2016-2017 Catalog

Trinity International University

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# TABLE OF CONTENTS

Trinity International University 2016-17 Academic Catalog ................. 3
Contact Information ................................................. 4
Accreditation and Memberships ........................................ 6
State Agencies .......................................................... 8
Welcome to Trinity International University ............................. 9
About Trinity International University .................................... 10
Board of Regents of Trinity International University .................... 11
The Locations .................................................................. 12
The Schools ..................................................................... 14
Trinity International University Core Values ............................... 16
Trinity International University Mission Statement ..................... 16
Trinity International University Statement of Faith ...................... 16
University Leadership Team ................................................ 17
Trinity Community ................................................................ 18
Community (Student Life) .................................................... 18
Campus Services .................................................................. 25
Special Events and Opportunities ............................................. 27
Finances ............................................................................ 28
Tuition and Other Expenses .................................................. 28
Payment Policies .................................................................. 36
Tuition Refund Policies ........................................................ 39
Financial Assistance ............................................................ 45
Satisfactory Academic Progress .............................................. 53
Official University Policies .................................................... 55
Academic Calendar ............................................................ 60
General Academic Information ................................................. 62
Trinity College .................................................................... 63
A Message from the Dean of Trinity College ............................... 63
About Trinity College .......................................................... 64
Personnel - Trinity College ..................................................... 66
   Trinity College Academic Administration ................................. 66
   Full-time Faculty and Administrators of Trinity College ............. 67
   Affiliate Faculty of Trinity College ......................................... 73
   Professors Emeriti of Trinity College ...................................... 73
   Endowed Faculty Chairs of Trinity College ............................... 74
   Adjunct Faculty of Trinity College ......................................... 75
Academic Life - Trinity College ................................................ 81
   Academic Information - Trinity College .................................. 81
   Academic Policies - Trinity College ....................................... 84
   Planning an Trinity College Academic Program ....................... 89
Academic Majors and Minors by Department ............................... 94
   Interdisciplinary Studies - Trinity College ............................... 94
   Biblical Studies Department .............................................. 105
   Department of Biology and Chemistry .................................. 115
   Business Department ..................................................... 127
   Christian Ministries Department ......................................... 138
   Communication Department ............................................... 150
   Education Department .................................................... 158
   English Department ....................................................... 166
   Health Sciences Department .............................................. 173
   History Department ........................................................ 182
   Human Performance & Wellness Department .......................... 193
   Mathematics and Computer Information Systems Department .... 198
   Music Department ........................................................ 205
   Philosophy Department .................................................... 216
   Psychology Department ..................................................... 220
Accelerated and Dual Degree Programs ....................................... 231
   Honors Program ........................................................... 239
   Special Programs: On Campus - Trinity College ...................... 241
   Special Programs: Off Campus - Trinity College ...................... 242
   Online Programs - Trinity College ...................................... 244
   REACH Adult Education Programs ..................................... 254
Undergraduate Admissions ..................................................... 264
Trinity Evangelical Divinity School ............................................ 269
   A Message from the Dean of Trinity Evangelical Divinity School .... 269
   About Trinity Evangelical Divinity School ............................. 270
TEDS Personnel ............................................................... 274
   Trinity Evangelical Divinity School Academic Administration .... 274
   TEDS Full-time Faculty ..................................................... 275
   TEDS Faculty Sabbatical Leave .......................................... 285
   TEDS Affiliate Faculty ...................................................... 285
   TEDS Professors Emeriti .................................................... 286
   TEDS Endowed Faculty Chairs ............................................ 288
   TEDS Adjunct Faculty ......................................................... 289
   TEDS Departmental Teaching Fellows .................................... 292
Academic Life - TEDS ......................................................... 293
   Academic Information - TEDS ........................................... 293
   Degree Program Options - TEDS ........................................ 302
   The Certificate in Christian Studies ...................................... 305
   Master's Programs- TEDS ................................................. 307
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Programs</td>
<td>348</td>
</tr>
<tr>
<td>Flexible Delivery - Extension, Affiliated and TEDS Online - Distance Education</td>
<td>377</td>
</tr>
<tr>
<td>Flexible Delivery Modes - TEDS</td>
<td>377</td>
</tr>
<tr>
<td>Extension Sites</td>
<td>378</td>
</tr>
<tr>
<td>Affiliated Programs - TEDS</td>
<td>379</td>
</tr>
<tr>
<td>TEDS Online-Distance Education</td>
<td>380</td>
</tr>
<tr>
<td>TEDS Course Descriptions by Department</td>
<td>381</td>
</tr>
<tr>
<td>Admissions - TDS</td>
<td>416</td>
</tr>
<tr>
<td>Trinity Graduate School</td>
<td>427</td>
</tr>
<tr>
<td>A Message from the Dean of Trinity Graduate School</td>
<td>427</td>
</tr>
<tr>
<td>About Trinity Graduate School</td>
<td>428</td>
</tr>
<tr>
<td>Trinity Graduate School Purpose</td>
<td>428</td>
</tr>
<tr>
<td>Trinity Graduate School Programs</td>
<td>428</td>
</tr>
<tr>
<td>Affiliated Programs of Trinity Graduate School</td>
<td>428</td>
</tr>
<tr>
<td>Personnel of Trinity Graduate School</td>
<td>429</td>
</tr>
<tr>
<td>Trinity Graduate School Academic Administration</td>
<td>429</td>
</tr>
<tr>
<td>Full-time Faculty and Administration of Trinity Graduate School</td>
<td>429</td>
</tr>
<tr>
<td>Affiliate Faculty of Trinity Graduate School</td>
<td>431</td>
</tr>
<tr>
<td>Provost and Dean Emerita of Trinity Graduate School</td>
<td>431</td>
</tr>
<tr>
<td>Professor Emerita of Trinity Graduate School</td>
<td>432</td>
</tr>
<tr>
<td>Endowed Faculty Chairs of Trinity Graduate School</td>
<td>432</td>
</tr>
<tr>
<td>Adjunct Faculty of Trinity Graduate School</td>
<td>432</td>
</tr>
<tr>
<td>Academic Life - Trinity Graduate School</td>
<td>436</td>
</tr>
<tr>
<td>Academic Information - Trinity Graduate School</td>
<td>436</td>
</tr>
<tr>
<td>Academic Policies of Trinity Graduate School</td>
<td>438</td>
</tr>
<tr>
<td>Master’s Programs - Trinity Graduate School</td>
<td>442</td>
</tr>
<tr>
<td>TGS Course Descriptions</td>
<td>459</td>
</tr>
<tr>
<td>Graduate Admissions</td>
<td>469</td>
</tr>
<tr>
<td>Trinity Law School</td>
<td>474</td>
</tr>
<tr>
<td>A Message from the Dean or Trinity Law School</td>
<td>474</td>
</tr>
<tr>
<td>About Trinity Law School</td>
<td>475</td>
</tr>
<tr>
<td>Clinical Opportunities</td>
<td>475</td>
</tr>
<tr>
<td>Student Organizations of Trinity Law School</td>
<td>475</td>
</tr>
<tr>
<td>Student Life at Trinity Law School</td>
<td>476</td>
</tr>
<tr>
<td>Church Community of Trinity Law School</td>
<td>476</td>
</tr>
<tr>
<td>Standards of Conduct and Honor Code - Trinity Law School</td>
<td>476</td>
</tr>
<tr>
<td>Student Services at Trinity Law School</td>
<td>481</td>
</tr>
<tr>
<td>University Services at Trinity Law School</td>
<td>481</td>
</tr>
<tr>
<td>Personnel at Trinity Law School</td>
<td>482</td>
</tr>
<tr>
<td>Trinity Law School Administration</td>
<td>482</td>
</tr>
<tr>
<td>Full-time and Regular Faculty at Trinity Law School</td>
<td>483</td>
</tr>
<tr>
<td>Affiliate Faculty of Trinity Law School</td>
<td>483</td>
</tr>
<tr>
<td>Adjunct Faculty of Trinity Law School</td>
<td>484</td>
</tr>
<tr>
<td>Academic Life - Trinity Law School</td>
<td>487</td>
</tr>
<tr>
<td>Programs - Trinity Law School</td>
<td>487</td>
</tr>
<tr>
<td>Academic Rules and Practices - Trinity Law School</td>
<td>493</td>
</tr>
<tr>
<td>Attendance/Preparedness - Trinity Law School</td>
<td>495</td>
</tr>
<tr>
<td>TLS Course Descriptions</td>
<td>497</td>
</tr>
<tr>
<td>Admissions - Trinity Law School</td>
<td>505</td>
</tr>
<tr>
<td>Official Policies - Trinity Law School</td>
<td>507</td>
</tr>
<tr>
<td>General Rules of Law School Campus</td>
<td>513</td>
</tr>
<tr>
<td>Trinity International University - Florida</td>
<td>517</td>
</tr>
<tr>
<td>A Message from the Chief Operating Officer of the Florida Campus</td>
<td>517</td>
</tr>
<tr>
<td>Personnel at the Florida Regional Center</td>
<td>518</td>
</tr>
<tr>
<td>EXCEL Adjunct Faculty</td>
<td>518</td>
</tr>
<tr>
<td>Trinity International University of Florida Administration</td>
<td>519</td>
</tr>
<tr>
<td>Academic Life - Florida Regional Center</td>
<td>520</td>
</tr>
<tr>
<td>EXCEL Adult Undergraduate Degree Programs</td>
<td>520</td>
</tr>
<tr>
<td>Trinity Graduate School Programs</td>
<td>529</td>
</tr>
<tr>
<td>Trinity Evangelical Divinity School Programs</td>
<td>534</td>
</tr>
<tr>
<td>Admissions - Florida Regional Center</td>
<td>538</td>
</tr>
<tr>
<td>Index</td>
<td>548</td>
</tr>
</tbody>
</table>
## Contact Information

### Trinity International University

2065 Half Day Road  
Deerfield IL 60015

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>847.945.8800</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>847.317.8020</td>
</tr>
<tr>
<td>Admissions (Undergraduate)</td>
<td>847.317.7000</td>
</tr>
<tr>
<td>Toll free</td>
<td>800.822.3225</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:admissions@tiu.edu">admissions@tiu.edu</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.tiu.edu/admissions">www.tiu.edu/admissions</a> (<a href="http://www.tiu.edu/admissions)/">http://www.tiu.edu/admissions)/</a></td>
</tr>
<tr>
<td>Admissions (Graduate)</td>
<td>847.317.8000</td>
</tr>
<tr>
<td></td>
<td>800.345.TEDS</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:gradadmissions@tiu.edu">gradadmissions@tiu.edu</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.teds.edu/admissions">www.teds.edu/admissions</a> (<a href="http://www.teds.edu/admissions)/">http://www.teds.edu/admissions)/</a></td>
</tr>
<tr>
<td>Outside U.S.</td>
<td>847.317.8000</td>
</tr>
<tr>
<td>Fax</td>
<td>847.317.8097</td>
</tr>
<tr>
<td>TC/TGS Academic Dean's Office</td>
<td>847.317.7001</td>
</tr>
<tr>
<td>TEDS Academic Dean's Office</td>
<td>847.317.8086</td>
</tr>
<tr>
<td>TEDS Academic Doctoral Programs</td>
<td>847.317.8111</td>
</tr>
<tr>
<td>Athletics</td>
<td>847.317.7099</td>
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<tr>
<td>Dean of Students Office</td>
<td>847.317.4060</td>
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<tr>
<td>Extension &amp; Affiliated Education</td>
<td>847.317.6550</td>
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<tr>
<td></td>
<td>800.588.7705</td>
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<tr>
<td>E-mail</td>
<td><a href="mailto:extension@tiu.edu">extension@tiu.edu</a></td>
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<tr>
<td>Employment On-campus</td>
<td>847.317.7122</td>
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<td>Employment Off-campus</td>
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### Student Services

