



**QUEENS COLLEGE  
OF THEOLOGY**

# **STUDENT POLICY BOOK**

**Updated:  
10/12/22**

**PREPARED BY**  
Policy Committee

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**QUEENS COLLEGE OF THEOLOGY**  
**A Private Post-Secondary and Vocational Education Institution of Higher Learning**  
**Student Catalog for Policies and Procedures**

**1.0 INSTITUTION NOTICES:**

**1.1 THE PURPOSE**

We are a multidenominational community dedicated to the preparation of those who serve the ministries of Church and Christ. Under the authority of Scripture, we will provide a prestigious, respected credential while ensuring accessibility to our programs through affordability. Queens College of Theology is committed to achieving and maintaining the highest academic standards as a progressive theological seminary.

**1.2 ACADEMIC EXCELLENCE**

Queens College of Theology is committed to achieving and maintaining the highest academic standards to better the church, and serve our Lord and savior.

**1.3 CREDENTIALLED COMPETENCE**

Queens College of Theology is committed academically and professionally to employ and retain the services of qualified faculty whose appointments and advancements dependent upon potential acknowledged competence in teaching and professional practices in the specific religious vocations.

**1.4 MULTI-DENOMINATIONAL**

Queens College of Theology welcomes, the entire church of Jesus Christ in its various expressions whether congregational, denominational or multi-denominational structure.

**1.5 EXEMPTION STATEMENT**

Degree programs of study offered by Queens College of Theology have been declared by the appropriate state authority exempt from the requirements for licensure, under provisions of North Carolina Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

**1.6 STATEMENT OF STANDARDS**

All students enrolled are required to give testimony of having accepted Jesus Christ as their personal Savior. Queens College of Theology expects all members of its community to live with loving and accepting Christian character and standards.

## **1.7 OUR BELIEFS**

Queens College of Theology is committed to these core values, which reflect values common to faith-based and secular philosophies:

- Collaborative teaching and learning
- Freedom of inquiry
- Academic excellence
- Intellectual curiosity
- Critical Thinking
- Integrity
- Community and global engagement
- Diversity and inclusiveness
- Sustainability

### **Doctrinal Qualifications**

Faculty and administration agree with, personally adhere to, and support the schools' doctrinal statements. These distinctions identify what is believed and taught in our classes. The school recognizes that its specific theological positions do not define for the whole body of Christ, for this, we accept students from other theological traditions and denominations.

Faculty and Staff support the following positions:

- The inspiration and authority of Scripture
- The Trinity
- The full deity and full humanity of Christ
- The creation of the human race in the image of God
- The spiritual lostness of the human race
- The substitutionary atonement and bodily resurrection of Christ
- Salvation by grace through faith alone in Christ alone
- The physical return of Christ.

### **Doctrinal Statement**

#### **Article I**

God is triune, one Being eternally existing in three co-equal Persons: Father, Son, and Holy Spirit; these divine Persons, together possessing the same eternal perfections, work inseparably and harmoniously in creating, sustaining, and redeeming the world.

*(Genesis 1; John 1:1-3; Hebrews 1:1-3; Deuteronomy 6:4; Ephesians 4:4-6; Acts 5:3-4; I Corinthians 8:6; I Timothy 2:5; John 14:9-10, 26; Matthew 28:18-19; 2 Corinthians 13:14; Revelation 4:11)*

#### **Article II**

The Bible, including both the Old and the New Testaments, is an ever-growing and changing document based on the current interpretation of scripture and is the original autographs of which were verbally inspired by the Holy Spirit.

*(2 Timothy 3:16; 2 Peter 1:21)*

#### **Article III**

Jesus Christ is the image of the invisible God, which is to say, He is Himself very God; He took upon Him our nature, being conceived by the Holy Ghost and born of the Virgin Mary; He died upon the cross as a substitutionary sacrifice for the sin of the world; He arose from the dead in the body in which He was crucified; He ascended into heaven in that body glorified, where He is now, our interceding High Priest; He will come again personally and visibly to set up His kingdom and to judge the quick and the dead.

*(Colossians 1:15; Philippians 2:5-8; Matthew 1:18-25; 1 Peter 2:24-25; Luke 24; Hebrews 4:14-16; Acts 1:9-11; 1 Thessalonians 4:16-18; Matthew 25:31-46; Revelation 11:15-17; 20:4-6, 11-15)*

#### **Article IV**

Man was created in the image of God but fell into sin, and, in that sense, is lost; this is true of all men, and except a man be born again he cannot see the kingdom of God; salvation is by grace through faith in Christ who His own self bore our sins in His own body on the tree; the retribution of the wicked and unbelieving and the reward of the righteous are everlasting, and as the reward is conscious, so is the retribution.

*(Genesis 1:26-27; Romans 3:10, 23; John 3:3; Acts 13:38, 39; 4:12; John 3:16; Matthew 25:46; 2 Corinthians 5:1; 2 Thessalonians 1:7-10)*

#### **Article V**

The Church is an elect company of believers baptized by the Holy Spirit into one body; its mission is to witness concerning its Head, Jesus Christ, preaching the gospel among all nations; it will be caught up to meet the Lord in the air ere He appears to set up His kingdom.

*(Acts 2:41; 15:13-17; Ephesians 1:3-6; 1 Corinthians 12:12-13; Matthew 28:19-20; 1 Thessalonians 4:16-18)*

## **2.0 ADMISSIONS, ACADEMIC POLICIES AND PROCEDURES**

### **2.1 DISCIPLINARY PROCEDURES**

When any member of the Queens College community feels that another member is in violation of Biblical Standards of Conduct, the steps of loving confrontation as outlined in Matthew 18:16-22 will be followed. Clarification and reformation is the goal. Given the complexities of individual claims, a disciplinary review board may be established, at the discretion of the Dean of Student Affairs. The review board shall consist of 2 faculty members, 1 administrative member, and 1 academic counselor. The board will determine if the claims are substantiated, or unsubstantiated, which will then be sent to the Presidents' desk for final review. From there, the President may determine the outcome of the investigation, which is Counsel, Suspension, Expulsion.

In the event that a student receives disciplinary infractions within their file, for any reason, they are not entitled to a refund unless it's within the refund policy guidelines in section 4.1.

In the event that a disciplinary review board is created by the Dean of Student Affairs, the complainant and the accused will be notified in writing of the assembly, and outcome. Transparency will be the key to this institutions process. Our student body must feel like they can be heard, respected, and protected at all costs.

Disciplinary procedures in regards to academic misconduct as referenced in section 2.5 take precedent for all other disciplinary procedures.

