light for all peoples, the raising of God's elect son on Mount Zion, the redeeming work of the Suffering Servant, the outpouring of Living Water, the role of the Messiah as the Branch and Vine, and the exclusivity of Yahweh as the great "I AM." Emphasis on the implications of these shared themes for spiritual formation and nurture: What does it mean to abide in Christ, to walk in the Light, to seek the path of truth and justice, and to experience the abundant life? A capstone Trinity Core project will complete this course.

RELI 206 **Fall & Spring Semester**
Service Learning Practicum **[1]**

See RELI 106 for course description. Service Learning Practicum is taken as one credit per semester for two semesters.

RELI 306 **Fall & Spring Semester**
Biblical Studies Practicum **[1]**

Provides a major-specific opportunity in Service Learning Practicum to experience a ministry context that may be encountered in professional or volunteer work in the church or community. In consultation with the department, the student will select an area of service that provides both challenge and opportunity to further develop ministry skills and competencies. Pre-requisite: junior status. (2 credits total)

RELI 311 **Occasionally**
Contemporary Jewish Life **[2]**

Surveys the important historical and cultural developments that have shaped and defined modern Jewish life, culture and religion. Issues such as past and present expressions of anti-Semitism, the Holocaust, basic Jewish teachings, Jewish-Christian relationships, Jews in North America, the Land of Israel, Zionism, Jewish celebrations and festivals, rites of passage, worship in the synagogue, Jewish literature, the Israeli/Arab conflict.

RELI 322 **Spring Semester, Odd Years**
History of Ancient Israel **[2]**

Builds upon the introduction to Israel's history and the concept of covenant in Core course RELI 201. Reveals God's faithfulness to this covenant as shown through the stages of history from Joshua to Nehemiah. Follows the kingdom of Israel from its beginning to its division and exile, observing suffering of the people under captivity, and their renewed hope as they return to the land. Provides a background for the study of the prophetic literature. May also be taken as HIST 322.

RELI 323 **Spring Semester, Even Years**
Prophetic Literature **[2]**

Builds upon the introduction of the prophets in Core courses RELI 103 and RELI 202. Expands the treatment of Amos and Isaiah and surveys the whole body of Old Testament prophetic literature; special attention given to Jeremiah, Ezekiel, and selected minor prophets.

RELI 324**Fall Semester, Odd Years****Wisdom Literature****[2]**

Examines writings such as Job, Proverbs, and Ecclesiastes. Probes the theology of Hebrew Wisdom Literature, its relation to Near Eastern Wisdom traditions and the role of Wisdom in the teachings of Jesus and the New Testament. Explores historical and theological contexts of Wisdom Literature, as well as the practical and ethical implications of Wisdom teaching for contemporary Christian living. Important themes include the problem of suffering, principles of decision-making, speech ethics, and character formation.

RELI 325**Occasionally****The Five Scrolls****[2]**

Studies five of the shorter Old Testament books - Ruth, Esther, Song of Solomon, Ecclesiastes and Lamentations - which have been gathered up by the Jewish community as "The Scrolls" and read regularly as the Scripture texts for five Jewish festivals. Examines the message of these books for the times in which they were written, for later Israel and the Church, and for the daily life of the believer today.

RELI 331**Fall Semester, Odd Years****Luke-Acts****[2]**

Explores Luke's two-part work, which presents the person and mission of Jesus Christ and the continuing work of the Spirit in the early Church. Acts focuses on the course the early Church took as it spread beyond the narrow confines of Palestine and Asia Minor to infiltrate the farthest reaches of the Roman Empire through the missionary labors of St. Paul. The course is also intended to deepen knowledge and trust of Christ for more effective service to him and the Church.

RELI 332**Fall Semester, Even Years****Pauline Literature****[2]**

Builds upon the introduction of Paul in Core course RELI 201. Explores Pauline theology in greater depth, and surveys the whole body of Pauline literature, with special attention given to such pivotal epistles as Galatians, Philippians, and Ephesians.

RELI 336**Spring Semester, Even Years****Hebrews and the General Epistles****[3]**

Studies the message of several New Testament books-Hebrews, James, 1-2 Peter, and Jude- which appear to have been written to a wider or "general" audience. Hebrews encourages the believer to live with bold and confident trust in Jesus, who is presented as the fulfillment of the Old Testament. James addresses matters of faithful daily living in Christ and insists that "faith without deeds is dead." 1 Peter is a summary of Christian proclamation and practice. 2 Peter addresses the doctrine of the second coming of Christ. Jude warns against the influence of those who falsify their faith by immoral conduct.