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<td>Trinity Central, Student Financial Services, and Academic Records</td>
<td>847.317.4200</td>
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<tr>
<td>Email:</td>
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<td>General Questions:</td>
<td><a href="mailto:trinitycentral@tiu.edu">trinitycentral@tiu.edu</a></td>
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<td>Student Accounts:</td>
<td><a href="mailto:stuacct@tiu.edu">stuacct@tiu.edu</a></td>
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<td>Financial Aid:</td>
<td><a href="mailto:finaid@tiu.edu">finaid@tiu.edu</a></td>
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<td>Academic Records:</td>
<td><a href="mailto:academicrecords@tiu.edu">academicrecords@tiu.edu</a></td>
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<tr>
<td>Housing On-campus</td>
<td>847.317.7135</td>
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<td>Housing Off-campus</td>
<td>847.317.7135</td>
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<td>International Students</td>
<td>847.317.4064</td>
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<td>Internships/Field Education</td>
<td>847.317.8030</td>
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<td>Mail Services</td>
<td>847.317.8170</td>
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<td>Placement</td>
<td>847.317.8030</td>
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<tr>
<td>Professional Doctoral Program</td>
<td>847.317.8130</td>
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<tr>
<td>REACH Office</td>
<td>847.317.6500</td>
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<tr>
<td>Students Life Office (Undergraduate)</td>
<td>847.317.7070</td>
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<tr>
<td>Student Life Office (Graduate)</td>
<td>847.317.4060</td>
</tr>
<tr>
<td>TEDS Online</td>
<td>847.317.6654</td>
</tr>
<tr>
<td></td>
<td>800.588.7705</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:TEDSOnline@tiu.edu">TEDSOnline@tiu.edu</a></td>
</tr>
<tr>
<td>University Advancement</td>
<td>847.317.8191</td>
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</table>
Trinity International University: Florida Regional Center

Miramar Site
3700 Lakeside Drive, suite 200
Miramar, FL 33027

Kendall Site
9010 SW 137 Avenue
Suite #100
Miami, FL 33186

Office Hours: Monday through Friday, 8:00am to 5:00pm

<table>
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<tr>
<th>General</th>
<th>954.382.6400</th>
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<tr>
<td>Fax</td>
<td>954.382.6420</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:info-frc@tiu.edu">info-frc@tiu.edu</a></td>
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<tr>
<td>Website</td>
<td><a href="http://www.tiu.edu/florida">www.tiu.edu/florida</a> (<a href="http://www.tiu.edu/florida">http://www.tiu.edu/florida</a>)</td>
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<tr>
<td>Emergency Hotline (class cancellations)</td>
<td>1.866.TIU.8173</td>
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<tr>
<td>Academic Offices</td>
<td>954.382.6454</td>
</tr>
<tr>
<td>Fax</td>
<td>954.382.6420</td>
</tr>
<tr>
<td>Admissions</td>
<td>954.382.6574</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:admissionsflorida@tiu.edu">admissionsflorida@tiu.edu</a></td>
</tr>
<tr>
<td>Business Office / Financial Services</td>
<td>954.382.6573</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>954.382.6442</td>
</tr>
<tr>
<td>Library</td>
<td>954.382.6561</td>
</tr>
<tr>
<td>Marketing</td>
<td>954.382.6418</td>
</tr>
<tr>
<td>Records</td>
<td>954.382.6460</td>
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<tr>
<td>Student Services &amp; Alumni</td>
<td>954.382.6413</td>
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Trinity International University: South Chicago Regional Center

14240 Dante Ave
Dolton, IL 60419

<table>
<thead>
<tr>
<th>General</th>
<th>708.201.2900</th>
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<tr>
<td>Fax</td>
<td>708.201.7980</td>
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<tr>
<td>E-mail</td>
<td><a href="mailto:gradadmissions@tiu.edu">gradadmissions@tiu.edu</a></td>
</tr>
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<td>Website</td>
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Trinity Law School: California Regional Center

2200 N Grand Avenue
Santa Ana, CA 92705

<table>
<thead>
<tr>
<th>General</th>
<th>714.836.7500</th>
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<tbody>
<tr>
<td>Toll free</td>
<td>800.922.4748</td>
</tr>
<tr>
<td>Fax</td>
<td>714.796.7190</td>
</tr>
<tr>
<td>Admissions Inquiries</td>
<td>714.796.7100</td>
</tr>
<tr>
<td>Building Maintenance</td>
<td>714.796.7197</td>
</tr>
<tr>
<td>Financial Aid &amp; Business Services</td>
<td>714.796.7120</td>
</tr>
<tr>
<td>Library</td>
<td>714.796.7172</td>
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<tr>
<td>Records &amp; Student Services Infoamation</td>
<td>714.796.7140</td>
</tr>
</tbody>
</table>
Accreditation and Memberships

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

**The Higher Learning Commission**

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.ncahlc.org (http://www.ncahlc.org)

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

**The Association of Theological Schools in the United States and Canada**

10 Summit Park Drive
Pittsburgh, PA 15275

Phone: 412.788.6505
Fax: 412.788.6510
E-mail: ats@ats.edu

**Trinity International University, Florida Regional Center**, is licensed by the Commission for Independent Education, Florida Department of Education, license #2605. Contact with the Commission may be made as follows:

**Commission for Independent Education**

325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400

Phone: 888.224.6684 / 850.245.3200
Website: www.fldoe.org/cie/ (http://www.fldoe.org/cie)

**Trinity Law School** is accredited by the State Bar of California

**State Bar of California**

180 Howard Street
San Francisco, CA 94105

Phone: 415.538.2000
Website: calbar.ca.gov (http://calbar.ca.gov)

**Memberships**

- Associated Colleges of the Chicago Area
- Association of Christian Schools International
- Association of Christian Continuing Education Schools and Seminaries
- The Association of Theological Schools in the United States and Canada
- Chicagoland Collegiate Athletic Conference
- Christian Adult Higher Education Association
- Christian College Consortium
- Council for Adult and Experiential Learning
- Council for Christian Colleges and Universities (CCCU)
- Council for Higher Education Accreditation
- Department of Veterans Affairs State Approving Agency
- Federation of Independent Illinois Colleges and Universities
- The Higher Learning Commission
- Illinois State Board of Education
- Illinois State Scholarship Commission
• Learning Resources Network
• Mid-States Football Association (MSFA)
• National Association of Intercollegiate Athletics (NAIA)
• National Christian College Athletic Association (NCCAA)
• National Small College Athletic Association (NSCAA)
• Resources for the Education of Adults in the Chicago Area

Disclaimers
Trinity International University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, professors, curricula, and courses. This catalog is not a contract or an offer of a contract.

Students are responsible for reviewing catalog program requirements, as well as the Academic Handbook, and for consulting with their relevant academic advisement tools as needed prior to course registration to insure that their courses apply to their program or to their personal interests.

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State Agencies

Illinois State Agencies

The Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, Illinois 62701-1404

Institutional Complaint Hotline: 217.557.7359
Institutional Complaint System: http://complaints.ibhe.org
Phone: 217.782.2551
Fax: 217.782.8548
Toll free: 888.261.2881
Email: info@ibhe.org

Florida State Agencies

Trinity International University-Florida is licensed by the Commission for Independent Education, Florida Department of Education, license #2605. Contact with the Commission may be made as follows:

Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400

Phone: 850.245.3200
Toll free: 888.224.6684
Website: www.fldoe.org/cie/ (http://www.fldoe.org/cie)

California State Agencies

Trinity Law School is accredited by the State Bar of California

State Bar of California
180 Howard Street
San Francisco, CA 91405

Phone: 415.538.2000
Website: calbar.ca.gov (http://calbar.ca.gov)

Other State Agencies

State of North Carolina

Degree program(s) of study offered by Trinity International University have been declared exempt from the requirements for licensure under the provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

- Trinity College Bachelor of Arts in Christian Ministries
- TEDS Certificate in Christian Studies

Approval to offer online education in other states

Trinity International University has been approved by Illinois to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA (http://www.nc-sara.org) is a voluntary, regional approach to state oversight of postsecondary distance education.

Trinity International University is approved specifically to offer online courses to residents of the following states: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky (TEDS distance education courses and TGS M.A. in Bioethics courses only), Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington DC, Washington (state), West Virginia, Wisconsin, and Wyoming.

Residents of other states may be able to enroll if the University is able to gain approval from the student’s state of residence’s higher education authorities; please contact our admissions office for further information.
Welcome to Trinity International University

A Message from the President

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

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

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

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

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

Faithfully,

David S. Dockery

President
About Trinity International University

The Origins of Trinity International University

Trinity International University is composed of a liberal arts college, a divinity school, a graduate school, and a law school. Trinity is the educational ministry of the Evangelical Free Church of America (EFCA). The university’s main campus is located in Deerfield, Illinois, with regional centers in Miramar, Florida; Dolton, Illinois; and Santa Ana, California. The Florida Regional Center and California Regional Center are campuses, while the South Chicago Regional Center is a site.

Trinity’s History

Trinity International University traces its roots to a ten-week Bible course begun by the Swedish Evangelical Free Church in 1897. This soon developed into the Bible Institute of the Swedish Evangelical Free Church of America. In 1884, the Norwegian-Danish Free Church Association had begun the Norwegian-Danish department of the Chicago Theological Seminary. In 1910, the department withdrew from the seminary and established the Norwegian-Danish Bible Institute and Academy, which was located first in Rushford, Minnesota, and then later in Minneapolis with the name Trinity Seminary and Bible Institute. Between 1946 and 1949 the Swedish school merged with the Norwegian-Danish school to form Trinity Seminary and Bible College, located in Chicago. During the 1960s the seminary (renamed Trinity Evangelical Divinity School) and the college (renamed Trinity College) moved to their present Deerfield campus. In 1992, the university acquired Miami Christian College, which became a branch location of the college, named Trinity College at Miami. In 1995, Trinity College (TC) and Trinity Evangelical Divinity School (TEDS) were united to form Trinity International University (TIU). In 1997, TIU welcomed students into the newly established Trinity Graduate School (TGS) and, the following year, incorporated Trinity Law School (TLS) into the university. Located in Santa Ana, California, Trinity Law School is accredited with the State Bar of California and is moving toward application for American Bar Association accreditation. The traditional undergraduate program in Miami closed in 2000 and the site was renamed the Trinity International University—Florida Regional Center.

What’s in a Name?

People use the word university to mean different things. It can be just a label for a college or a way of describing a large college with graduate schools. But at Trinity, university emphasizes how every discipline is taught and studied from one common perspective (a uni-versity). This approach to education has been lost in many universities. All of the great Western universities of the world were founded on Christian principles. In fact, ninety of the first one-hundred colleges and universities founded in the United States were established to develop Christian character and to prepare people for ministry. However, cultural influence has eroded most schools’ Christian convictions. Such schools no longer give students a Christian understanding of their disciplines or seek to prepare students for the demands of living the Christian life. Whereas these schools have a profound impact on students and society, they have no common philosophy or values.

The state of educational environments today is the reason it is so important to have a Christian University—why humanity needs to begin again to build great institutions that will explore God’s world while acknowledging that He is Lord in the natural and social sciences, humanities, fine arts, and every aspect of experience. It is the reason Trinity International University can offer a fine education to undergraduate and graduate students alike—an education for service to God in the workplace, family, church, and community.

Governance

Preservation of a legacy calls for wise and careful leadership. We are governed by a 31-member Board of Regents (15 elected by the Evangelical Free Church of America Conference delegates, 13 appointed by the Board of Regents, two EFCA ex officio, and the TIU president) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA.
Board of Regents of Trinity International University

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

Judy Bradish
Arlington Heights, Illinois
Homemaker

Lawrence Collett
St. Albans, Missouri
Lead Director (retired) Cass Information Systems, Inc.

Jonathan Dahl (MA ’07)
San Francisco, California
Entrepreneur

George Davis (MA ’89)
Hummelstown, Pennsylvania
Senior Pastor, Hershey Evangelical Free Church

David S. Dockery
Lake Forest, Illinois
President, Trinity International University

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

Maureen Girkins (MDiv ’13)
Palos Heights, Illinois
Owner, Oak Hills Country Club

Erika Harold
Champaign, Illinois
Attorney, Meyer Capel Law Offices

Steven Hawn
Woodbury, Minnesota
Attorney

William Jones (MA ’84, MDiv ’84, DMin ’01)
Ballwin, Missouri
Pastor, First Evangelical Free Church

James Kallam
Charlotte, North Carolina
Senior Pastor, First Evangelical Free Church

Martin Klauber (MA ’81, MDiv ’81)
Grayslake, Illinois
Senior Vice President, First Merit Bank; Trinity Adjunct Faculty

Kevin Kompelien (MDiv ’83)
San Jose, California
President, Evangelical Free Church of America

Paul Y. Mang
Singapore
Global CEO of Analytics, Aon plc

Melody McSparran
Leawood, Kansas

Director, The Elpis Foundation

Edmund C. Moy
Arlington, Virginia
38th Director of the United States Mint (2006-2011)

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

William Olthoff
Bourbonnais, Illinois
Olthoff Farms

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

Wai-Kwong Seck
Hong Kong
CEO, Asia-Pacific, State Street Bank & Trust

Edmond L. Soliday
Valparaiso, Indiana
Indiana State Representative

Kendall Spencer (MDiv ’77)
Jacksonville, Florida
President and CEO, Jacksonville Bancorp, Inc.