### **2.2 STUDENT COMPLAINTS**

The Licensure Division of the University of North Carolina General Administration serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If you are unable to resolve a complain through the Queens College of Theology grievance procedures as outlined in section 2.1, then you may review the Student Complaint Policy, and complete a Complaint Form located on the State Authorization website

www.northcarolina.edu/stateauthorization. Be sure to submit the complain to studentcomplaint@northcarolina.edu or to the following mailing address:

North Carolina Post-Secondary Education Complains  
c/o Student Complains  
University of North Carolina General Administration  
910 Raleigh Road, Chapel Hill, NC 27515-2688

### **2.3 ACADEMIC STATEMENT**

The programs of study offered by Queens College of Theology are not intended to advance persons in the secular field of employment. Our college provides the student body with the necessary skills and credentials to continue the work of the ministry as well as other Christian vocations. Not one program of study is applicable for any licensure board.

### **2.4 SCHOOL YEAR CALENDAR**

Queens College of Theology offers a traditional three semester calendar. Please check the website for the most accurate school calendar.

**FALL SEMESTER:** August - November

**SCHOOL CLOSED:** December

**SPRING SEMESTER:** January-April

**SUMMER SEMESTER:** May-July (blackout dates from June 24<sup>th</sup>-July 18<sup>th</sup>)

### **2.5 ACADEMIC MISCONDUCT**

Students must conduct themselves professionally at all times. Any online communication between cohorts, student to faculty, and student ran organizations within the student portal, e-mail, social media, etc., must be professional, properly typed with limited grammar. Correspondence should be respectful. Violations of the following list represent academic misconduct, a violation of academic integrity, which is not all-inclusive, and are subject to disciplinary action.

1. Cheating on an examination or quiz — either giving or receiving information
2. Copying information from another person for graded assignments
3. Using, accessing, or possessing unauthorized materials during tests
4. Collaboration during examinations
5. Buying, selling, providing or stealing papers, examinations, or other work to be submitted for a class
6. Substituting for another person, or arranging such a substitution for yourself
7. Plagiarism — the intentional or accidental presentation of another's words or ideas as your own. This includes:
  - o Using the exact language of someone else without the use of quotation marks and without giving proper credit to the author. This includes memorizing exact wording but not giving credit to the author on a paper or exam.
  - o Presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgement.
  - o Submitting a document written by someone else but representing it as one's own. Ignorance of what constitutes plagiarism is not a defense for such a serious infraction.
8. Collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor
9. Falsifying documentation
10. Multiple Submissions — It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor to whom the material is being submitted

11. Having knowledge of an academic integrity violation and not reporting the violation to instructor or college personnel

*Policy, Procedure, and Sanctions*

Faculty members who have evidence of academic misconduct will:

1. Investigate the matter.
2. Review the facts of the matter and the proposed penalty with the appropriate academic dean.
3. Faculty may then take one or more of the following actions:
  - o Require the work to be accomplished again
  - o Award a grade of zero (0) for the test, paper or exercise
  - o Assign a grade of F for the course
4. Send the student a copy of the Academic Misconduct Notification Letter (DOCX) by Queens College email or hand delivery within seven business days of becoming aware of the misconduct. The letter should include the charges and sanctions, notify the student that a Report of Academic Misconduct will be filed with the academic Dean, and inform the student of the appeal process.
5. Complete an Academic Misconduct Reporting Form. A copy of this report, a copy of the Academic Misconduct Notification Letter (DOCX), and all supporting documentation, should be forwarded to the office of the Dean of Student Affairs. The incident will be recorded on the log kept by the office of Dean of Student Affairs and the hard copy will remain on file in the office of the Dean of Student Affairs for five years. The report will be destroyed at the end of the five-year period. Electronic copies and logs are housed and kept indefinitely. This information becomes a part of the students' educational record but is not included on academic transcripts.

First Incident of Academic Misconduct

If this is the first incident of academic misconduct, the instructor's sanction will be the only penalty. A student may not withdraw from a class in which they received a grade of F for academic misconduct. A grade change will be initiated if a student withdraws before final grades are posted. The incident will be recorded on the log kept by the office of Dean of Student Affairs and the hard copy will remain on file in the office of the Dean of Student Affairs for five years. The report will be destroyed at the end of the five-year period. Electronic copies and log are housed and kept indefinitely. This information becomes a part of the students' educational record but is not included on academic transcripts.

Exceptions include:

- (1) In the case of a restricted enrollment program, if a signed agreement for entry into the program has specific clauses about the penalties for academic misconduct or the penalties are defined in the program's student handbook, those will be followed in addition to or instead of the instructor's sanction.
- (2) In cases of falsified documentation, the case will be referred directly to the Dean of Student Affairs (or designee) for a conduct committee hearing.

Appeals process for first incident of Academic Misconduct

If a student wishes to appeal a first incident of academic misconduct made by a faculty member, he/she must complete the Appeal of First Incident of Academic Misconduct Form. The form should be submitted to the office of Dean of Student Affairs within five business days of being notified of the charge by the faculty member. Students may still attend class while making an appeal of academic misconduct to the student conduct committee. A Student Conduct Committee hearing will be held to hear the appeal.

Possible sanctions include:

- Support the penalty imposed by the faculty member
- Award a grade of zero (0) for the test, paper or exercise
- Assign a grade of F for the course
- Require the work to be accomplished again
- Return the student to former status.

Unless the committee returns the student to former status, the report will become a part of the student's educational record at Queens College of Theology. All decisions of the Student Conduct Committee will be reviewed by the Dean of Student Affairs (or designee) prior to notifying the student of the decision. If there is a need to revisit the sanctions imposed, the Committee Chair will ask for a voice vote by e-mail notification within five business days of the review of the Dean. The Dean of Student Affairs (or designee) will contact the student in writing via Queens College of Theology email account with the decision of the Student Conduct Committee.

#### Second Incident of Academic Misconduct

In the case of a second incident of academic misconduct, defined by two reports being filed in the office of the Dean of Student Affairs, the Dean of Student Affairs (or designee) will refer the case to the Student Conduct Committee to be heard. The committee may take one of the following actions.

- Support the penalty imposed by the faculty member
- Award a grade of zero (0) for the test, paper or exercise
- Assign a grade of F for the course
- Require the work to be accomplished again
- Suspension from the college
- Expulsion
- Return the student to former status

Unless the committee returns the student to former status, the report will become a part of the student's educational record at Queens College of Theology. A student may not withdraw from a class in which they received a grade of F for academic misconduct. A grade change will be initiated if a student withdraws before final grades are posted.