RELI 337**Fall Semester, Even Years****Johannine Literature****[2]**

Builds upon the introduction of John in Core course RELI 202. Explores the Fourth Gospel and letters attributed to John, researching John's handling of the divine and human person of Jesus Christ, his call to faith in Jesus' name, his proclamation of eternal life as a future gift yet already "realized" in the life of the believer, and his vision of the fulfillment of all things in the person of Jesus. Discernment of several distinctive Johannine motifs that are woven into the literary fabric of the Fourth Gospel. The three letters of John extend the main themes of the Gospel—especially eternal life, abiding in Christ, and love for one another—and apply them to specific controversies faced by Johannine congregations in Asia Minor.

RELI 340**Occasionally****Women of Faith****[2]**

Explores the history, theology, and ministry of women from Biblical to current times. Examines ways that Scripture and the Western Christian Tradition have shaped the lives and experiences of women.

RELI 343**Spring Semester****History of Christian Thought****[4]**

Presents the origin and development of Christian doctrines from a biblical and historical perspective. The historical development of selected Christian doctrines and factors that were influential in their formulation. Key figures and movements in the history of Christian thought from the time of the early church through modern times.

RELI 353**Occasionally****History of Christian Spirituality****[3]**

Aids spiritual growth by (1) laying a biblical and theological foundation for approaching spirituality, (2) investigating the major traditions of spirituality in the Christian church and some of the classics of devotion, and (3) enabling and guiding the construction of a personal Christian spirituality for today. This module explores the history of Christian spirituality.

RELI 354**Occasionally****Constructing a Spirituality for Today****[2]**

See RELI 354 for course description This module brings Christian spirituality into the twenty-first century, and guides in constructing spirituality.

RELI 371**Spring Semester, Odd Years****Apocalyptic Literature****[2]**

Explores the apocalyptic literature of the Bible, especially Daniel and Revelation, an extension of prophetic literature that calls God's people to patient endurance in difficult times and gives hope for the future. Explores various ways of interpreting these books.

RELI 372 **Occasionally**
Intertestamental Period [2]

Surveys the history and literature of Palestine during the last four centuries before Christ. Often called “the four hundred silent years,” this period was anything but quiet for the Jews: It was a period of tremendous upheaval, both politically and spiritually. A better understanding of this period sets the political and religious stage for the New Testament and provides a clearer picture of who Jesus is.

RELI 381 **Occasionally**
Biblical Culture and Archaeology [2]

Instills a deeper understanding of the people and cultures of the biblical world. It examines the manners and customs of daily life in both the Old and New Testaments and investigates the archaeological discoveries pertaining to biblical lands, to enrich understanding and appreciation of the Bible’s message. Classroom presentations and personal research increase appreciation of the background picture into which the people and events of the Bible fit.

May also be taken as ANTH 351.

RELI 382 **Occasionally**
Holy Land Studies Tour [4]

An on-site study of the land, cultures, and history of Israel. Pre-tour orientation prepares the student for field and classroom work through the Jerusalem Center for Biblical Studies.

RELI 398
Special Topics [2-3]

Explores special topics of faculty or student interest to broaden or deepen the curriculum. May involve a guest instructor, workshop, or seminar format.

RELI 399
Directed Study [1-4]

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects selected and facilitated by the instructor. Students who meet eligibility requirements must submit a directed study proposal for approval by the instructor and the academic dean before registering.

RELI 406 **Fall, Spring Semesters**
Biblical Studies Practicum [1]

See RELI 306. Pre-requisite: junior status.

RELI 423 **Spring Semester, Even Years**
Exegesis in Prophetic Literature [3]

The course content is identical to RELI 323 but requires exegetical work in the original language in addition to the other course work. Pre-requisite: one year in language.

RELI 425 **Occasionally**
Exegesis in the Five Scrolls [3]

The course content is identical to RELI 325 but requires exegetical work in the original language in addition to the other course work. Pre-requisite: one year in language.

RELI 431 **Fall Semester**
Contemporary Theology **[3]**

Focuses on theologians and movements of the twentieth and twenty-first centuries. An introduction to the challenge of continually relating the Christian faith to a changing world. Pre-requisite: junior status.

RELI 436 **Spring Semester, Even Years**
Exegesis in Hebrews and the General Epistles **[4]**

The course content is identical to RELI 336 but requires exegetical work in the original language in addition to the other course work. Pre-requisite: one year in language.