Quintin Stieff (MDiv ’86)
West Des Moines, Iowa
Pastor, Valley Church

Charles H. Webb
East Lansing, Michigan
President (retired), Spring Arbor University

Lawrence Wee
New York, New York
Partner, Paul, Weiss, Rifkind, Wharton & Garrison, LLP

Paul Wheeler
Libertyville, Illinois
Executive Vice President, Inland Real Estate, Oak Brook

Luder Whitlock
Orlando, Florida
President, Excelsis
The Locations

Trinity International University
Deerfield Campus

2065 Half Day Road
Deerfield, IL 60015

Toll-free phone: 800.586.3435
Phone: 847.317.8000
Fax: 847.317-8097
Website: www.tiu.edu (http://www.tiu.edu)

The Deerfield Campus of Trinity International University is a beautiful wooded campus of 111 acres located six miles west of Lake Michigan, 25 miles north of downtown Chicago, and 17 miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministry, cultural, and sporting opportunities of the city.

Deerfield Campus Facilities

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

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

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

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

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

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

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

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

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

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

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

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

The Arnold T. Olson Chapel was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for twenty-five years. The 500-seat chapel auditorium houses a two-manual, 25 rank Casavant pipe organ and serves as a worship center, lecture hall, concert hall, and conference facility. In addition to the auditorium, the chapel building holds classrooms, Human Resources the Business Offices, Office of Student Financial Services, and a student lounge.

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

The Peterson Academic Building contains the Kantzer Faculty Center and the Veenstra Office Wing. Here you will find the TEDS dean’s offices, as well as the majority of TEDS faculty offices, the Office of Extension and Affiliated Education, and the Carl F. H. Henry Center for Theological Understanding. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel.

The H. G. Rodine Global Ministry Building, on the east side of campus, opened in December 2002. It features state-of-the-art seminar halls, conference rooms, and classrooms. Departments having offices here are Missions and Evangelism, Professional Doctoral, Placement, and Supervised Ministries.

The James E. Rolfsing Memorial Library and the Carl F. H. Henry Resource Center serve the Deerfield Campus of Trinity International University. Print, media, and electronic resources are tailored to the curricula and information needs of the university community. The collection contains more than 240,000 book and periodical volumes (with access to more than 8,000,000), 150,000 volumes on microform, and more than 1,200 current periodical subscriptions. It also houses a computer lab.

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

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

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

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

**Trinity International University South Chicago Regional Center**

14200 S. Dante Ave.
Dolton, IL 60419

Phone: 708.201.2900
Fax: 708.201.7980
Email: reachchicago@tiu.edu
Website: http://www.tiu.edu/southchicago

The divinity school offers the Master of Arts (Theological Studies), the Master of Arts in Urban Ministry, and the Certificate in Christian Studies at the South Chicago Regional Center. These programs provide the student with a well-structured combination of Bible, theology, and practical ministry courses designed to prepare students for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. In addition, Trinity College offers the full bachelor’s degree and degree completion programs for adult nontraditional learners in Business Administration, Christian Ministry, General Business, Liberal Arts, Nonprofit Administration, Organizational Leadership, and Psychology. Trinity Graduate School offers the Master of Arts in Leadership.

**Trinity International University Florida Regional Center**

3700 Lakeside Drive, Suite 200
Miramar, FL 33027,
Phone: 954.382.6400
Fax: 954.382.6420
Email: gradflorida@tiu.edu
Website: www.tiu.edu/florida

Trinity Graduate School offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling and the Master of Arts in Leadership (pending appropriate accreditation approvals) at the Florida Regional Center. Detailed information concerning these programs and the other programs offered by Trinity Graduate School are available by contacting the Director of Graduate Admission. In addition, the Master of Arts (Theological Studies) is offered through TEDS, and the EXCEL program offers full bachelor’s and bachelor degree completion programs for adult, nontraditional learners in the following areas: Business Administration, Christian Ministry, Elementary Education, Organizational Leadership, and Psychology.

**Trinity International University California Regional Center**

2200 North Grand Avenue

Santa Ana, CA 92705
Phone: 714.836.7500
Toll-Free: 800.922.4748
Fax: 714.796.7190
Email: tls@tiu.edu
Website: www.tls.edu

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

In 1995, Trinity Evangelical Divinity School and Trinity College merged to become Trinity International University. In 1997 the first class entered Trinity Graduate School. In early 1998 Trinity Law School in Santa Ana, California (originally founded in 1980 as the Simon Greenleaf School of Law), joined the growing institution. Now, with nearly 100 full-time faculty and 2,700 students, we are committed to the same vision with which we were founded in 1897 and determined to follow in the footsteps of the great universities that were founded on the cornerstone belief that all wisdom lies in Jesus Christ.

As Charles Malik has shown in his illuminating book A Christian Critique of the University (InterVarsity Press, 1982), the university is now the central institution of the modern world. Yet it is far from the university as it was established nearly one thousand years ago. The Christian schools of the past—including the great American universities of Princeton, Yale, and Harvard—are now largely or entirely secular institutions, built not on a vision of the glory of God, but as temples to the wisdom of this world. As Malik puts it, they have “swerved” from their grounding in Jesus Christ. Our task, if we are able to be salt in the world of our day, is to build institutions where we can think like Christians and learn to live as Christians in a culture in which both have become equally hard. Whether preparing to be pastors or missionaries or attorneys, teachers, counselors, scientists, corporate leaders, homemakers or public servants, whatever our calling under God, we need excellence in education, grounded in the lordship of Jesus Christ. That is the goal and task of Trinity.

“Engaging in God’s redemptive work in the world.” At the heart of Trinity’s mission lies its commitment to engage the culture for Jesus Christ. Trinity’s purpose is to enable its graduates—in all schools and in every discipline—to think and live like Christians in the twenty-first century. We believe that God calls his people into many kinds of service; Trinity’s calling is to prepare them to serve for His glory.

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

Trinity College (TC)
Dean: Thomas H.L. Cornman, PhD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Miramar, Florida. The college offers a wide range of majors, including nontraditional options at all three locations. In Deerfield and Dolton, the nontraditional program is called REACH (Relevant Education for Adult Christians); at the Florida Regional Center, nontraditional delivery is known as EXCEL. The Florida Regional Center offers cohorts in Broward and Miami-Dade counties. At the Deerfield Campus, TC offers a full range of undergraduate majors ranging from biblical and religious studies, education, humanities, the natural sciences, and the social sciences. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premedical majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degrees in Bioethics, Leadership, Psychology/Mental Health Counseling, and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. Together with Trinity Evangelical Divinity School, Trinity College offers several pathways to ministry including an innovative five-year MDiv with pre-seminary honors program, and the Advanced Placement MDiv degree, where qualified students who major in Christian Ministries or have completed prescribed pre-seminary studies may receive advanced placement in their MDiv program. The College also offers a three-year degree option.

Trinity Graduate School (TGS)
Dean: Thomas H.L. Cornman, PhD

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

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

Trinity Evangelical Divinity School enrolls nearly 1,200 students. The Deerfield campus is home to the majority of those students, including over 350 doctoral students, with nearly 200 additional students enrolled in seven extension site campuses. An additional 250 students are enrolled in online distance education courses. At the heart of the divinity school is the Master of Divinity (MDiv), preparing pastors, teachers, and missionaries for Christian service. TEDS also offers the academic Master of Arts with concentrations in archaeology, church history, intercultural studies, New Testament, Old Testament and Semitic languages, systematic theology, and theological studies as well as the professional Master of Arts with a concentration on chaplaincy and ministry care, mental health counseling (licensure program), ministry, and urban ministry. TEDS offers the Master of Theology, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. Particularly unique options include the availability of the full Master of Arts (Theological Studies) at seven extension sites, accelerated Bachelor of Arts/Master of Arts and MDiv with Trinity College, and a 75-hour Advanced Placement MDiv for those with an undergraduate ministry degree.

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

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculties of the law school reflect Trinity’s commitment to faithfulness to the gospel while engaging culture with the gospel’s profound and far-reaching implications. Trinity Law School offers the Juris Doctor degree. This 90-unit degree can
be taken as a three-year full-time program or as a four-year part-time program offering students flexible course schedules, affordable tuition, and most important, the unique opportunity to study law from a Christian perspective. Graduates may sit for the Bar examination of the State Bar of California.
Trinity International University Core Values

As an institution committed to inerrant Scripture, given by God as our final authority for faith and life, we hold ourselves accountable to it and to each other with regard to these values as we “form students to transform the world through Christ.”

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

2. **Community focused.** We seek to be a learning community that operates by the ethics and values of the Kingdom of God. The makeup of the community should be a reflection of the breadth and diversity of the family of God. The way we treat people should be consistent with the morals, justice, compassion, humility, and love of our Lord. Interaction with students should both reflect an attitude of service to them as individuals and take advantage of opportunities for mentoring and modeling and personal development.

3. **Church connected.** We value service to the Church because we believe that the Church is God’s central vehicle to accomplish his work in the world. Our vision for serving the Church is a global vision, just as God’s vision for his Church is global. A particular value affecting Trinity’s work is to identify and meet the educational needs of the EFCA.

4. **Culturally engaged.** We seek to bring faith, life, and learning to bear on the issues facing our world. Our perspective is one of engagement with culture from a Christ-centered and biblically rooted foundation. We are committed to high standards of research, scholarship, thinking, and living as a means of preparing students to engage the world and to respond honestly and earnestly to those in a pluralistic society.

Trinity International University Mission Statement

Trinity International University educates men and women to engage in God’s redemptive work in the world by cultivating academic excellence, Christian faithfulness, and lifelong learning.

Trinity International University Statement of Faith

Trinity International University holds to the doctrinal position of the Evangelical Free Church of America (http://www.efca.org).


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

1. **We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons:**
   - the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.

2. **We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.**

3. **We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God’s saving work in Jesus Christ can we be rescued, reconciled and renewed.**

4. **We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus—Israel’s promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.**

5. **We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.**

6. **We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.**

7. **We believe that the true church comprises all who have been justified by God’s grace through faith alone in Christ alone. They are united by the Holy Spirit in the body of Christ of which He is the Head. The true church is manifest in local churches, whose membership should be composed only of believers. The Lord Jesus mandated two ordinances, baptism and the Lord’s Supper, which visibly and tangibly express the gospel. Though they are not the means of salvation, when celebrated by the church in genuine faith, these ordinances confirm and nourish the believer.**

8. **We believe that God’s justifying grace must not be separated from His sanctifying power and purpose. God commands us to love Him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor and justice for the oppressed. With God’s Word, the Spirit’s power, and fervent prayer in Christ’s name, we are to combat the spiritual forces of evil. In obedience to Christ’s commission, we are to make disciples among all people, always bearing witness to the gospel in word and deed.**

9. **We believe in the personal, bodily and premillennial return of our Lord Jesus Christ. The coming of Christ, at a time known only to God, demands constant expectancy and, as our blessed hope, motivates the believer to godly living, sacrificial service and energetic mission.**

10. **We believe that God commands everyone everywhere to believe the gospel by turning to Him in repentance and receiving the Lord Jesus Christ. We believe that God will raise the dead bodily and judge the world, assigning the unbeliever to condemnation and eternal conscious punishment and the believer to eternal blessedness and joy with the Lord in the new heaven and the new earth, to the praise of His glorious grace. Amen.**
University Leadership Team

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

David S. Dockery, PhD
President

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

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

Myron Steeves, JD
Dean, Trinity Law School

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

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

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

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

Mark D. Kahler, MSJ
Vice President for University Communications

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

Paul Eisenmenger, MBA
Vice President for Finance and Institutional Research

David Hoag, PhD
Senior Vice President of University Advancement

Jean Myers
Executive Assistant to the President
Secretary to the University Leadership Team
Community Life Expectations

The foundation of our community is the Great Commandment (Mark 12:30-31): “Love the Lord God with all your heart and with all your soul and with all your mind and with all your strength. . . Love your neighbor as yourself. There is no commandment greater than these” (NIV). In a perfect community, we would all live by the Spirit—at the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control” (Galatians 5:22-23, NIV)—and we wouldn’t need any further guidelines; however, no perfect community exists. In Galatians 5, Paul urges Christians to walk by the Spirit so as not to carry out the desires of the flesh. “Deeds of the flesh are evident, which are: immorality, impurity, sensuality, idolatry, sorcery, enmities, strife, jealousy, outbursts of anger, disputes, dissensions, factions, envying, drunkenness, carousing, and things like these, of which I forewarn you, just as I have forewarned you, that those who practice such things will not inherit the Kingdom of God” (Galatians 5:19-21). Therefore, to foster a healthy, vibrant community environment, which encourages loving the Lord and loving others, Trinity has established Community Life Expectations for all students (full and part-time, residents and commuters).