All decisions of the Student Conduct Committee will be reviewed by the Dean of Student Affairs (or designee) prior to notifying the student of the decision. If there is a need to revisit the sanctions imposed, the Committee Chair will ask for a voice vote by e-mail notification within five business days of the review of the Dean. The Dean of Student Affairs (or designee) will contact the student in writing via Queens College email account with the decision of the Student Conduct Committee.

#### Third Incident of Academic Misconduct

In the case of a third incident of academic misconduct, defined by three reports being filed in the office of the Dean of Student Affairs, the case will be referred to the Dean of Student Affairs (or designee) to be heard by the Student Conduct Committee. The decision of the committee will become part of the student's educational record. The committee may take one of the following actions:

- Suspension
- Expulsion
- Return the student to former status

Unless the committee returns the student to former status, the report will become a part of the student's educational record at Queens College of Theology.

All decisions of the Student Conduct Committee will be reviewed by the Dean of Student Affairs (or designee) prior to notifying the student of the decision. If there is a need to revisit the sanctions imposed, the Committee Chair will ask for a voice vote by e-mail notification within five business days of the review of the Dean. The Dean of Student Affairs (or designee) will contact the student in writing via Queens College email account with the decision of the Student Conduct Committee.

In the case of a second or third offense, all appeals for previous offenses must be completed before hearings are held on those charges.

### Three or More Incidents of Misconduct

If a student receives a total of three or more misconduct reports (academic, student, or a combination of both) then the student will automatically be referred to the Student Conduct committee. Disciplinary sanctions available to the Student Conduct Committee are listed below.

- Suspension: Exclusion from classes and other privileges or activities as set forth in the notice for a definite period of time not to exceed two years;
- Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion.

### Student Conduct Committee Procedure

The Student Conduct Committee will be convened for student misconduct and academic misconduct allegations on the recommendation of the Dean of Student Affairs (or designee).

The following procedure will be followed:

1. Within five business days of the recommendation of a hearing by the Dean of Student Affairs (or designee), the student will be sent written notification of the charges and student rights.
2. From the date the notification is emailed to the student, the student will have five business days to respond to the charges.
3. A date for the hearing will be scheduled and reported in writing to the student within ten business days of receipt of the student's response or the end of the period given for the student to respond. The hearing date will be no more than thirty calendar days from the date the hearing notification is emailed. This period may be extended under reasonable circumstances at the discretion of the Dean of Student Affairs (or designee).
4. The hearing will be held whether or not the student responds and/or is present.
5. If the student is unable to make the hearing date for good cause, he/she should contact the Chair of the Student Conduct committee within five business days of receiving the hearing notification to reschedule the hearing.
6. The Student Conduct Committee will consist of a quorum of three or more members, including the chairperson, elected or appointed at the beginning of the academic year. Substitutions for members who are unavailable may be made by the Student Conduct Committee Chair.
7. The accused student has the right to be advised by counsel or an advisor who may come from within or outside the institution. Counsel may be present at the hearing and may advise the student during the hearing, but will not be allowed to address the committee.
8. The hearing will begin no later than five minutes after the appointed time, with or without the student and his or her counsel present, as long as a quorum of college representatives is present.
9. A transcript will be kept of the proceedings. Written transcripts will be retained in the Office of the Dean of Student Affairs for five years. Electronic copies and the conduct log are stored indefinitely.
10. The following format will be followed:
  1. The committee chair will state the purpose.
  2. All persons present will introduce themselves.
  3. The committee chair will present the charges.
  4. The committee chair will present possible sanctions.
  5. The committee chair will ask involved members of the college to speak.
  6. The student may ask questions of speakers after all have presented their case.
  7. The committee may ask questions of the speakers.
  8. The student will be asked to speak.
  9. The committee may ask questions of the student or college representatives.
  10. All parties except the Student Conduct Committee will be excused, so the committee can discuss the case in private.
  11. A vote will be taken of Student Conduct Committee members. The chair is a voting member. A decision will be made by a simple majority vote.
  12. Written recommendation will be made by the Student Conduct Committee to the



Dean of Student Affairs.

13. Within five business days of receipt of the committee's recommendation, the Dean of Student Affairs (or designee) shall act on the recommendations and provide written notification to the student and the Student Conduct Committee of the decision.

11. Findings of the Student Conduct Committee may be appealed to the Dean of Faculty within five business days after the student is notified of the committee's decision. The Dean of Faculty will review the written record and reach a determination.

12. The decision of the Dean of Faculty is final. There are no further appeals in student misconduct or academic misconduct cases.

13. The student will be allowed to continue with the class until the decision is finalized. However, if no decision is made by the end of the academic term, an interim grade of "I" (Incomplete) will be issued. Once a student conduct committee decision is made and the student is suspended, dismissed, expelled or fails the course then the student is not allowed to continue to attend class unless appealing to the Dean of Faculty.

### **3.0 ADMISSION**

Applicants to Queens College of Theology will be required to meet the following criteria:

For the BACHELOR'S DEGREE: One copy of a high school transcript or equivalent.

For the MASTER'S DEGREE: A Bachelor's degree from an accredited institution whether secular or Christian, or a verifiable Bible College. The candidate's official transcript showing a G.P.A. of 2.5 or higher.

For the DOCTOR'S DEGREE: A Master's degree from an accredited institution whether secular or Christian, or a verifiable Bible College. The candidate's transcript showing a G.P.A. of 3.0 or higher. Students are allowed to be accepted into our doctoral program if their currently earning their Masters. The doctorate will not be awarded until the student is conferred a Masters degree.

All students will be required to complete an application form.

### **3.1 ADMISSION FACTORS**

Previous courses in the field of study.

Past experience in the field of study

Church sponsored Bible Studies or Teacher Training

Significant life events, which have relation to self-education.

Personal development courses for job credit or advancement.

Any formal training past the Secondary School levels.

### **3.2 ADMISSION PANEL**

The Dean of Students may commission a committee that determines eligibility of each candidate, and then utilizes the factors and discretion to approve admission. This committee will additionally provide transcript evaluation in accordance with our admission requirements. The committee shall consist of 3 individuals, who must agree in the majority of an application. Under no circumstance can the committee discriminate based on race, color, national origin, sex, disability, gender identification, sexual orientation, or age. If an accusation of such discrimination exists, the Dean of Student Affairs shall form a disciplinary panel to investigate such claims. If the claims are substantiated, those proven to have violated such act will be promptly terminated from our College.