RELI 437 **Fall Semester, Even Years**
Exegesis in Johannine Literature **[3]**

The course content is identical to RELI 337 but requires exegetical work in the original language in addition to the other course work. Pre-requisite: one year in language.

RELI 490 **Fall Semester**
Seminar in Biblical Hermeneutics - Fall **[3]**

A capstone course, primarily intended for pre-seminary students but open to all, this course introduces current issues and tools of biblical interpretation. Examines both historical critical methodology and more recent approaches to interpretation. This course explores the assumptions behind modern methods and the possibilities and limits of their use. The working presumption of the course is that the Bible is a human word that can be studied with the aid of literary tools and is, at the same time, God's word through and through, calling God's people to reverent listening. Pre-requisite: senior status.

RELI 491 **Spring Semester**
Integrative Biblical Seminar **[3]**

A capstone course, primarily intended for pre-seminary students but open to all. Individual research, faculty and student presentations, and seminar-style discussions to explore biblical theology in an integrative and comprehensive manner. Designed to be taken during the senior year, this course draws upon the student's accumulated learning in general studies, biblical studies, and theology to provide an opportunity to engage in integrative creative thinking around biblical and theological themes. Pre-requisite: senior status.

RELI 498
Senior Special Topic - Biblical Studies **[2-3]**

Functions as a guided independent senior thesis and pursues a special topic of personal interest.

RELI 499
Independent Study **[1-4]**

Offers opportunity to study, research, analyze, and integrate a subject of personal interest. Readings and projects determined by the student under the supervision of the instructor. Students who meet eligibility requirements must submit an independent study proposal for approval by the instructor and the academic dean before registering.

SOCI 101 **Spring Semester**
Introduction to Sociology **[4]**

A comprehensive introduction to the field of sociology including analyses of the mutual interaction of society and the individual, major theoretical perspectives, methods for obtaining sociological knowledge, major problems, and issues which confront societies.

SOCW 200 **Fall and Spring Semesters**
Introduction to Social Work **[4]**

Assists students in exploring curiosities about social work and suitability for the social work profession. Students will be able to examine and understand the historical development of the social work profession as well as define social work values and ethics, roles, and typical services available to particular segments of our population to include single-parent families, older people, disabled individuals, and children. Introduces students to the generalist social work practice concept and the ecological perspective. Students will identify and examine problems and issues of vulnerable groups or those who are at risk, such as women, gays and lesbians, those living in poverty, historically oppressed and economically disadvantaged people, people of color, and individuals mentally and/or physically challenged.

SOCW 201 **Fall and Spring Semesters**
Introduction to Social Welfare I **[4]**

Historical overview of the profession: values, ethics, practical theology, and methods within the context of understanding social wellbeing (welfare) in society. Study of the interdependence of social, cultural, political, and economic factors in developing and meeting human needs in local, regional, and global settings.

SOCW 301 **Spring Semester**
Social Policy and Social Welfare II **[4]**

An in-depth analysis of contemporary social welfare structure, functions, policy, and programs. Examination of issues of social justice, legal processes, governmental regulations and administration of systems and rules, and strategies for social and political advocacy. Introduces students to the application of theory and methods to social work policy and practice, such as health, welfare, aging, public housing, and homelessness. Prerequisite: SOCW 201.

SOCW 302 **Fall Semester**
Human Behavior and Social Environment I **[4]**

A study of human development and behavior covering the life span with an emphasis on Micro and Mezzo levels of practice using person-in-environment and the effects of the social and physical environment on individual growth and maturation. Special attention to gender issues, experience of racial and ethnic minorities, and other special populations.

Prerequisite: SOCW 200 or 201.

SOCW 303 **Spring Semester**
Human Behavior and Social Environment II **[4]**
A study of the environmental context for human behavior with a special emphasis on Mezzo and Macro levels of practice which include groups, organizations, and communities. Analyzing systems with a special emphasis on human diversity, social and economic justice, human rights policy, and at risk populations. Prerequisite: SOCW 302.

SOCW 305 **Spring Semester**
Cultural Diversity & Social Justice **[2]**
Examines issues of diversity, oppression and social justice within a social work context. Students will become knowledgeable of people's biases based on race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, disability and how these contribute to discrimination and oppression. Explores personal values, beliefs and behaviors which may limit their ability to practice with those from diverse cultures, family structures, and marginalized groups. Attention to the influence of dominant culture on these diverse and marginalized (population at risk) groups.
Recommended Course: SOCW 398 - Advocacy and Human Rights

SOCW 303 **Fall Semester**
Generalist Social Work Practice I: Individuals & Families **[4]**
The study and practice of generalist social work, using a strength-based problem-solving model within the systems perspective including core social work values, knowledge, and empowerment skills needed. Allows students to acquire and develop interview skills and apply the skills and analyses to specific situations in various practice contexts.
Prerequisite: SOCW 200 and SOCW 201.