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, gambling, premarital sex, abortion, adultery, homosexual behavior, use of pornography, drunkenness, profanity, gossip, racism, and infringement on the rights of others, will not be condoned.

Scripture explicitly teaches respect for governmental authority. Students are therefore expected to uphold the laws of the local community, the state, and the nation except on those occasions where obedience to civil authority would require behavior directly in conflict with other scriptural principles.

In a Christian academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation.

Students will be required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs.

Students violating any of the Community Life Expectations, listed in the Student Handbook (available online at MyTIU Campus Life > Student Handbooks), or any other university policies, will be subject to disciplinary action as outlined in the Student Handbook.

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

The following list, though not exhaustive, defines some of the activities found in our Student Handbook that are not permitted for Trinity students.

Drug-Free Campus

Trinity International University is a drug-free campus. Possession, purchase, distribution or consumption of any illegal drug is not permitted. Students suspected of the above will be asked to undergo drug testing available at Advocate Medical Center or on campus. Any student refusing to submit to these tests will be held in violation of our expectations. Any student who is involved in the purchase, possession, consumption or distribution of illegal drugs is subject to immediate dismissal from Trinity. Trinity reserves the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

Alcohol-Free and Tobacco-Free Campus

Trinity International University is also an alcohol-free and tobacco-free campus. Trinity College students, regardless of age, are not permitted, under any circumstances, to purchase, possess, consume, or distribute alcoholic beverages or tobacco products of any kind on or off-campus. Nonalcoholic beer and other drinks containing a percentage of alcohol are also prohibited. Individuals may be subject to having their breath smelled and/or tested by a Breathalyzer exam given by a staff member.

Any student who is involved in the purchase of alcohol for a minor or who provides an off-campus location for a party where alcohol is available, is subject to immediate dismissal from Trinity. Trinity reserves the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

Discrimination and Harassment-Free Campus

To foster and maintain a healthy Christian community, we must depend on one another to preserve the unity of the Spirit. Being a member of the Trinity Community offers unique privileges, but it also requires unique responsibilities.

Trinity values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type toward any individual (including domestic relationships) will not be tolerated by the institution. This includes any form of verbal, physical, written (including electronic transmissions) abuse, threats, or stalking. This also may include a persistent pattern of behavior directed at another individual that distresses, frightens, or is in some manner inappropriate or threatening. Examples of this include but are not limited to hate speech, abuse because of one’s race, gender (sexual harassment, including unwanted advances), nationality, or disability. In the event of threats or the potential of stalking, TIU reserves the right to contact law enforcement agencies. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students from the Student Life Department. Those found in violation will be subjected to disciplinary action. For further information on Community Life Expectations, please see Student Handbook.

Community (Student Life)

Student Life provides opportunity for students to integrate their faith with their living and learning. Through chapel services, forums, and various activities and events, Student Life seeks to support the learning that is taking place in the classrooms by providing opportunities for students to apply what they learn to their practice. By living out what they are learning, students have the opportunity to see how our faith, built on the full revelation of Scripture, permeates and influences every aspect of our lives. Truly, no facets of our lives remain outside the reign of Jesus Christ.

At the heart of each member of the Student Life staff, you will find a deep desire to serve our students and facilitate their intellectual, spiritual, emotional, social, and physical development. To encourage holistic growth in each and every one of our students, Student Life is intentional about providing a positive, co-curricular environment with numerous on and off-campus opportunities. Our aim is to foster a
learning atmosphere that allows students to integrate their faith with their lives, while affirming each individual’s unique identity in the body of Christ and in the learning community of Trinity, all within the context of supporting the intellectual seriousness and academic rigors of graduate education.

Whether assisting Trinity students with a housing need, promoting healthy living and spiritual formation, or forming supportive relationships, Student Life staff seek to be available to all students and to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency, and through renewal of our minds, bringing all things into greater Christ likeness in our lives.

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

For more information on student life, please refer to the graduate and undergraduate student handbooks (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks) available on myTIU.

Athletics
Trinity International University encourages all students to participate in intercollegiate and intramural sports, and recreational activities. Physical development is viewed as a vital part of a holistic approach to the Christian life. For intercollegiate athletics, Trinity is a member of the Chicagoland Collegiate Athletic Conference (CCAC), the Mid-States Football Association (MSFA), the National Association of Intercollegiate Athletics (NAIA), and the National Christian College Athletics Association (NCCAA). Intercollegiate competition for men includes cross-country, baseball, basketball, football, and soccer. Women compete in cross-country, basketball, soccer, softball, and volleyball. Also, Trinity sponsors a wide variety of intramural sports and recreational activities.

Physical activity spaces include:

- The Kenneth Meyer Sports Complex (MSC) which contains a full gymnasium and a weight room.
- Outdoor athletic fields (football, soccer, baseball, softball, disc golf, sand volleyball court).
- Aldeen Fitness Center offers aerobic and weight equipment.
- College Park Athletic Club, adjacent to the campus, offers a special Trinity rate for use of all facilities.

Chapel
Worship is at the heart of the Christian life and at the heart of our mission as a university. Chapel plays a crucial role in forming us into a community that worships God and reminds us that all that we know and do are means of glorifying him. Truly, our academic pursuit is in an act of worship toward God. Chapel helps us to integrate our faith with our living and learning.

Worship is at the center of the Christian life and at the center of the Trinity community. TEDS/TGS students, faculty, and staff join together for corporate worship every Tuesday and Thursday (11:00-11:50 a.m.) in the A. T. Olson Chapel. College students, faculty, and staff join together for corporate worship three times a week. A team of pastorally motivated student leaders plan diverse expressions of praise designed to give glory to God above all. The Holy Scripture is central to all of our worship as gifted faculty members, students, and leaders from around the world help us to faithfully engage with God and his Word. Chapel provides a place of rest for students in the midst of busy schedules as they are reminded of God’s goodness and grace. Chapel is also a place of community building, as students and faculty share times of prayer and testimony together. All students are strongly encouraged to make our corporate worship gatherings an integral part of their theological training.

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

Commuters
Approximately 20 percent of the undergraduate student body commutes to Trinity for classes. The college has facilities available for commuters for studying and relaxing during the day and evening hours in the Waybright Center, which opens weekdays at 6:00 a.m. for the convenience of commuters.

Many TEDS/TGS students are commuters and are encouraged to use spaces such as the Graduate Student Lounge, Rodine Cafe, and Waybright Center.

Convocation
Another important part of community life at Trinity is the All-University Convocation, which marks the beginning of the academic year. University library and offices are closed so that all faculty, students, and staff from Trinity’s various schools may come together to be united in worship. Worship is usually led by a team of administrators, students, faculty, and staff, which gives visible expression to the diversity of the Trinity community. Through a presidential address, we are challenged with our Christian calling in the world and are reminded of Trinity’s place in that calling.

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

Deacon’s Fund
The Deacon’s Fund is based on the New Testament pattern of a Christian community caring for the temporal needs of fellow believers. Donations are received and dispersed to meet the special, unforeseen needs of TEDS students and their immediate families. Vice President for Student
Life and University Ministries seeks to identify those who qualify for this ministry.

**Formation Groups**

TEDS students meet weekly in a small group led by a faculty member, generally during the 12:00 hour on Tuesdays or Thursdays, or during other times throughout the week. These Formation Groups are an important component of our students’ personal, spiritual, and ministry development. As a place for discussion, prayer, and mentoring, Formation Groups complement more formal education and offer a warm place for mutual encouragement in the context of ministry and theological education. Formation Groups are guided by three main objectives:

**To Grow Together in Biblical Wisdom**

... by bringing Scripture, theology, and history to bear on relevant personal, ministry, cultural, and sociopolitical issues

**To Grow Together in the Grace of God**

... by engaging in and understanding primary means of grace (Word, Prayer, Worship), as well as other Christian disciplines

**To Grow Together in Relationships and Relational Skills**

... by engaging in the building of relationships, mutual ministry, and service to others; providing encouragement and accountability with those who share the unique challenges of ministry and theological education

Participation in Formation Groups is required for MDiv students as a part of the candidacy process (see MDiv Candidacy). For master’s program students, registration and participation in two semesters of Formation Group can serve to fulfill up to one field education requirement. Any participation beyond the two is encouraged but will not be further counted to fulfill any remaining field education.

**Housing**

Trinity College believes that residence hall living fosters social and emotional development, so it is required that full-time students live on campus unless they meet one of the following criteria:

1. Those living with their parents
2. Seniors within 30 hours of graduation
3. Students having permanent live-in job situations
4. Students twenty-one years of age or older
5. Married students

Students living in Residence Halls are required to participate in one of the dining hall block meal plans unless they are living in Senior Privileged housing. The college does not permit co-ed cohabitation off campus (co-eds living in the same dwelling unit) at any time. All residential students must be full-time students, maintaining a schedule of at least 12 credit hours per semester. Cancellations to residential dormitory housing must be made by the deadlines stipulated on the student housing contract. Failure to do so will result in the forfeiture of housing deposit. Any student who does not qualify to live off campus may submit a written request to the Director of Residence Life to be considered for off-campus approval.

TEDS and TGS students are eligible to apply for on campus housing, both in Owens, the residence hall, as well as in the apartments. Contact housing@tiu.edu.

**Health Services**

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

The State of Illinois requires incoming students to submit documentation with exact dates of the following injections: Measles (two); Mumps (one); Rubella (one); and Tetanus/Diphtheria (one injection within the last ten years). For students not attending U.S. grades 9-12, three Tetanus/Diphtheria injections are required, the third being within the last ten years. A PPD tuberculosis skin test is also required within the last twelve months. If written documentation is not available, all injections must be repeated. Students may receive a medical exemption from their doctor or write a letter of religious objection. Illinois law does not permit conscientious objection.

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

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

**International Student and Scholar Office**

The International Student and Scholar Office (ISSO) provides comprehensive non-immigrant regulation advisement, hospitality assistance, social support, and advocacy for international students while striving to foster further cross-cultural understanding through interaction between the international students and the broader community.

The ISSO works with more than one-hundred-fifty international students and their families. Immigration matters for TEDS, TGS, and TC are handled in the ISSO. The office is located in the lower level of the Waybright Center.

The ISSO serves to implement the federal Student and Exchange Visitor Information System (SEVIS) as related to the issuing of visas for international students. The office ensures that the university remains in compliance with all federal and state reporting requirements, authorizing I-20 and I-17 forms.

The ISSO is concerned about students’ needs as they begin the transition to their new surroundings in the United States. The ISSO provides counseling on immigration issues and cultural adjustments. Upon new students’ arrival, the ISSO has a special orientation program, arranges for household items and furniture to be available, coordinates hospitality, and provides information for adjustment and transition to a new locale and culture.

**Intercultural Development**

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

Kids on Kampus

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

New Student Orientation

New Student Orientation facilitates a hospitable transition for new students and their families through a relevant and significant introduction to all aspects of life in the Trinity learning community. NSO ushers students into the Trinity learning community through events designed to both communicate and embody Trinity’s Core Values in ways that impact students’ education and life. It is important for students and family members to understand and experience these core values so that they are inspired to come to Trinity. NSO seeks to help new students establish relationships with other students and faculty. Another priority is to guide them through the initial processes needed for beginning well.

New Student Orientation is held prior to the beginning of the fall and spring semesters. Fall and spring orientations are events that incorporate corporate worship, community meals, tours of the campus and facilities, and communication of vital information on academic and other matters to aid a new student’s transition to graduate education.