### **4.0 FINANCIAL POLICY**

The main purpose of Queens College of Theology is to provide the student with quality religious, Christian-vocation based education at an affordable tuition. All tuition is due prior to the students' first start date. Queens College of Theology reserves the right to withhold student transcripts, degrees and deny future enrollment against the student in the event of payment failure. Should a student find it necessary to withdraw from a course of study, he/she should contact the Dean of Student Affairs and submit in writing intentions of withdrawal. Merely ceasing to submit assignments or fail to comply with

attendance policies does not constitute a withdrawal. Neither does it relieve a student of their financial obligation to the College. When an applicant signs an application, he/she is signing a contract with the institution, agreeing to payment of all applicable program and tuition costs.

Queens College of Theology will deduct scholarship funds from tuition only. The student will still be obligated to pay relative fees.

The tuition and fee schedule posted on the website will be followed. The tuition can only change per semester and students are obligated to follow the tuition terms.

Students are required to pre-pay their tuition and fees before the semester begins.

#### **4.1 REFUND POLICY**

Fees are non-refundable. Processing costs are non-refundable. Refunds on tuition will be given only if the student withdraws within (14) days after the first day of the student's registration. In case of death or involuntary call to military duty, the college will cancel collection of funds. Under no circumstance are refunds given after the 15<sup>th</sup> day grace period.

#### **5.0 ATTENDANCE POLICY**

Most of the coursework at Queens College of Theology is asynchronous via correspondence learning. The student can dictate their own academic schedule. We encourage students to finish their degree of study as fast, or slow as they wish. If a course requires an active class participation, we will require attendance to be taken at the beginning of the class, and at the end. If a student fails to be present during one of the attendance periods, then they will be considered "absent". The student must **log into their student portal** once a week. Failure to do so could result in sanction, suspension or expulsion. If a student does not log into their course within the first week of the new semester, they will not be eligible to request a refund prior to the 14 day rule limit.

#### **5.1 TRANSFER OF CREDIT HOURS OR UNITS**

Queens College of Theology credit hours or units are accepted at any institution of higher learning, whether secular or religious, at the discretion of that receiving institution. Credits from accredited institutions or religious institutions will be accepted Queens College of Theology if they are verifiable.

#### **5.2 CREDIT HOUR DEFINITION:**

This Credit Assignment policy establishes guidelines for assigning the number of credits earned through satisfactory completion of requirements for academic courses by students at Queens College of Theology. This policy affirms Queens' commitment to educational quality in terms that certify compliance with applicable government regulations and accreditation standards. The policy makes explicit the relationship between the credits assigned to an individual course and the expected work of a student completing that course.

Credit assignment should be based on course-related activities regardless of how or where they take place (including online), so long as they are required and contribute materially to achievement of course objectives or program learning outcomes. Credit assignments may also consider the intensity of engagement with the faculty or subject matter, student responsibility for learning outcomes, and course-related learning taking place outside the classroom, including online.

This policy articulates definitions that help to ensure a measure of consistency in the assignment of academic credit across all disciplines, while insisting that oversight of credit assignment rests with the faculty and academic administrators closest to instruction. The policy applies to all credit-bearing academic courses, regardless of course type, instructional format, mode of delivery, or length of the course.

## DEFINITIONS

**Faculty Instruction:** Teaching or supervision of teaching carried out in a credit-bearing course by faculty or other approved instructors or mentors under the supervision of authorized faculty.

**Contact:** Engagement of instructors with students to advance course objectives. Contact may take various forms: e.g., it may be face-to-face or online, synchronous or asynchronous, one-to-many or one-to-one, including faculty direction of students participating in for-credit internships, practicums, study tours, research, or scholarship.

**Scheduled contact hour:** One weekly, required hour (50 minutes) or equivalent of faculty contact. In addition to class meetings reflected in the Undergraduate, Graduate or Doctoral Class Schedule, other required course activities or combinations of activities may count as scheduled contact for the purpose of assigning credit. Examples include faculty-student conferences, course related events with faculty, skill modules, prescheduled appointments, and participation in online forums. Such scheduled contact must be specified as required in course syllabuses and must contribute to a student's grade or achievement of course objectives.

Instructors also require students to complete work outside of scheduled contact hours to fulfill course objectives. Outside work must normally include, but need not be limited to, two hours of regular weekly class preparation for each credit earned. Where expectations for the quantity and/or intellectual challenges of outside work exceed this minimum and materially increase overall student effort, the number of credits assigned to a particular course may be greater than the number of its scheduled contact hours.

Examples include courses that entail extensive and/or intensive reading, writing, interviews, research, open-ended problem solving, practice-based assignments, or student responsibility for class meetings.

## COURSE TYPES:

The following course types are covered by this policy.

- **Classroom-based:** Scheduled contact occurs primarily face-to-face in a classroom setting.
- **Faculty-directed independent learning:** Scheduled contact occurs via faculty supervision of students pursuing directed study for credit involving such activities as capstone projects, independent work for distinction, or graduate thesis and dissertation requirements.
- **Place-or practice-based:** Scheduled contact occurs in non-classroom locations such as churches (internships), field supervised ministry (practicums) schools, or clinics.
- **Online:** Scheduled contact is mediated entirely online.
- For courses offered during a typical 14-week semester, the combination of scheduled contact and independent student effort must be equivalent to at least 3 hours per week per credit hour. The guidelines should be adjusted accordingly for shorter courses, a) as directed by external agencies such as specialized accreditors b) as warranted by the standards of the discipline.

## TYPE OF COURSE GUIDELINE

Classroom-based courses, such as lectures, seminars, intensives - 1 credit per 1 scheduled contact hour, as defined above, per week. Each credit assigned includes an expectation of at least 2 hours of independent student effort for successful completion of the course.

Faculty-directed independent learning 1 credit per 3 hours of student effort per week.

Online Lecture (asynchronous, with interactive work) (Recorded (audio & video) segments, Interactive questions/quizzes with feedback - 1 credit per three hours of student effort per week.

Online Discussion Boards (asynchronous, related to questions on readings, lecture, homework, projects, or exams, topical graded discussions) - 1 credit per two hours of student effort per week.

A three credit hour course should have no less than 125 hours of student effort

### 6.0 TUITION

The below information is provided at courtesy, the most accurate tuition and fee schedule for the semester will be published on the website. Feel free to call the school directly to confirm these rates.

#### PRICE PER DEGREE OF STUDY

Bachelor's \$ 1,200 – Approx. \$30 per course

Master's \$ 1,400 – Approx. \$70 per course

Doctor's \$ 1,400 – Approx. \$70 per course

### 6.1 FEES

Application: \$20.00

Payment Processing: 5%

Re-Evaluation/Re-Admission: \$40

Thesis/Dissertation Committee Review: \$100

Transcripts per digital copy: \$20

Transcripts per printed copy: \$45

Diploma replacement: \$45

Payment Failure: \$30 fee per occurrence

Technology Fee: \$30 per Semester

### 7.0 GRADING SYSTEM

All academic work is graded according to the following standard and is evaluated by a faculty member and assigned a letter grade.