SOCW 304 **Spring Semester**
Generalist Social Work Practice II: Groups & Communities **[4]**
Deals with empowerment processes in working with groups, organizations, and communities. Applies and expands on the knowledge and skills attained in the first methods course in working with various size systems, taking into account culture, ethics, and personal and professional values in institutional and global organizations. Prerequisite: SOCW 303

SOCW 398 **Fall, J-Term, Spring**
Special Topics Seminars **[1-4]**
Explores special topics of faculty or student interest to broaden or deepen the curriculum in areas of: advocacy and human rights, empowerment practice immigrant and refugee youth and their families, working with older adults. Prerequisite: SOCW 200, SOCW 201 or by permission of instructor.

SOCW 490**J-Term, Spring Semester****Practicum****[10]**

Advanced field assignment in a social agency setting. Includes a seminar where students analyze specific cases and agencies to develop their own assessment and remediation plan, and evaluate its effectiveness. Students spend at least 400 hours in a field setting under professional supervision.

SOCW 495**Spring Semester****Capstone: Senior Seminar Course****[4]**

Students critically examine the evolution of their own style of social work practice, including theories and models for practice they have developed, ethical values underlying their personal system, and how they integrate personal and professional goals and styles into their personal practice.

THEA 210**Occasionally****Drama Workshop****[2]**

Involves work in one area of the dramatic arts such as playwriting, acting, directing, or play production. Opportunities for production include planning, writing, casting, rehearsing, and performing the work, including related technical requirements (lighting, sets, and costumes). Emphasis on making best use of abilities and resources available in preparing for a congregational setting.

Personnel

Board of Directors (2009 - 2010)

Rev. Chris Anderson Retired Colonel, US Army Chaplain Anacortes Lutheran Church, Anacortes, WA	2012 – 1 st term ELCA
Mrs. Barbara Andrews Associate Director for Marketing ELCA Communications Services	2010 – 1 st term ELCA
Rev. Kevin Bates Pastor, Advent Lutheran Church, Mill Creek, WA	2010 – 1 st term ELCA
Ms. Tana Baumler ('76) Proprietor, The Maltby Café North Lake Christian Church, Bothell, WA	2011 – 2 nd term
Mrs. Carla Berg Business & Commercial Sales Sammamish Hills Lutheran Church	2010 – 1 st term ELCA
Rev. Paul M. Cross Pastor, Saint Mary Magdalene Lutheran Church, Savage, MN	2011 – 1 st term ELCA
Ernie Fosse Analyst, Free & Clear Arlington, WA	2011 – 3 rd term
Ms. Heidi Francis Communications Director, Seattle Presbytery	2011 – 1 st term
Twyla Lucas Retired Teacher, Washington State Public Education System Bethlehem Lutheran Church, Marysville, WA	2011 – 1 st Term ELCA
Paul Onerheim Retired Moss Adams LLP Our Savior's Lutheran Church, Everett, WA	2012 – 1 st term
Maria Paiva Director, Latino Ministry, SW California Synod Angelica Lutheran Church, Los Angeles, CA	2012 – 1 st term

Rev. David Parks Lead Pastor, Our Savior's Lutheran Church, Everett, WA	2011 - 1 st term ELCA
Tim Pearson ('80) Professional Coach Amazing Grace Lutheran Church, Anchorage, AK	2012 – 1 st term
Mr. Forest Paulson Retired CEO - banking Bethlehem Lutheran Church, Marysville, WA	2010 - 2 nd term ELCA
Mr. Josh Post Financial Associate, Thrivent Financial For Lutherans Our Savior Lutheran Church, Issaquah, WA	2011 – 1 st term ELCA
Rev. Mark Reitan Pastor of Trinity Lutheran Church Trinity Lutheran Church, Lynnwood, WA	2010 - 2 nd term ELCA
Rev. Jeff Russell Pastor, Central Lutheran Church Central Lutheran Church	2010 – 1 st term ELCA
Rev. John Schraan ('02) Pastor, Zion Lutheran Church	2010 – 1 st term ELCA
Rev. Jane Shen Pastor, retired Sammamish Hills Lutheran Church	2010 – 1 st term ELCA
Dr. Dale Soden Whitworth College Director, Weyerhaeuser Center for Christian Faith and Learning	2010 – 1 st term
Deborah Squires Vice President, Impact and Marketing at United Way of Snohomish County Queen Ann Lutheran Church, Seattle, WA	2011 – 1 st term ELCA
Mr. David Unkenholz Attorney, Vice President and Trust Manager, Bremer Banking Calvary Lutheran Church, Grand Forks, ND	2010 – 1 st term ELCA
Mr. Michael Vinson Youth Pastor Lake of the Isles Lutheran Church, Minneapolis, MN	2011 – 1 st term
Rev. Laura Ziehl Pastor of Cross and Crown Lutheran Church Campus Pastor, Sonoma State University Rohnert Park, CA	2010 - 2 nd term ELCA