Prayer

Prayer is an important aspect of community life at Trinity. Classes frequently begin with prayer. Students and faculty can often be seen praying with each other around the campus. On Mondays (11:00-11:45 a.m.), TEDS faculty and administrators meet together for prayer while various student prayer groups meet throughout the campus.

Once every semester, classes are suspended for a Day of Prayer. The purpose of this day is to acknowledge our humble dependence upon Christ by making room to intercede for God’s continuing work at Trinity and around the world. This important day also allows for extended times of personal and corporate reflection. The morning is spent in creative, concerted prayer and thanksgiving in the chapel. In the afternoon, Formation Groups continue in prayer, fellowship, and other activities.

Residence Life

Residence Life exists to provide living environments conducive to holistic community discipleship. We believe that people are created for relationship and that community is paramount for growth in Christ. As iron sharpens iron, we sharpen one another, and while we are different, we come together as a body to spur one another on toward personal growth and kingdom work. It is our desire that life in the residence halls would be vibrant and active, a place where fellowship and community are encouraged and where there is safety for processing tough times as well as celebrating seasons of joy.

At Trinity, we believe that your residence hall is your home—a place for you to feel known and to participate in doing life with other people as we journey closer to God together. We seek to cultivate and facilitate a holistic environment that is conducive to meeting the educational goals of our students, to developing life skills, and to forming lifelong friendships. It provides an opportunity for students to integrate faith with living.

The Residence Life staff is comprised of a Director of Residence Life, Area Coordinators, and Graduate Residence Advisors who oversee the Resident Assistants responsible for fostering community discipleship among their students. The Resident Assistant on each floor offers students encouragement, support, guidance, and practical assistance. Community is built through participation in shared meal times, small group activities, regular worship, prayer times, and other planned events for fellowship and relaxation.

Room Reservations

Official on-campus student groups have access to campus facilities. Please contact the Student Life Office to request and approve campus reservations (aware@tiu.edu, 847.317.4062). All campus reservations are managed by the Director of Event Services and Reservations (847.317.6406).

Services to Students with Disabilities

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Divinity and Graduate Schools to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students acts as the ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

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

It is the policy of the college to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The ADA Coordinator, housed in the Division of Education, assists students with disabilities in obtaining auxiliary aids and services and in consultation with the faculty member(s) involved assist students with disabilities by making academic adjustments. Academic adjustments
are determined on a case-by-case basis and are subject to review by the Dean. (For more information, see the “Policies” section.)

**Spiritual Life and University Ministries**

Local and Global Partnerships and Campus Ministries are located in the Waybright Center and exist to create spaces and opportunities for students to learn a “way of life in Christ Jesus.” For us, this is the way of transforming grace, the way of mission and kingdom service, the way of biblical wisdom, and the way of reconciled relationships. Each initiative seeks to facilitate understanding of the authentic Christian life and to provide opportunities where faith can be put into practice. As such, it is our privilege to serve the cause of Christ on campus, in our local community, and throughout the world.

**Local Community Partnerships**

To develop student leadership and servanthood, we support several student-led, student-initiated outreach teams that challenge students to make an impact in the local community. Every year student ministry teams serve in areas like the following:

- Creation Care: Working with environmental issues
- FaithAlive - After School Program: Tutoring youth in North Chicago
- Refugee Ministry: working with recent immigrants and refugees
- Habitat for Humanity: Providing hands-on service while eliminating substandard housing in Lake County through construction projects and fundraisers
- Illinois School Project: Mentor high school students to reach their campuses for Christ
- Trinity Together: Planning various one-time events in partnership with outside organizations in order to foster community on Trinity’s campus
- Nursing Home Ministry: Reaching out to a generation that is often forgotten through weekly visits to the Winchester Nursing Home.
- Young Life: Going into high schools and meeting students, forming friendships and sharing the gospel with them.
- Young Life Capernaum: Helping young people with disabilities discover their ability to do new things and to be all God designed them to be.

A student cabinet of ministry leaders (Community Partnerships Cabinet), along with staff, provide oversight to these ministry teams. A special chapel in the fall is devoted to the presentation of the various ministry opportunities. Students who participate with Local Community Partnerships may receive Service Learning Credit. (For more information on Service Learning, see “Requirements for Graduation.”)

**Discipleship**

We seek to nurture spiritual growth in the lives of college students through active participation in discipleship activities. We provide small-group opportunities for students on each residential floor. These Life Together Groups are led by staff and faculty and provide a space for students to engage with God and with one another. The Alpha Course is also available on campus for students who desire to gain a deeper understanding of the basic tenets of the Christian faith.

**Global Community Partnerships**

Our mission program partners with domestic communities and international communities. In an attempt to promote longevity within short-term missions, we are committed to long-term partnerships that are rooted in mutual respect and cultural understanding. Trinity students can participate in trips to our partner locations at various times throughout the academic year. Preparation includes six weekly meetings, where students are given instruction in cross-cultural and compassion ministry, the theology of mercy and justice, evangelistic outreach, team dynamics, and prayer. College students who participate in these outreach trips may receive Service Learning credit. TEDS/TGS students are also encouraged to consider leadership or participation in these opportunities.

**Spiritual Counsel**

Student Life staff members are available to talk with students about their spiritual and personal concerns.

**Graduate Student Groups**

Graduate student groups are organized to address the various needs, interests, and concerns of members of the TEDS/TGS community. These organizations provide service and fellowship opportunities to students and are an important part of the life of the school. Official groups may promote their activities and meetings on MyTIU and through the University Calendar.

**The Aldersgate Society**

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

**FaithAlive**

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

**Fellowship of International Students (FIS)**

The Fellowship of International Students exists to advocate for and attend to the needs of the F-1 and J-1 student community and their families. The FIS also strives to be a bridge builder by facilitating an enriching, diverse, and international experience and fellowship within the TEDS/TGS community. The FIS is composed of fellowship groups such as the African Students Fellowship, Chinese Students Fellowship, European Students Fellowship, Japanese Students Fellowship, and Korean Students Fellowship.

**Gospel in the Public Square (GPS)**

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

**Graduate Student Government Association (GSGA)**

GSGA exists to advocate for student needs to the faculty and administration and to serve the student body through various educational and recreational activities. GSGA strives to foster intentional Christ-centered communities among various constituents of the university.
through all of its efforts. Students are welcome to participate either informally on projects or formally as elected or appointed representatives. GSGA welcomes suggestions, ideas, and feedback from students. GSGA leadership consists of the following:

- **President** oversees all aspects of the GSGA, providing vision and leadership, as well as acting as the primary spokesperson to the University on behalf of the students.
- **Executive Vice President** assists the President with GSGA projects and tasks, promote the value of unity in diversity at TEDS/TGS, and promote the flourishing of GSGA student groups.
- **VP of Academics** provides leadership for the GSGA's efforts to advocate for and meet the needs of students in the area of academic life.
- **VP of Student Life** provides leadership for the GSGA’s efforts to advocate for and meet the needs of students in the area of community and spiritual formation.
- **VP of Administration** provides leadership, support, and oversight in all administrative aspects of the GSGA.

**International Mission Fellowship (IMF)**
IMF functions to educate the TEDS community as to the nature, extent, and opportunities of home and foreign missionary service. It is open to all Trinity students who are interested in the cause of world evangelization. IMF seeks to stimulate awareness of and involvement in the cross-cultural communication of the gospel, resulting in the Great Commission becoming a reality for every believer.

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

**Trinity Society of Women (TSW)**
The purpose of TSW is to inspire women to exemplify integrity in life and doctrine in the pursuit of God-glorifying excellence at TEDS and TGS. This is facilitated through developing, organizing, and supporting activities for women students at Trinity. TSW also serves to help acclimate women to campus and to prepare them for ministry in whatever area God has called them to serve. These activities include mentoring programs, informal lunches, prayer meetings, guest speakers and events.

**TWF Wives Fellowship (TWF)**
TWF is a fellowship and support group available to both student and faculty wives. Through regular meetings and special activities, women have the opportunity to develop strong Christian relationships with other women, while experiencing spiritual and educational growth.

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

**Undergraduate Student Organizations**
Undergraduate student organizations provide opportunities for students to integrate the knowledge and skills they are acquiring in the classroom and apply them in practical ways that benefit the Trinity student body, the university, and the surrounding community.

**Athletic Training Club**
The Athletic Training Club is a student-managed organization that promotes and plans special events, arranges guest speakers, and organizes educational field trips for Athletic Training Program majors. These special events emphasize the prevention, recognition, treatment, and rehabilitation of athletic injuries. In addition, students are encouraged to integrate their faith into the daily use of their new skills as they interact with peers, faculty, and the community around TIU.

**Chapel Team**
The Chapel Team serves the student body by planning biblically faithful, highly engaging worship services. This pastorally motivated group of students seeks to model Christ-centered community by planning diverse expressions of worship for the whole student body. Its goal is to design chapel services that nurture our Christian faith and stretch us toward spiritual maturity.

**College Union**
College Union (CU) coordinates events and activities that provide opportunities for students to build relationships and have a vibrant college experience. CU strives to enhance the Trinity community by cultivating a sense of school pride. The College Union Office is located in the lower level of the Waybright Center.

Some CU events and activities during the school year include Movie Nights, Capture the Flag, Homecoming Dance, Coffeehouse and Game Night, Cosmic Bowling, Pick-a-Date, Laser Tag, and the Junior-Senior Banquet, as well as many other on- and off-campus activities.

**Departmental Clubs**
- Athletic Training Club
- Business Club
- Education Club
- History Club
- Philosophy Club
- Psychology Club
- Science and Math Club

**Kappa Delta Pi**
Kappa Delta Pi, an international honor society in education, is a network of more than 520 chapters with 60,000 members around the world. It is organized to promote scholarship and excellence in education. Its membership is intergenerational, and members include undergraduate and graduate students, university faculty andadministrators, classroom teachers, school administrators, and retired educators interested in supporting and encouraging the next generation of teacher-scholars. Members receive helpful publications, are invited to attend nationally sponsored conferences, job fairs, and worldwide study tours, and have the opportunity to apply for scholarship awards. Membership is by invitation only upon recommendation by the Division of Education. To be eligible for membership, candidates must have passed Gate 1: Admission to the Division of Education, declared a major in education, have a cumulative GPA of 3.50 after 30 hours, have an ED GPA of 3.75 after 12
hours of ED-prefix coursework, and have no dispositional concerns or notifications.

Lambda Pi Eta
Lambda Pi Eta, the national honorary society that recognizes excellence in the field of communication, originated in 1985. This society, which is associated with the National Communication Association, has more than 340 chapters worldwide. Lambda Pi Eta exists to recognize scholastic achievement, develop interest in the communication field, promote professional development, and provide a forum for exchanging ideas about communication and exploring graduate school options. To be eligible for Lambda Pi Eta, students must have completed 60 hours of undergraduate credit, have a minimum cumulative GPA of 3.0, have completed at least 12 hours of courses in communication, have a GPA of at least 3.25 in communication classes, and be a full-time student in good standing with the institution.

Music Ensembles
The Music Department features a number of music performance organizations, each with a unique purpose and mission. Membership in any of the ensembles is determined through fall semester auditions and is not dependent on a student’s major. Of the large ensembles, the Concert Choir and Symphonic Band tour both domestically and internationally. The Orchestra, which is open by audition to members of the community, offers students a singular opportunity for interaction with area professionals—musicians by both vocation and avocation. The Handbell Choir, Jazz Ensemble, and Vocal Performance Workshop are available as small ensemble options in addition to numerous chamber groups, such as the Honors Woodwind and Brass Quintets, and the String Quartet. These ensembles perform on campus, at local churches, and for community functions. In addition, every other year the Music Department mounts a musical theater production. Recent performances have included The Pirates of Penzance, Fiddler on the Roof, Sense and Sensibility, and She Loves Me.

Psi Chi
Psi Chi is the National Honor Society in psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining scholarship and advancing the science of psychology. Membership is open to both undergraduate and graduate men and women who are making the study of psychology one of their major interests and who meet these minimum qualifications: completion of 9 semester hours of psychology; registration for major or minor standing in psychology; rank in the upper 35 percent of their class in general scholarship; a minimum 3.10 cumulative GPA and 3.25 GPA in psychology courses; and high standards of personal behavior. Application forms are available from the Psychology Department web page.

Student Government Association
Trinity’s Student Government Association represents student opinion to the faculty and administration and provides services and activities for the student body.