Letter	Minimum Points	Direct Equivalent	Grade Points	Fail
A+	100.00	100.00	4.50	
A	94.00	96.00	4.00	
B	87.00	87.00	3.00	
C	79.00	83.00	2.00	
D	70.00	71.00	1.00	
F	0.00	65.00	0.00	

### 8.0 COURSE MATERIALS & BOOKS

Any course required books will not be covered in the student's tuition. There is no requirement that the purchase of books must be new, and students are more than welcome to purchase digital, e-reading copies. Some courses may provide free digital copies of the books, and a student is more than welcome to check out our Library to see if they have a book available for free. Books in the library can only be borrowed for 7 days at a time. Go to [queenstheology.overdrive.com](http://queenstheology.overdrive.com) to browse the school library.

### 9.0 COURSE CATALOG

This catalog may be outdated, please contact an administrator if you wish the most accurate copy

Course	Name	Credits	Hours	Programs	Description
CC200	Intro to Christian Counseling	3.00	4.00	Undergraduate	Prof. Brown will administer this course to give the student a foundational course into Christian Counseling. The Course Book: Under the guidance of the highly respected American Association of Christian Counselors (AACC), more than 40 leading Christian professionals have come together to provide this comprehensive, authoritative, and up-to-date course for professional and lay counselors, pastors, and leaders in training.
CC210	Spiritual Disciplines in Psychology	3.00	10.00	Undergraduate	Integrating what we know is true from the disciplines of theology and psychology and how that impacts your daily walk with God. Administered by Prof. R. Brown - Assigned Book: Psychology, Theology and Spirituality in Christian Counseling by Mark R. McMinn, Ph.D.. Dr. McMinn is a professor of psychology at Wheaton College Graduate School in Wheaton, Illinois, where he directs and teaches in the Doctor of Psychology program. This course centers around his teachings through the importance of the spiritual disciplines in psychotherapy, helping counselors to integrate the biblical principles of forgiveness, redemption, restitution, prayer, and worship into their counseling techniques.
CC220	Christ-Centered Biblical Counseling	3.00	4.00	Undergraduate	Everyone talks about the personal ministry of the Word, but how do we make one-another ministry truly biblical?
CC230	Introduction to Marriage Counseling	3.00	4.00	Undergraduate	Many pastors feel ill-equipped to handle the challenges that arise when a couple is going through marital difficulties. They feel lost and inadequate. What do you say? What counsel do you offer? Should I say anything or just listen? Do I schedule a follow-up appointment? Do I ask questions? What questions? This course will provide the foundational answers to those questions while you begin your journey to Christian Counseling.
CC240	Grief Counseling	3.00	10.00	Undergraduate	Pastoral counselings encounter grief counseling often. Getting that call in the middle of the night with the worries of a fellow parishioner who feels their spouse may cross over at any moment. It is up to you to guide them through those dark clouds, and this course will help you with the foundations of it.

CC250	Children Anxiety Disorders & Counseling	3.00	10.00	Undergraduate	<p>Helping teens is no easy task. The culture tells kids that it's not okay to be normal, that social media is vital to their well-being, and that athletic, academic, and other accolades are all-important.</p> <p>The church, though well-intentioned, sometimes places undue pressure on teens to "do big things for God" and "be the best Christian you can be."</p> <p>Caring parents may inadvertently overcorrect their teens' behavior and try to control it ("helicopter parenting"). They may also use their kids' accomplishments to build their own identity or try to be their children's best friends.</p> <p>This course, administered by Professor Roy Brown will give you the counseling tools to guide families through the talented writings of Author Jessica Holmes.</p>
CC260	Anger Management I	3.00	10.00	Undergraduate	<p>Anger is arguably the most common problematic emotion we feel. It permeates our lives and hurts our most intimate relationships. Fortunately, Scripture has much to teach us about this universal problem. This course will guide future counselors through the world of anger management.</p>
CC270	Marriage Counseling II	4.00	4.00	Master's, Undergraduate	<p>This course is an additional level of training in marriage counseling, with literature by the great Dr. Kellemen. This gospel-centered training manual provides practical, user-friendly guidance that equips pastors, counselors, and lay leaders to help hurting couples restore and maintain close, loving relationships.</p>
CC280	Debt Management Counseling	4.00	4.00	Undergraduate	<p>This course will equip counselors to help those who seek religious guidance as they grapple with financial debt. This text includes advice from a biblical counselor and former financial consultant Jim Newheiser, who presents financial wisdom that is grounded in faithful biblical exegesis and rooted in sound theology.</p>
CC290	Eating Disorders	4.00	4.00	Undergraduate	<p>Breaking free from an eating disorder is difficult and complex. Those who are suffering often feel misunderstood. They struggle with feeling alone and afraid, ashamed to tell those closest to them. Their loved ones also feel helpless and ill-equipped to care for them. Within this dynamic, hurt, disappointment, and neglect often thrive. This course will give you an insight from someone who has walked this path. From author David and Krista Dunham, you'll have the unique perspective of a husband and wife team, Table for Two shares Krista Dunham's journey to freedom from her eating disorder while David shares insights as the loved one coming beside her.</p>