College Administration

Lance Georgeson, Associate Director of Development; B.A., University of California, Los Angeles; M.A., Central Washington University

Mark Jackson, Professor & Chair of Children, Youth & Family Studies and Associate Dean for Administration; B.A., Whitworth College; M.A., Gonzaga University; M.N.M., Regis University.

Betsi Little, Dean of Students and Professor & Chair of Psychology; B.A., Indiana University; M.A., Ph.D., University of North Dakota.

Jeff Mallinson, 2008-, Academic Dean and Professor of Biblical Studies; B.A., Concordia University (Irvine); D.Phil., Oxford University.

Thomas W. Ramsey, Vice President of Finance; B.A., University of Puget Sound.

Pamela Renn, Director of Enrollment Management; B.A., M.B.A., Northwest University.

Faculty

Beth Elness-Hanson, 2008-, Professor & Chair of Biblical Studies and Director of Alumni & Church Relations; B.A., Trinity Lutheran College; B.A., University of Minnesota; M.A.T., Fuller Theological Seminary.

Rev. David Ellingson, 2004-, Professor of Children, Youth & Family Studies; B.A., Luther College; M.Div., Yale Divinity School; D.Min., Claremont School of Theology.

Bruce Grigsby, 1992-, Professor of Biblical Studies; B.A., Claremont McKenna College; B.A., M.A., University of California (Irvine); Th.M., Dallas Theological Seminary; Ph.D., University of Aberdeen, Scotland.

Susan Houghlum, 1996-, Professor & Chair of Early Childhood Education; B.A., Pacific Lutheran University; M.Ed., Vanderbilt University.

Mark Jackson, 2001-, Professor & Chair of Children, Youth & Family Studies and Associate Dean for Administration; B.A., Whitworth College; M.A., Gonzaga University; M.N.M., Regis University.

Betsi Little, 2006-, Dean of Students and Professor & Chair of Psychology; B.A., Indiana University; M.A., Ph.D., University of North Dakota.

Jeff Mallinson, 2008-, Academic Dean and Professor of Biblical Studies; B.A., Concordia University (Irvine); D.Phil., Oxford University

Gillian Marshall, 2007-, Professor of Social Work; B.A., Trinity University (Langley, BC); M.S.W., Ph.C., University of Washington.

Marlin Olson, 2008-, Director of Library & Information Resources; Diploma, Lutheran Bible Institute of Seattle; B.A., North Central Bible College; B.Th., Association Free Lutheran Seminary; M.S., St. Cloud State University; Ed.S., Tri-College University/Concordia College (Moorhead, MN); M.A., University of Wisconsin, Madison.

Rachel Root, 2004-, Professor & Chair of Music & Worship; B.A., Michigan State University; M.A., Northwestern University; D.M.A., University of Washington.

David Schulz, 2006-, Professor & Chair of Applied Communications and Director, Integrated Studies Program; B.A., Western Washington University; M.A., University of Las Vegas; Ph.D., Pennsylvania State University.

Harvey Stalwick, 2006-, Professor & Chair of Social Work and Director, Center for Community Engagement and Service Learning; B.A., Concordia College (Moorhead); B.S.W., M.S.W., University of British Columbia; Ph.D., London School of Economics and Political Science.

Stuart Webber, 2007-, Professor & Chair of Business, Leadership & Management; B.A., B.S., University of California, Davis; M.B.A., University of California, Berkeley; M.P.Acc., University of Washington; doctoral studies, Copenhagen Business School.

Affiliate Faculty

Norma Aamodt-Nelson, Music & Worship; B.A., Pacific Lutheran University; M.A., University of Iowa.

Sara Bender, Psychology; M.S., University of West Alabama

Sean Bendickson, Music & Worship; B.A., Pacific Lutheran University.