Student Ministries
- Discipleship Cabinet: Student leadership team creates different on-ramps for students to engage with God
- Community Partnership Cabinet: Students leading weekly outreach/service teams in the local community
- Mission Cabinet: The mission cabinet advocates for global concerns and to encourage a Christ-centered response to spiritual and physical needs. This is accomplished through the promotion and execution of our own short-term mission program, the hosting of our annual Global Christian Week conference, and the facilitation of special events focused on issues of social justice (e.g. Invisible Children, 10,000 Villages, Acting on AIDS, etc.).
- FAT (Faithful, Available, Teachable): A weekly student-led worship service meets on Thursday nights at 9:30 p.m. in ATO Chapel
- WMC (Women’s Ministry Council): A student leadership team that encourages women in leadership and growth through events, guest speakers, and seminars
- MUG (Men Under God): MUG exists to provide for mutual accountability and an opportunity for fellowship, prayer, and practical Biblical insight for the growth of male students at TIU.

The Trillium
Trinity College’s arts journal containing poetry, short stories, drawings, essays, and photos, published each semester.

TIU Gospel Choir
The Gospel Choir ministers through gospel music in the Chicago metropolitan area and through international tours. The choir’s vision is “One Body, One Voice, One God.”

Trinity Ambassadors
Trinity Ambassadors are students who assist the Admissions Office in meeting the needs of prospective students and their parents. Trinity Ambassadors conduct campus tours and assist with campus events arranged specifically for prospective students and their families.

Trinity Digest
Trinity College’s weekly school newspaper is a student publication. Staff writers from across majors are welcome to contribute.

Yearbook
The yearbook staff is an outlet for creative students to learn more about their university, gain leadership skills, and further their technical, business, and creative skills. The countless ways to participate include interviewing, writing articles, taking and editing photos, and graphic design all in the context of a team environment.
Campus Services

Alumni Relations Office

The mission of Alumni Relations Office is to connect with alumni by providing excellent care that fosters relationships and cultivates affinities for the university. Trinity's Alumni Relations Office seeks to engage alumni and members of the community through publications, programs, special events, regional chapters across the US, and much more. The Alumni Relations Office is part of Advancement and University Relations, which seeks to further Trinity by raising funds for scholarships, technology, building projects, educational programs, and the general operations of the university. For information about upcoming events, publications, or awards please contact the Alumni Relations Office at 847.317.8138 or e-mail alumni@tiu.edu, or visit our alumni website at www.TrinityTown.com (http://www.trinitytown.com). Located at the Deerfield Campus.

Campus Safety & Security Services

Security is provided for the Bannockburn Campus 24 hours a day 7 days a week. While our Security personnel are not sworn officers, our campus is regularly patrolled by the Bannockburn Police Department.

Trinity International University publishes an Annual Safety, Security and Fire Report (http://www.tiu.edu/about/campus-safety). This report, along with our Daily Crime log, is also available to be viewed in person during normal business hours at Facility Services.

By operating a vehicle on university property you are subject to all state and TIU motor vehicle regulations. All vehicles must check in with security or have a current TIU parking permit. Passes and permits may be obtained at the Gate House located by the Route 22 entrance.

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

Career Development

The Career Development Office, located in the University Student Success Center, provides a variety of services designed to facilitate career planning and development for both students and alumni. The goal of the staff is to help each individual identify personal skills and interests, to guide students in developing those skills, and then to partner with them in marketing themselves to potential employers. Services include resume and cover letter assistance, job search and interview preparations, employability workshops, and personal assessments. No guarantee of placement is made or implied. Located at the Florida Campus.

Dining Services

College students living in residence halls that are not a part of Senior Privileged Housing are required to participate in one of Hawkins Dining Hall Block Meal Plans or the All Access Meal Plan that are available to them each semester. Located at the Deerfield Campus.

Block Meal Plans 240, 210 & 140

All residential college students can choose among the three block plans. Each plan provides a set number of meals during the semester and can be used in Hawkins Hall, as well as at Fresh. Munch money is included with each plan and can be used at the White Horse Inn and Fresh located in the Waybright Center for a quick “to go” meal or a late-night snack. Unused block plan meals can be rolled over to the spring semester only with the purchase of another Block 240, 210, 140, or 100 plan. Munch money expires at the end of each semester. All meals expire at the end of the academic year.

Residential graduate students at may choose to participate in one of the Hawkins Hall meal plans each semester.

Meals are added to your student ID card, which must be presented to gain entrance into Hawkins Hall or to make a purchase at Fresh. Block meal plans cannot be shared or used by another student.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Meals per Semester</th>
<th>Cost per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Access</td>
<td>Unlimited</td>
<td>$2475</td>
</tr>
<tr>
<td>Block 240</td>
<td>240 + $100 in munch money</td>
<td>$2205</td>
</tr>
<tr>
<td>Block 210</td>
<td>210 + $50 in munch money</td>
<td>$2025</td>
</tr>
<tr>
<td>Block 140</td>
<td>140 + $50 in munch money</td>
<td>$1780</td>
</tr>
<tr>
<td>Block 100</td>
<td>100</td>
<td>$1420</td>
</tr>
<tr>
<td>Block 10</td>
<td>10</td>
<td>$90</td>
</tr>
</tbody>
</table>

Points

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

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

Facility Services

Facility Services supports a positive learning, working, and living environment for students, employees and visitors by providing services in a manner that reflects the love and excellence of Christ in all things. The department focuses on the areas of custodial, maintenance, grounds, event services and mail services. Any requests regarding the above
areas should be submitted via the online work order submission form found online.

Any facility emergencies that places people or property at risk should be reported immediately by calling x7135 (847.317.7135) during business hours (M-F, 8:30 a.m. to 4:00 p.m.) or Campus Safety & Security Services at x6400 (847.317.6400) outside of regular business hours and holidays. Reports can also be made in person at Facility Services, which is located in the Facility Services Building on the south side of campus. Located at the Deerfield Campus.

**Fitness Center & Intramurals**

**Hours of Operation:** Monday-Friday 7am-9pm, Saturday 12-6pm and Sunday 9-9pm. (located in the Aldeen Building) *Hours may be altered if appropriate supervision is not available.

Intramurals: Intramural leagues are offered each semester to all students. Leagues include outdoor soccer and sand volleyball in the fall and leagues such as indoor basketball and soccer are typically offered in the spring. For more information about Intramurals, contact fitness@tiu.edu. Located at the Deerfield Campus.

**Mail Services**

The Mail Services Department offers many of the same services as a post office: receiving and sending mail; sale of postage; USPS certification, registration, delivery confirmation, and insurance; and USPS Priority and Express Mail; as well as Federal Express to both international and domestic locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until leaving school permanently. Students should inform Mail Services of the names of all individuals (self, spouse, children) who will be receiving mail in their box. Students should check their mailbox a few times a month or risk the box being closed. Mailbox assignments are normally made at registration.

If a student does not attend registration or fails to receive a mailbox assignment there, a mailbox can be obtained at the Mail Services Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration should call the Mail Services at x8170 (847.317.8170) or e-mail mailservices@tiu.edu. Located at the Deerfield Campus.

**On-Campus Housing**

Residence halls include Johnson, Carlson, Madsen and Trinity Hall. Owens is our freshman building, while the other 3 are available for the rest of our undergraduate population. Please visit our website (http://undergrad.tiu.edu/student-life/housing-and-dining) for more information.

Owens is our graduate residence hall, and we have approximately 120 apartments on campus as well. Housing is reserved for full-time students only. While we seek to offer on-campus housing to students who request it, because of high volume, this is not always possible. Please visit the housing section of myTIU (https://my.tiu.edu/ICS/Campus_Services/Housing_Services) for additional information. If you have any questions about housing, please e-mail housing@tiu.edu or call 847.317.4029. Located at the Deerfield Campus.

**Placement for TEDS Students**

The TEDS Placement Office assists graduates and students nearing graduation with ministry placement in churches and Christian organizations. The Placement Office provides assistance in résumé writing, interviewing, and searching for ministry openings. Trinity makes every effort to serve all denominations as effectively as possible.

Numerous churches from around the country and world send ministry openings directly to the Placement Office in an effort to find candidates from TEDS (including the EFCA, other denominations, and independent congregations).

Representatives from many churches make on-campus visits to recruit TEDS students to ministry openings. District Superintendents from the EFCA are on campus at various times, but especially during Trinity’s EFCA Week. The scheduling of interviews are often handled through the Placement Office. Located at the Deerfield Campus.

**Student Employment**

The Trinity Career Development Office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Federal Work-Study Program and non Work-Study jobs, are listed on the student employment section of myTIU (https://my.tiu.edu/ICS/Campus_Services/Student_Employment_Services). The Human Resources department oversees the new hire process which consists of 4 steps. Students may not begin working until they have completed step 3: Authorization to Work. Students working on campus will be required to present specific, original identifying documents (or certified copies) to be eligible for employment (see website for required documents). A downloadable form (https://my.tiu.edu/ICS/Administrative_Resources/Human_Resources.jnz) to complete the process can be found on myTIU (https://my.tiu.edu). Located at the Deerfield Campus.

**James E. Rolfing Memorial Library**

The Rolfing Library provides print, media, and electronic resources tailored to the curriculum and information needs of the university community. The collection contains 200,000 volumes, including print and electronic books. The library also subscribes to print and online journals and acquires different forms of media. Students may conduct subject-specialized research using databases such as ATLA Religion Database, PsycINFO, and ERIC (Education Resources Information Center). These resources enable Trinity students to learn to deal effectively and efficiently with their information needs.

As the student’s experience and skills grow and the need for information becomes more sophisticated, the library offers access to ever wider resources to meet that need, thanks to its participation in a variety of local, regional and nationwide networks. Membership with CARLI (Consortium of Academic and Research Libraries in Illinois) creates convenient access to the library materials of over 80 other academic libraries in Illinois using I-Share. ILLiad is an efficient method for patrons to request books, theses, dissertations, and journal articles from various libraries nationally and internationally. Reference librarians provide research assistance and instruction both in-person and online to educate students on information literacy and improve their research skills.

Distinctive features of the collection include archival materials of the Evangelical Free Church of America, Swedish and Norwegian religious history collections, and papers of outstanding evangelical scholars including Dr. Carl F. H. Henry and Dr. Wilbur Smith.

Many of the services can be accessed electronically by visiting http://rolfing.tiu.edu. The James E. Rolfing Memorial Library is located at the Deerfield campus.
Special Events and Opportunities

Bioethics Colloquium Series

Trinity annually hosts three bioethics colloquia during the January-March period. Each colloquium features a presentation by a Christian leader in the bioethics field on a topic of widespread current interest, followed by a period of discussion. The session as well as refreshments following, are open to the entire university and surrounding community free of charge.

Global Christian Week

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

Endowed Lectureships and Symposia

Bernard H. Rom Preaching Lectures

Rev. Bernard H. Rom served two pastorates in his lifetime at Evangelical Free churches in Pullman, Illinois, and Madison, Wisconsin. In honor of Rev. Rom’s ministry, which was characterized by consistent biblical exposition and exceptional communication from the pulpit, his family endowed a lecture series that brings outstanding preachers to the Trinity campus each fall semester. Recent guests include Dr. Mark Labberton, Dr. Ajith Fernando, Dr. Dennis Johnson, Dr. Timothy Warren, Dr. Mike Bullmore, Rev. David Jackman, and Dr. Crawford Loritts.

Christian Worldview Conversation Series

In the spirit of Christian world-and-life-view thinking and its ability to shape questions of faith and learning in the context of the Christian academe, Trinity has initiated the Christian Worldview Conversation Series. Funding for this endowed series has been provided by the Institute for Advanced Christian Studies founded by the late Dr. Carl F. H. Henry, whose writings and life shape contemporary Christian worldview thinking. Additional funding comes from friends of the late Dr. Kenneth S. Kantzer, whose life and character as dean of both the Divinity School and Graduate School and also as president of Trinity College shaped the Trinity of today. The series provides a context for sustained conversations that compel the engagement of the Christian world and life view with the breadth of the disciplines in theology, the humanities, and the natural and social sciences. Recent guests include: Dr. Keith Yandell and Dr. Ajith Fernando.

J. Herbert and Winnifred M. Kane Global Engagement Lectures

The late Dr. Kane served as a professor of mission at Trinity during the 1970s. These Global Engagement Lectures established by Dr. Kane’s family and friends in his honor bring a mission theorist to campus to address issues in the global church and the idea of world Christians, a term used by Dr. Kane. Recent guests have included Dr. Ajith Fernando, Dr. Tadataka Maruyama, and Dr. Juan Samuel Escobar.