CC310	Transgender Christians Counseling	4.00	4.00	Undergraduate	<p>In 2014, Time magazine announced that America had reached “the transgender tipping point,” suggesting that transgender issues would become the next civil rights frontier. Years later, many people—even many LGBTQ allies—still lack understanding of gender identity and the transgender experience. Into this void, There are many Christians who have shamed the community, and pushed those loving Christians away. This course will show you a different side. Author Austen Hartke offers a biblically based, educational, and affirming resource to shed light and wisdom on this modern gender landscape.</p> <p>Transforming: The Bible and the Lives of Transgender Christians provides access into an underrepresented and misunderstood community and will change the way readers think about transgender people, faith, and the future of Christianity.</p>
CC320	Counseling Capstone Project	3.00	10.00	Undergraduate	Counseling within a ministry, reviewed and graded by your professor.
CC330	Family Counseling For LGBTQ+ Children	4.00	4.00	Undergraduate	This course will equip you to advise parents and provide a roadmap to learning to love God, the people He created, and the church, even when they seem to be at odds.
CC350	Complex Trauma Stress Disorder	3.00	35.00	Master's	Are we inadvertently retraumatizing our counselees? The challenge of counseling survivors of complex trauma is one that many Christian counselors are not adequately equipped to handle. Too often the result is the painful reexperience of the traumatic event in a way that can further damage their personhood and alienate them from the church. This course will aid in the Christian counselors practice in the treatments of CTSD.
CC360	Modern Psychotherapies	3.00	10.00	Master's	<p>This course will cover:</p> <ul style="list-style-type: none"> <li>Classical Psychoanalysis</li> <li>Contemporary Psychodynamic Psychotherapies</li> <li>Behavior Therapy</li> <li>Cognitive Therapy</li> <li>Person-Centered Therapy</li> <li>Experiential Therapies</li> <li>Family Systems Theory and Therapy</li> </ul>
CC370	Counselor Communications	3.00	10.00	Master's, Undergraduate	Anyone in a helping profession—including professional counselors, spiritual directors, pastoral counselors, chaplains and others—needs to develop effective communication skills. This course will address these skillsets
CC380	Counseling Ethics	3.00	10.00	Master's	Probably one of the most vital courses, Christian counseling ethics is something that you will encounter daily as a pastoral counselor.
CC410	Clinical Supervision	4.00	10.00	Doctorate	This course aims to identify and strengthen supervision's important role for character formation in the classroom, in continuing education for practitioners, and in clinical settings. After an overview of the role of character formation in clinical supervision, Developing Clinicians of Character examines each classical Christian virtue in turn, its corresponding professional ethical aspiration, and how we can use the practices of clinical supervision and spiritual formation together to foster character formation for Christian maturity

CC420	Sexual Minorities	3.00	10.00	Doctorate	The research team of Yarhouse, Dean, Stratton, and Lastoria draw on their decades of experience both in the psychology of sexual identity and in campus counseling to bring us the results of an original longitudinal study into what sexual minorities themselves experience, hope for, and benefit from.
CC430	Childhood Disorder Treatments	3.00	10.00	Doctorate	Caring for the mental health of children and their families is complex and challenging—and meaningful. For Christian clinicians who work with childhood disorders, however, few resources exist to address such treatment from a research-based Christian integration perspective.
CC440	Family Therapies	3.00	10.00	Doctorate	This course is a survey the major approaches to family therapy and treat significant psychotherapeutic issues within a Christian framework.
CC450	Christian Meditation Treatments	3.00	10.00	Doctorate	Christians are hungry for a return to their own tradition to cultivate meditation practices that are both psychologically and spiritually fruitful. In recent decades, mindfulness meditation, which originates from the Buddhist tradition, has been embraced in many settings as a method for addressing a plethora of symptoms. What would it look like to turn instead to the Christian faith for resources to more effectively identify and respond to psychological suffering?
CC460	Clinical Counseling Theologies	3.00	10.00	Doctorate	This course is an intersection between a Christian worldview and clients' emotional struggles, drawing from sources including both foundational theological texts and the "common factors" psychotherapy literature.
CC470	Christian Counseling II	3.00	10.00	Doctorate	This course will equip counselors to put assessment techniques into practical use, particularly with clients who are looking to grow in their identity with Jesus Christ.
CE200	Christian Education Foundation I	3.00	10.00	Undergraduate	The Nuts & Bolts of Christian Education is a practical course that leads new and experienced teachers through the challenging, and sometimes confounding, landscape of the education ministry of a congregation. This is not a collection of lesson plans--it is a chock-full survey of nearly every aspect of Christian education one could imagine. DOING Christian Education starts here.
CE220	Christian Education Foundation II	3.00	10.00	Undergraduate	For almost twenty years, Foundational Issues in Christian Education has been a key text for many Christian education courses. Its perceptive analysis coupled with clear writing make it a resource without peer. In the book, Christian education expert Robert Pazmiño guides readers through a comprehensive discussion of the interdisciplinary foundations of Christian education, calling all Christian educators to reevaluate the fundamentals of their discipline. "A careful exploration of foundations," writes Pazmiño, "is essential before specifying principles and guidelines for practice." This updated edition includes interaction with professional developments over the past ten years and appendixes that assess the impact of postmodernism as an educational philosophy. In addition, each chapter includes "points to ponder" for personal reflection or classroom use.
CE240	Post Modern Christianity	3.00	10.00	Undergraduate	This course aims to bring everyone in the world together through the love and hope that people of Christian faith are able to give. This calls upon progressive Christians to deny the exclusivity that has plagued Christianity in the past and instead welcome everybody to celebrate the possibility and joy that post modern Christianity has to offer.



CE280	Basics of Christian Education	3.00	10.00	Undergraduate	Introductory course: Congregations are always struggling with what quality Christian education is and how to build and maintain it. In this concise and easy-to-use guide, Karen Tye offers practical help, addressing the vital areas that need attention when planning for and building a Christian education program. Questions and exercises at the end of each chapter help pastors, Christian educators, seminary students, and laity apply the information to their own unique setting, building on the basics to renew and transform Christian education.
CE400	Introduction to Christian Education	3.00	10.00	Undergraduate	Learn how to successfully integrate biblical studies and theology with education, sociology, and psychology in this introductory textbook on Christian education.
CE420	Introduction to New Testament	3.00	10.00	Master's, Undergraduate	Studying the New Testament can be an exciting--and intimidating--experience. This readable survey is designed to make the adventure less daunting and more rewarding. Two experienced classroom teachers offer a new edition of their bestselling and award-winning textbook, now with updated content and a new interior design.
CE460	Education Administration I	3.00	10.00	Undergraduate	This course is necessary for a complete understanding of educational administration, balancing theory and research with practical coverage of culture, change, curriculum, human resources administration, diversity, effective teaching strategies, and supervision of instruction.
CE480	Special Needs Education I	4.00	15.00	Undergraduate	This course will focus on special needs education and the need for the Christian educator to create inclusive classrooms:
CE500	Teaching Capstone II	3.00	10.00	Undergraduate	Practical Assessment - Internship II
CE520	Teaching Capstone	3.00	10.00	Undergraduate	Teaching Internship
CERT110	Life Coach Certification Course	3.00	5.00	Certificate	To earn your certificate in Life Coach Studies, once must complete the life coach certification course.
COM210	Public Speaking	3.00	10.00	Undergraduate	Public speaking is everywhere. It is vital to the success in ministry, career and life fulfillment. This course is an introductory dive into developing the proper techniques in the art of public speaking.
CS 101	College Fundamentals	3.00	10.00	Doctorate, Master's, Undergraduate	Orientation
CS113	College Success	3.00	3.00	Undergraduate	This course is for first year college students which will teach the interdisciplinary skills necessary to succeed at this college
CS320	World Religions	0.00	0.00	Doctorate, Master's, Undergraduate	
DST7790	Dissertation	15.00	60.00	Master's	Master's Dissertation Program
DST9950	Dissertation	15.00	60.00	Doctorate	Doctoral Dissertation