Jack Brenchley, Applied Communications and Business, Leadership, & Management; B.A., Trinity Lutheran College; B.A., Western Washington University; M.B.A., City University of Seattle.

Jan Fekkes, Biblical Studies; B.A., Biola University; Ph.D., University of Manchester (England).

Joe Hester, General Studies (Stained Glass).

Dave Hillis, Intercultural Studies; B.A., Western Washington University; M.Div., Fuller Seminary.

George Hunter, Psychology; B.A., Pennsylvania State University; M.A., Radford University; Ph.D., University of Kansas.

Elizabeth Jenkins, Children, Youth & Family Studies; B.A., Whitworth College; M.Ed., Lesley University.

Gwyneth Jones, General Studies (Earth Science); B.S., Denison University, M.S., University of Washington.

Chris Kittler, Early Childhood Education; B.S., D.C.E., Concordia University, Seward, M.Ed., Lesley University.

Lee Mathews, Music & Worship; B.M., M.M., University of Montana.

Jeffrey Meeks, Music & Worship; B.A., M.A., University of Cincinnati College Conservatory of Music; D.W.S., Robert Webber Institute for Worship Studies.

Steven Moll, Music & Worship; B.A., M.A., University of Washington; D.W.S., Robert Webber Institute for Worship Studies.

Jennifer Peterson, Children, Youth & Family Studies; B.A., Bryn Mawr College; M.Div., Union Theological Seminary; M.S., Columbia University.

Nathan Rodda, Music & Worship; M.A., University of Washington.

Tim Root, Music & Worship; B.A., University of Michigan; B.A., Eastern Washington University; Th.M., Dallas Theological Seminary, D.M.A., University of Washington.

Vicky Thomas, Music & Worship; B.A., Yale University; M.M., University of Washington.

Gordon Tibbits, Music & Worship; B.A., Puget Sound Christian College.

Boots Winterstein, Children, Youth & Family Studies; B.A., Valparaiso University; M.A., Concordia Seminary; Certificate in Human Services Management, University of Washington.

Faculty Emeriti

The following individuals have been honored for their years of meritorious service to Trinity Lutheran College and the world beyond as faculty emerita/emeritus. The distinction, normally granted upon retirement from active service, is recommended by the college faculty and approved by the Board of Directors. The date indicates the year in which the honor was conferred.

Rev. Jacque Schweiss, Professor Emeritus (1988)

Dr. C. Jack Eichhorst, President Emeritus (1990)

Dr. Trygve R. Skarsten, President Emeritus (1994)

Dr. Robert Moylan, Academic Dean Emeritus (1995)

Patricia Lelvis, Professor Emerita (1997)

Dr. James A. Bergquist, President Emeritus (1999)

Rev. John Bergren, Professor Emeritus (2003)

Rev. Dr. Daniel Bloomquist, Professor Emeritus (2003)

Josee Jordan, Professor Emerita (2003)

Irene Hausken, Librarian Emerita (2003)

Rev. Don Fladland, Professor Emeritus (2003)

Rev. Dr. Lowell Stime, Academic Dean Emeritus (2008)

Dr. John Stamm, President Emeritus (2009)

Contact Information

Academic programs, academic advising	Dr. Jeff Mallinson <i>Academic Dean</i> 425.249.4766 jeff.mallinson@tlc.edu
Admissions, information for prospective students, campus visits	Office of Admissions 425.249.4800 or 800.843.5659 admissions@tlc.edu
Alumni relations, alumni events	Beth Elness-Hanson <i>Director of Alumni & Church Relations</i> 425.249.4768 alumni@tlc.edu
Community life, housing/student apartments	Aubrey Thonvold <i>Director of Community Life</i> 425.249.4790 aubrey.thonvold@tlc.edu
Financial aid, scholarships, grants, and loans	Susan Dalgleish <i>Director of Financial Aid</i> 425.249.4777 or 800.843.5659 fin_aid@tlc.edu
General information	Information Desk 425.249.4800 or 800.843.5659 info@tlc.edu
International student programs	Chuck Nelson <i>Registrar</i> 425.249.4775 registrar@tlc.edu
Music opportunities, choir, ensembles	Dr. Rachel Root <i>Professor & Chair of Music & Worship</i> 425.249.4763 rachel.root@tlc.edu
Service learning options, community service	Lori Cavender <i>Center for Community Engagement and Service Learning</i> 425.249.4770 ccesl@tlc.edu

Student accounts, payment plans

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