Topical Dialogues

Additional lectures, dialogues, and symposia are offered on a regular basis on the Trinity campus. Often these are discipline specific and may be a one-time presentation or a series of dialogues. These include topical conversations in theology, Christian thought, educational ministries, church history, spiritual formation and engagement with contemporary society. Guests represent a breadth of international contexts, and topics vary widely. Funding for Topical Dialogues come from a variety of TEDS friends, including The Family Altar League, the family of Mel Larson, and the family of A. J. Thorwall.
Finances

Trinity International University reserves the right to modify all charges without notice.

Tuition and Other Expenses

Deerfield Trinity College

Tuition (full-time academic standing begins at 12 credit hours per semester)

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>(per hour, 1-11 hours)</td>
<td>$1,235</td>
</tr>
<tr>
<td>(per semester, 12-18 hours)</td>
<td>$14,830</td>
</tr>
<tr>
<td>Credit hours over 18, per hour</td>
<td>$620</td>
</tr>
<tr>
<td>Online Course, per hour</td>
<td>$350</td>
</tr>
<tr>
<td>Online Course fee, per course</td>
<td>$125</td>
</tr>
<tr>
<td>High School Dual Credit, per course</td>
<td>$250-$300</td>
</tr>
<tr>
<td>High School Dual Enrollment, per hour</td>
<td>$150</td>
</tr>
<tr>
<td>May Term, Summer 2017</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Students who qualify for the three year degree option (see academic section of this catalog) will receive a full rebate for up to 12 credits hours of May term and online courses offered in the summer.

Audit Fee, full-time (12+ hours) | No charge |
Audit Fee, less than full-time (1-11 hours), per hour | $75 |

Required Fees

Comprehensive Fee - This fee provides access to various services of Trinity, such as student publications, community life opportunities, student organization/leadership development, technological advances, and to provide each student with a yearbook.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (12+ hours)</td>
<td>$205</td>
</tr>
<tr>
<td>Part-time students (1-11 hours)</td>
<td>$105</td>
</tr>
</tbody>
</table>

General Instruction Fee - This fee is for course-related expenses not covered by tuition.

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (12+ hours)</td>
<td>$30</td>
</tr>
<tr>
<td>Part-time students (1-11 hours)</td>
<td>$15</td>
</tr>
</tbody>
</table>

International Student Service Fee - This fee provides nonimmigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders).

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60</td>
<td></td>
</tr>
</tbody>
</table>

Residence Hall

Carlson and Madsen Halls

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$2,900</td>
</tr>
<tr>
<td>Double</td>
<td>$2,300</td>
</tr>
</tbody>
</table>

Johnson Hall

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$3,000</td>
</tr>
<tr>
<td>Double</td>
<td>$2,400</td>
</tr>
</tbody>
</table>

Trinity Hall

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$3,285</td>
</tr>
<tr>
<td>Double with Living Room</td>
<td>$2,610</td>
</tr>
<tr>
<td>Double without Living Room</td>
<td>$2,400</td>
</tr>
<tr>
<td>May Term Room (Double), Summer 2017</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Meal Plans - per semester

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Access plan (unlimited meals)</td>
<td>$2,475</td>
</tr>
<tr>
<td>Block 240 meal plan</td>
<td>$2,205</td>
</tr>
<tr>
<td>Block 210 meal plan</td>
<td>$2,025</td>
</tr>
<tr>
<td>Block 140 meal plan</td>
<td>$1,780</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Block 100 meal plan (available Spring only)</td>
<td>$1,420</td>
</tr>
<tr>
<td>Block 10 meal plan</td>
<td>$90</td>
</tr>
</tbody>
</table>

The Block 100 meal plan is available to clinical practitioners (student teachers). Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block plan in the fall.

The 10 meal plan is available to students in Senior Privileged Housing, apartment residents, or commuters.

Meals are tied to your student ID card, which must be presented to gain entrance into Hawkins Hall or to make a purchase at Fresh. Block meal plans cannot be shared or used by another student. Changes to block meal plans can be made only during the first two weeks of the semester at Trinity Central.

### Academic Fees

**Course Fees** - When students register for any of the following courses they will be charged the corresponding fee:

<table>
<thead>
<tr>
<th>Course Fee</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice (Student Teaching) Fee</td>
<td>$300</td>
</tr>
<tr>
<td>Science/Health Science Lab Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Computer Lab Fee (per course, for each course requiring computer use)</td>
<td>$75</td>
</tr>
<tr>
<td>CM Integrative Seminar Fee</td>
<td>$60</td>
</tr>
<tr>
<td>Selected HPW Course Fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

**Music Fees:**

- Private Music Lessons - nonrefundable after the first lesson.
  - Half-hour lesson (1 credit hour) | $300 |
  - One-hour Lesson (2 credit hours) | $600 |

- **Jury/Recital Fees**
  - Jury (except in MUZ 170 and MUZ 172) | $25 |
  - Half Recital | $75 |
  - Full Recital | $100 |

- **Voice & Piano Class - MUZ 160, MUZ 161, MUZ 162, MUZ 261, and MUZ 262** | $150 |

- **Music Instrument Rental Fee, per semester** | $20 |

- **Institutional Techniques Course Fee - MUE 345, MUE 346, MUE 347, and MUE 348** | $50 |

**Other Fees**

- **Admission Application Fee** - A nonrefundable fee. | $25 |

- **New Student Orientation** - A one-time fee is charged to all new students to cover expenses of mailings, printing, and events that introduce students to the college and the area. | $130 |

- **Athletic Apparel & Transportation Fee** - A fee charged to all student athletes. | $250/sport |

- **Credit by Exam Fee**, per hour - For each course in which a credit examination is administered, a charge will be made in lieu of tuition. Payment must be made in advance of exam. | $25 |

- **edTPA Fee** - This fee is associated with all of the teaching clinical experience courses. Students need to take this test for getting their license to teach in Illinois. | $300 |

- **Add/Drop Fees** - A fee is charged after 5th day of add/drop period for any registration changes. | $10 |

- **Graduation Application Fee** - This nonrefundable fee is charged in the semester that the student submits the application form to Trinity Central. This fee covers the cost of the diploma, degree audit, and other graduation expenses. | $100 |

- **Transcripts** - All transcripts are sent via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts/. | $5/ea. |
Vehicle Registration Fee - Residential and Commuter students bringing a motor vehicle on campus must register the vehicle with Security Services.

<table>
<thead>
<tr>
<th>First Vehicle, per year</th>
<th>$120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each additional vehicle, per year</td>
<td>$20</td>
</tr>
</tbody>
</table>

The university reserves the right to modify all financial policies without notice.

**Deerfield TEDS and TGS**

Deerfield (Master’s full-time academic standing begins at 10 hours per semester)

| TEDS Masters tuition (including Distance Education courses), per hour | $655 |
| TEDS French (undergraduate credits), per hour | $555 |
| TGS Masters tuition (MA/BE), per hour | $655 |
| TGS Masters tuition (MA/T), per hour | $535 |
| TGS Masters tuition (MED/DL), per hour | $435 |
| Audit Fee, per hour (MA) | $75 |

Full-time students (10+ hours) may audit one course at no charge.

Deerfield (Doctoral full-time academic standing begins at 9 hours per semester)

| Doctoral of Ministry, per hour | $555 |
| PhD, per hour | $775 |
| Audit Fee, per hour (DMin) | $250 |
| Audit Fee, per hour (DMin/DMiss graduates) | $90 |
| Audit Fee, per hour (PhD) | $150 |

**Required Fees**

Comprehensive Fee - This fee provides access to various services of Trinity, such as student publications, community life opportunities, student organization/leadership development, and technological advances.

**Master’s students**

| Full-time students (10+ hours) | $110 |
| Part-time students (5-9 hours) | $55 |

**Academic Doctoral students**

| Full-time students (9+ hours) | $110 |
| Part-time students (5-8 hours) | $55 |

International Student Service Fee - This fee provides nonimmigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 and J-1 visa holders). $60

Academic Doctoral Activity Fee - This fee is for the doctoral retreat and other professional development opportunities. $40

**Residence Halls** - per semester

| Owens 700 A | $2,800 |
| Owens 700 B | $2,540 |
| Owens 700 C | $2,730 |
| Owens 800-900 A | $2,240 |
| Owens 800-900 B | $1,970 |
| Owens 800-900 C | $2,160 |

**Monthly Rental Rates for On-campus Apartments**

| Efficiency | $640-720 |
| One bedroom | $690-870 |
| Two bedroom | $930-1,080 |
| Three bedroom | $1,230 |

Contact the Graduate Housing Office for further details: 847-317-4029.

**Meal Plans** - per semester
All Access Plan (unlimited meals) $2,475
Block 240 meal plan $2,205
Block 210 meal plan $2,025
Block 140 meal plan $1,780
Block 100 meal plan (available spring only) $1,420
Block 10 meal plan $90

The Block 100 meal plan is available to clinical practitioners (student teachers). Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block plan in the fall.

The 10 meal plan is available to students in Senior Privileged Housing, apartment residents, or commuters.

Meals are tied to your student ID card, which must be presented to gain entrance into Hawkins Hall or to make a purchase at Fresh. Block meal plans cannot be shared or used by another student. Changes to block meal plans can be made only during the first two weeks of the semester at Trinity Central.

**Academic Fees**

**Capstone Extension and Continuation Status Fees**

Capstone Extension and Continuation Status fees are assessed each semester based on a student’s academic status. These fees are assessed in addition to any tuition costs. Details relative to assessment are found in the Handbook of the respective programs (Master’s, DMin, PhD). See also “Active and Inactive Student Status”, and “Capstone Extensions and Fees” in the Academic Life section of this Catalog.

**Master’s Level Fees**

Capstone Extension Course Fee, per semester - Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, — 7486, — 8986. If a student is enrolled for other program course work, this fee is not required. $50

Continuation Fees, per semester - A student is in continuation status when a student’s program statute of limitation has expired and a program extension has been granted. This status continues until the student graduates, whether or not the student is enrolled in class work. $360

Reactivation Fee - Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee. $200

**Doctoral-Level Fees**

PhD/EDS and PhD/ICS students are charged continuation fees of $610 in the following situations:

1. When candidacy has not been achieved within five years of matriculation for the EDS participants and four years for the ICS participants (assessed for each successive semester not enrolled for courses, excluding summer, until candidacy is certified.)

2. When an extension beyond the seven years from matriculation is granted by the Academic Doctoral Committee (assessed for each successive semester not enrolled for courses, excluding summer).

PhD/THS students are charged continuation fees of $610 in the following situations:

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

2. When enrolled for Dissertation Extension (— 9992). This fee is assessed for each successive semester, excluding summer, until the dissertation is completed, defended, and accepted by the library.

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

**Doctor of Ministry Fees**
Continuation Fee, per semester - This fee is charged when a student's program statute of limitations has expired and a program extension has been granted. Program extensions are required six years from enrollment in the first doctoral class. Students with overseas assignments may request a five-year extension. This fee continues until the program extension has expired or the degree has been completed. $200

Other Fees

New Student Orientation Fee - A one-time fee is charged to all new student cover expenses of mailings, printing, and events that introduce students to the University and the area. $50

Add/Drop Fee

Semester or Quad courses—any registration changes after the first week of courses. $10

Modular courses—any registration changes after the first day of the course. $10

DMIN courses—any registration changes made less than thirty days before the course. $75

Candidacy Fee - PhD (Educational Studies), PhD (Intercultural Studies), and PhD (Theological Studies) $200

MDiv Vocational and Personality Testing - During the first semester of MDiv studies, a one-time fee is assessed for a vocational and personality assessment (PEPQ). This assessment includes two to three individual appointments with the Trinity Counseling Center for an interview and interpretation. Details are provided during New Student Orientation, or MDiv students may contact the Counseling Center directly for arrangements. $100

MA in Mental Health Counseling Major Comprehensive Exam Fee - MA in MHC (and MA in CP) students complete the Counselor Preparation Comprehensive Examination (CPCE) as part of their program’s major comprehensive exam. The fee is charged to the student’s account at the time that he or she takes the exam and covers a portion of the exam cost. $25

MA in Teaching Clinical Practice (Student Teaching) fee $300

Proctoring, per exam - For special administration of any comprehensive examination. $50

Advanced Standing Exam, per exam $50

Graduation Application Fee - This nonrefundable fee is charged in the semester that the student submits the application form to Trinity Central. This fee covers the cost of the diploma, degree audit, and other graduation expenses. $125

Transcripts - All transcripts are sent via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts/. $10

Vehicle Registration Fee - Residential and Commuter students bringing a motor vehicle on campus must register the vehicle with Security Services. $120

First Vehicle, per year
Each additional vehicle, per year $20

The university reserves the right to modify all financial policies without notice.