DV210	New Testament Survey	3.00	10.00	Master's, Undergraduate	This course is an exposition of every passage in the New Testament, written in contemporary, understandable language. Additionally the course will investigate with scholarship.
DV212	Old Testament Survey	3.00	10.00	Undergraduate	This course will cover Genesis to Malachi, Historical Timelines, overall themes, characters within the OT, Hermeneutics and Relevancy.
DV220	Greek Grammar II	4.00	20.00	Master's, Undergraduate	Introduces Greek students to the field of linguistics and shows how its findings can increase their understanding of the New Testament.
DV230	Christian Philosophy I	3.00	10.00	Master's	profound examination of the human heart, in which the great philosopher conducts the reader into the inmost secrets of Love.
DV240	Christian Philosophy II	3.00	10.00	Master's	This is enriching course will discover the philosophy and ethics of St. Thomas Aquinas.
DV250	Biblical Ethics II	3.00	10.00	Master's	The power of Ethics as taught by Dr. R. Leon Leftwich through the insightful and talented writings of Dr. Susan Liautaud.
DV260	Homiletics II	3.00	10.00	Master's, Undergraduate	This course covers preaching style of the African American Tradition
DV270	Homiletics I	3.00	10.00	Master's, Undergraduate	This course will build bridges between listeners who come from various denominations, ethnicities, genders, locations, religious backgrounds, and more.
DV290	Homiletics III	3.00	3.00	Master's, Undergraduate	Preaching Practical
ENG113	English Composition I	3.00	3.00	Undergraduate	General education requirement for English Composition
ENG213	English Composition II	3.00	10.00	Undergraduate	This is the advanced level for English composition.
INT1101	Ministry Internship I	3.00	15.00	Undergraduate	Undergraduate Ministry Internship I
INT1102	Ministry Internship II	3.00	10.00	Undergraduate	This program is designed for ministry practicals for UNDERGRADUATE studies.  Student must: Have a ministry agreement signed. Upload all necessary coursework.
INT1103	Ministry Internship III	3.00	10.00	Undergraduate	Undergraduate Level III Internship
MATH110	Principles of Statistics	3.00	10.00	Undergraduate	This course is to equip you with the tools to apply statistical principles to answer questions and solve problems. You will also learn about various topics in statistics, including probability, sampling distributions and hypothesis testing.
MN1005	Practical Ecclesiology	3.00	10.00	Undergraduate	Congregations often seek to combat the crisis of decline by using innovation to produce new resources. But leading practical theologian Andrew Root shows that the church's crisis is not in the loss of resources; it's in the loss of life--and that life can only return when we remain open to God's encountering presence.

MN1006	Foundational Truth	3.00	10.00	Undergraduate	Foundational Truth covers Biblical discrepancies in scribes to translations whether intentional or not. This is an broader course into the hermeneutics development.
MN1007	Church Planting	3.00	10.00	Doctorate, Master's, Undergraduate	Introductory course into Church Planting
MN110	Evangelism & Christian Life	3.00	10.00	Undergraduate	An in-depth study of how to lead people to Christ. Various methods of approach and presentation will be considered. Emphasis will be placed on evangelism and the local church for conservation of results.
MN113	World Christian History	3.00	3.00	Master's, Undergraduate	While "church history" has tended to focus the story of Christianity on Europe and the global West, world Christian history attempts to narrate the history of Christianity from a worldwide perspective. It takes at its starting point the conviction that Christianity has always been globally and ethnically diverse, and that there is no single ground zero or center of gravity of the Christian faith. This course is broken into three parts:  Part one: First through seventh centuries, the early years of the church. Part two: Growing presence of Islam and the concomitant starving of Christianity. Part three: Christianity from the fifteenth century onward.
MN114	Servant Leadership	3.00	3.00	Undergraduate	
MN115	Church Administration I	3.00	10.00	Master's, Undergraduate	Church leaders understand that managing the day-to-day operations of a church can be challenging because of limited resources, managing volunteer labor, and supporting the needs of the congregation. This course will serve as a guide for managing the resources of a church - which is people, time and money. This course provides tools and examples for decision making and problem-solving for church administration that is easy to understand and more importantly, quick to implement!
MN200	Sermon Interpretations I	3.00	10.00	Undergraduate	A series of sermons, that will motivate, power, and dive into theology about the complexities of life.
MN220	New Testament Uses of Old Testament	3.00	8.00	Undergraduate	This is an interesting class where you will explore how the NT uses and cites the OT - Please remember, we at this seminary do not subscribe to hate or exclusivity, rather inclusivity and love and support. So when you are interpreting this course, please keep an open mind and to not pick and choose OT condemned laws.
MN230	Biblical Greek Grammar I	4.00	16.00	Undergraduate	This is an introductory course into Greek Grammar. This is highly recommend for those students pursuing post graduate level of learning in ministry.

MN235	Business Ethics	3.00	3.00	Doctorate, Master's, Ordination Certification, Undergraduate	It is legal for CEOs to make 300 times the amount of the average worker. Ofcourse. But is this fair and just? Is it ethical for a customer to purchase a digital camera for the sole purpose of using it on a ski trip and then return the item to the store afterwards? Should companies who purchase advertising space on websites that offer pirated videos for download be held accountable for breaking intellectual property laws? The world of business is fraught with ethical challenges. Some of these are relatively straightforward, but others are complicated and require careful reflection. While there are numerous theories to help people navigate these dilemmas, the goal of this course is to provide a comprehensive biblical perspective on contemporary issues in areas such as consumer behavior, management, accounting and marketing.
MN240	Bibliology: Baptists	3.00	8.00	Undergraduate	This course will study the origins of modern Baptists in 17th Century England, bibliology of the 18th and 19th century Baptists of England and America, and the sources for present-day uncertainties in the field of bibliology, especially as it relates to the Southern Baptist Convention as well as the Northern Baptist Convention.
MN270	Biblical Ethics I	3.00	16.00	Master's, Undergraduate	This course addresses ethical questions relating to such topics as marriage, labor, capital punishment, truthfulness, Jesus' teaching in the Sermon on the Mount, law and grace, and the fear of God.
MN320	Pastoral Leadership	3.00	10.00	Master's	churches of any size both the vision for mentoring future leaders and a workable template to follow. With insightful consideration of theological, historical, and contemporary training models for pastor/church partnerships
MN330	Pastoral Leadership II	3.00	10.00	Master's	This course will give you and your churches twelve gospel principles necessary to combat this leadership crisis. Each of these principles, built upon characteristics such as humility, dependency, and accountability, will enable new and experienced leaders alike to focus their attention on the ultimate leadership model: the gospel.
MN340	Church Inclusivity	3.00	10.00	Master's	It is absolutely clear from Scripture that God passionately desires supernatural unity within His Church. Unity is what Jesus prays for, what He commands, and what He says will be our greatest witness to the world.  If unity is so important to the heart of God, why is the Church one of the most divided groups on earth?
MN360	Digital Strategies	3.00	10.00	Master's, Undergraduate	This course outlines digital discipleship principles for building an online community and provides practical instruction for how to do it no matter how big or small a local church may be.
PSY215	Social Psychology	3.00	10.00	Undergraduate	This course explores the behavior and experience of individuals and groups in relation to other individuals and groups. Theory, methods and findings are also discussed regarding such areas as conformity, persuasion, social cognition, personal attraction, altruism, aggression, prejudice, group behavior and applied topics. Christian implications of social behavior are also discussed throughout the course.

PSYC110	Educational Psychology	3.00	10.00	Certificate, Doctorate, Master's, Undergraduate	
RM210	Religious Media	3.00	3.00	Doctorate, Master's, Undergraduate	The pandemic shook a lot of Churches as they learned how ill equipped they were for virtual service. This course, lead by an expert in Broadcast Media, will guide future ministers on how to develop digital strategies to expand their service to a wider audience.
SS115	Anthropology	3.00	10.00	Undergraduate	This course will study systems of human behavior and thought for the purpose of improving understanding of people and their relationships.
TH 280	Archaeology II	4.00	16.00	Master's, Undergraduate	Since they were first discovered in the caves at Qumran in 1947, the Dead Sea Scrolls have aroused more fascination—and more controversy—than perhaps any other archaeological find. This archaeological program will dive deeper into the Dead Sea Scrolls as they inspire veneration and conspiracy theories to this day
TH200	Archaeology I	3.00	8.00	Undergraduate	This course will provide evidence to Jesus and other biblical facts, as noted within and out of the Bible, while answering some hard hitting questions that strike faith today.
TH210	Women in Biblical Times	3.00	8.00	Undergraduate	Most often during biblical scholarship, women are overlooked. This will dive deep into the Old and New Testament to discover a new appreciation for our Biblical women.
TH220	Introduction to Biblical Doctrine	3.00	8.00	Undergraduate	This course will go over doctrines such as Word of God, redemption and Jesus Christ. This course is broken into four modules to help the student grasp the doctrines in a clearer light.
TH230	Biblical Doctrine II	3.00	8.00	Undergraduate	This is another level into biblical doctrine, focusing on historical development of the most significant Evangelical doctrines from the early church, into the Middle Ages, across the Reformation and post-Reformation eras, and through the modern period.
TH240	Inclusive Bible Interpretation	3.00	8.00	Undergraduate	While many Christians ignore most Old Testament laws as obsolete or irrelevant-with others picking and choosing among them in support of specific political and social agendas-it remains a basic tenet of Christian doctrine that the faith is contained in both the Old and the New Testament. This course will dive deep into the ancient laws and contemporary controversies, and shed a new light on how all ministers and Christians should move forward in their interpretation of the bible.
TH260	Theology I	3.00	8.00	Undergraduate	This courser caters to both the believer and non-believer with a balanced survey of the central questions of theology.
TH270	Moral Theology	4.00	16.00	Master's, Undergraduate	This course teaches historical and critical analysis to the five strands that differentiate Catholic moral theology from other approaches to Christian ethics—sin and the manuals of moral theology, the teaching of Thomas Aquinas and later Thomists, natural law, the role of authoritative church teaching in moral areas, and Vatican II
TH290	Theology II	4.00	16.00	Master's, Undergraduate	This advance level of theology will allow the student to read about the great St. Thomas Aquinas himself. Study his words on a challenging and classic statement of the goals of human life, both ultimate and proximate.

TH310	Theological Tractates	3.00	16.00	Master's, Undergraduate	This course deals with a range of theological topics—from the thought of Protestant theologian Karl Barth, to liturgy, the Church in the New Testament, Christianity and Judaism, angels, martyrdom, and mysticism. Among them is Peterson's landmark essay on ancient "political theology," "Monotheism as a Political Problem," which shows how ancient writers—pagans, Jews, and Christians—justified earthly monarchy by its parallel with the monotheistic belief in one divinity in heaven.
TH410	Moral Theology II	3.00	10.00	Doctorate	This course studies the nature, relevancy, coherency, and structure of the moral law as revealed throughout the Bible. In addition to covering the foundational elements of biblical ethics, major issues investigated in this course text include: different types of law in Scripture, the relationship between the law and the gospel, and issues related to the prospect of conflicting moral absolutes.
TH420	Queer Theology	4.00	10.00	Doctorate, Master's, Undergraduate	This course takes up the question of Christian queer theology and ethics through the contested lens of "redemption." Starting from the root infinitive "to deem," the course text argue that queer lives and struggles can illuminate and re-value the richness of embodied experience that is implied in Christian incarnational theology and ethics. Offering a set of virtues gleaned from contemporary lesbian, gay, bisexual, transgender, intersex, queer, and asexual (LGBTIQA) lives and communities, this course introduces a new framework of ethical reasoning.
TH430	Theological Doctrine	3.00	10.00	Doctorate	When should doctrine divide, and when should unity prevail? Just as a medic on a battlefield treats the severely wounded first and then moves on to the less serious injuries, we must prioritize doctrine in order of importance.
TH440	Foundational Theology	3.00	10.00	Doctorate	In this 8-session study, explore the essential doctrines of Scripture, God, Jesus, the Holy Spirit, humanity, salvation, the church, and the end times to know God more deeply through these foundational truths.
TH450	Theology of Youth Ministry	3.00	10.00	Doctorate	Youth ministry today has fallen on hard times. Many churches continue to employ the same methods that have become entrenched over the last few decades, while others are questioning the need for youth ministry at all. This course will explore the foundation of youth ministry in the Old and New Testaments and brings that together with Church history in a compelling way. This contemplative and well-researched course approved text provides a careful critique of youth ministry along with practical guidance for those serving in ministry.
TH460	Historic Theology	3.00	10.00	Doctorate	This course survey key doctrinal developments in every era of church history. They not only trace the development of various doctrines within historical congregations; they also provide a resource for contemporary congregations. Steered by the conviction that historical theology serves the church both local and global, each chapter of the required course text concludes with an application section that clarifies the connection between the historical doctrine being covered and the Christian church today.