Deerfield REACH and Online

Tuition (full-time academic standing begins at 12 credit hours per semester)

Tuition, per hour $500
Tuition Online Course, per hour $350
Online Course Fee, per course $125
Audit Fee, per hour $75

Required Fees
Technology Fee, per semester - A fee charged to all registered REACH students to cover the hardware, software, and support needed for classroom technology. $30

**Academic Fees**

Computer Lab Fee - A fee charged with courses that utilize the university computer lab. $30

Science Lab Fee - A fee charged for selected science courses that require campus labs. $150

Prior Learning Assessment Fee, per credits petitioned

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>$225</td>
</tr>
<tr>
<td>5-9</td>
<td>$375</td>
</tr>
<tr>
<td>10+</td>
<td>$550</td>
</tr>
</tbody>
</table>

**Other Fees**

Confirmation Fee - A nonrefundable tuition deposit that must be submitted by the student offered admission to acknowledge intent to register. The confirmation fee will be credited to the student account when billed for the second semester. $50

edTPA Fee - This fee is associated with all of the teaching clinical experience courses. Students need to take this test for getting their license to teach in Illinois. $300

Graduation Application Fee - This nonrefundable fee is charged in the semester that the student submits the application form to Trinity Central. This fee covers the cost of the diploma, degree audit, and other graduation expenses. $100

Transcripts - All transcripts are sent via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: http://www.tiu.edu/transcripts/. $5

Vehicle Registration Fee - Residential and Commuter students bringing a motor vehicle on campus must register the vehicle with Security Services.

<table>
<thead>
<tr>
<th>Type of Vehicle</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Vehicle</td>
<td>$60</td>
</tr>
<tr>
<td>Each additional</td>
<td>$20</td>
</tr>
</tbody>
</table>

The university reserves the right to modify all financial policies without notice.

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**Florida Regional Center**

**Tuition**

EXCEL Tuition, per hour $490

TEDS/TGS Tuition

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>$635</td>
</tr>
<tr>
<td>Over 12</td>
<td>$340</td>
</tr>
</tbody>
</table>

Audit Fee, per hour (all programs) $100

**Required Fees**

Non-refundable Comprehensive Fee - For full-time students, this fee includes four counseling sessions, parking security library service, and ID cards. Part-time students receive all of the above except for counseling service.

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$275</td>
</tr>
<tr>
<td>Part-time</td>
<td>$175</td>
</tr>
</tbody>
</table>

International Student Service Fee - This one time fee provides non-immigration regulation advisement, transition assistance, and special community life opportunities for international students (F-1 visa holders). $150

**Academic Fees**

EXCEL Challenge Exams - EXCEL offers the option of completing elective credits by taking Bible subject exams.

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonrefundable administrative fee, per exam</td>
<td>$125</td>
</tr>
<tr>
<td>Charge, per hour</td>
<td>$125</td>
</tr>
<tr>
<td>Service</td>
<td>Fee</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EXCEL Prior Learning Assessment Petition, per hour</td>
<td>$125</td>
</tr>
<tr>
<td>TEDS/TGS Advanced Standing Exam, per exam</td>
<td>$25</td>
</tr>
<tr>
<td>MACP Process Group Fee</td>
<td>$150</td>
</tr>
<tr>
<td>TEDS/TGS Capstone and Continuation Fees, per semester - Capstone extension and continuation status fees are assessed each semester based on a student’s academic status. Details relative to assessment are found the student handbook.</td>
<td>$50</td>
</tr>
<tr>
<td>Charged at the time of registration for courses ID 7466, ID 7469, ID 7481, ID 7484, - 7486, - 8986, -7476, - 7478, - 7480, - 7485.</td>
<td>$50</td>
</tr>
<tr>
<td>Continuation Fee - A student is in continuation status when a student’s program statute of limitation has expired and a program extension has been granted. This status continues until the student graduates, whether or not the student is enrolled in class work.</td>
<td>$325</td>
</tr>
<tr>
<td>First two years, per semester</td>
<td>$325</td>
</tr>
<tr>
<td>After two years, per semester</td>
<td>$585</td>
</tr>
<tr>
<td><strong>Other Fees</strong></td>
<td></td>
</tr>
<tr>
<td>Admission Application Fee - A nonrefundable fee must accompany student’s application form (including readmitted students).</td>
<td>$40</td>
</tr>
<tr>
<td>EXCEL Evaluation Fee - A fee charged for evaluating official transcripts and education standing of a student. The fee may be used toward the application fee if the student later applies to the program.</td>
<td>$35</td>
</tr>
<tr>
<td>Transcription Fee, all programs - A per-course and/or exam fee charged to current students for transfer credit evaluation.</td>
<td>$50</td>
</tr>
<tr>
<td>Reactivation Fee - Charged to students rendered inactive who are granted readmission. Students who appropriately withdraw and reapply are not subject to this fee.</td>
<td>$100</td>
</tr>
<tr>
<td>EXCEL</td>
<td></td>
</tr>
<tr>
<td>TEDS/TGS</td>
<td></td>
</tr>
<tr>
<td>Late Registration Fee, nonrefundable</td>
<td></td>
</tr>
<tr>
<td>Credit hour student</td>
<td>$100</td>
</tr>
<tr>
<td>Audit hour student</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation Application Fee - This nonrefundable fee is charged in the semester that the student submits the application form. This fee covers the cost of the diploma, degree audit, and other graduation expenses.</td>
<td>$150</td>
</tr>
<tr>
<td>EXCEL Graduation Extension Fee - Students within 15 credit hours of graduation at the time of the graduation deadline expiration may request a six-month extension without submitting to new catalog requirements.</td>
<td>$100</td>
</tr>
<tr>
<td>TEDS/TGS Change in Registration Fee, per change - Any registration change to a semester course after the first week.</td>
<td>$50</td>
</tr>
<tr>
<td>Transcripts - All transcripts are sent via U.S. mail. If other service is requested (e.g. FedEx) there will be an additional charge. For more information: <a href="http://www.tiu.edu/transcripts/">http://www.tiu.edu/transcripts/</a>.</td>
<td>$5</td>
</tr>
<tr>
<td>Official Transcript - processed within 5-10 business days</td>
<td>$5</td>
</tr>
<tr>
<td>Official Transcript, rush request - processed within 3 business days</td>
<td>$15</td>
</tr>
</tbody>
</table>

The university reserves the right to modify all financial policies without notice.

**Trinity Law School**

**Tuition**

<table>
<thead>
<tr>
<th>Package</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>JD Tuition, per unit</td>
<td>$920</td>
</tr>
<tr>
<td>Audit Fee, per course</td>
<td>$325</td>
</tr>
</tbody>
</table>

**Fees**

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Application Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Add/Drop Fee</td>
<td>$40</td>
</tr>
<tr>
<td>Late Registration Fee - charged after the 1st day of the semester.</td>
<td>$200</td>
</tr>
</tbody>
</table>
Late Payment Fee $40
Failure to Finalize Payment Arrangements Fine $200
Return Check Fee $15
Graduation Application Fee $225
Examsoft and Academic Support Fee $200
SBA Fee $25

The university reserves the right to modify all financial policies without notice.
Payment Policies

Deerfield Payment Policies

Each semester students are expected to make payment in full or enroll in a payment plan by the first day of the semester. Failure to finalize payment arrangements will result in a $200 fine assessed to registered students following the second week of the semester.

New students will receive access to the Dashboard at my.tiu.edu (http://my.tiu.edu). After being registered, new students can review a Course & Fee Statement with the semester balance.

Continuing program students may access the Dashboard at my.tiu.edu (http://my.tiu.edu) to review the semester bill immediately after completing their online registration. Continuing program students are expected to check this Course & Fee Statement for the balance due. A separate bill will not be mailed.

Complete information on how to finalize payment can be found at www.tiu.edu/accounting (http://www.tiu.edu/accounting).

Trinity Alternative Payment Plan (TAPP)
The TAPP allows students to divide total semester costs into installments by enrolling in a four- or five-month payment plan. A TAPP is not successfully established unless both the first payment and the signed payment plan form (http://www.tiu.edu/accounting) have both been received by Trinity Central on or before the appropriate due date (see below).

TAPP participants are charged a $50 fee to enroll in the monthly plan each semester. The TAPP fee is divided into the total costs of the semester bill. All TAPP invoices are sent on the 1st of each month (payment due dates are listed below). A $40 Late Fine is charged for any payments received more than five days past the due date.

TAPP Payment Dates

Fall Semester

| 5 Months | July 15, Aug. 15, Sept. 15, Oct. 15, Nov. 15 |
| 4 Months | Aug. 15, Sept. 15, Oct. 15, Nov. 15 |

Spring Semester

| 5 Months | Dec. 15, Jan. 15, Feb. 15, Mar. 15, Apr. 15 |
| 4 Months | Dec. 15, Jan. 15, Feb. 15, Mar. 15 |

May Term and Summer Session

Summer courses will bill at the beginning of the summer term. Payment arrangements are expected by the first day of the summer term.

Summer Payment Options:

Pay in full. Pay in full at the beginning of the summer term for all courses which you have registered. Payments can be made on the student dashboard: www.my.tiu.edu (https://my.tiu.edu/ICS/dashboard).

Obtain financial aid. Limited financial aid is available in the summer term for those that qualify. Please view our website for possible options:

Trinity College (http://www.tiu.edu/summer)
TEDS (http://divinity.tiu.edu/summer-courses)

Monthly payment plan. We offer a 2 month summer payment plan beginning in May (at no additional cost). Inquire with Trinity Central regarding the required form: stuart@tiu.edu.

Note: Unpaid summer balances will incur a 1% deferment fee at the end of each month beginning in June and may result in a Fall semester registration hold. Please note that Fall semester financial aid will not be released until a summer balance is paid in full.

Summer courses, such as an independent study, distance education, guided research or internship follow the full-semester refund policy for withdrawals and dropped courses.

General Policies

Accepted Forms of Payment

The university accepts cash, check, money order, debit card, MasterCard, Visa, America Express and Discover. Please note that a $23 fee is charged for any check returned by the bank due to non-sufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Credit Balance

A Title IV aid credit balance is created when the amount of Title IV aid (Federal Pell grant, SEOG, Federal Perkins loans, Federal direct loans, and/or PLUS loans) on a student’s account is greater than the amount of charges assessed to the student’s account (Tuition, Fees, Room, Board, up to $200 of prior year balance and/or other educationally-related expenses). Trinity will automatically issue a refund check for the credit amount on a student’s account unless the student submits the Title IV Authorization Statement (https://tiu_forms.formstack.com/forms/title_iv_authorization_form), which authorizes us to hold the Title IV credit balance on the student account. Authorization notwithstanding, any remaining credit balance will be sent to the student (or Parent if PLUS loan funds) no later than the end of the final Payment Period for each academic year. If a student authorizes Trinity to hold the excess Title IV funds on his/her Student Account and would like to request the funds in a check before the end of the academic year, they may do so by submitting a Student Account Refund Request. (https://tiu_forms.formstack.com/forms/student_account_refund_request)

Student Contact Information

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

University Email Messaging

All TIU offices use the university’s Google Apps system for notification of important information and deadlines. It is the student’s responsibility to check university e-mail on a regular basis.

Outstanding Balances

Any students not participating in the traditional TAPP will receive a deferment fee of 1% per month on any outstanding balance. This includes students who are waiting on financial aid such as scholarship, grants, or loans. Deferment fees are charged on the last working day of each month.

The current semester’s bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed...
to the institution must be paid in full prior to the release of official transcripts or a diploma.

Trinity Central Office Hours and Contact Information
Monday-Friday, from 8:30 a.m. to 4:30 p.m. CST.
Email: trinitycentral@tiu.edu
Phone: 847-317-4200

The university reserves the right to modify all financial policies without notice.

Florida Regional Center Payment Policies
All students are expected to pay their bill in full or to arrange a payment plan on or before registration day. Payment arrangements must be made no later than two weeks after the beginning of each semester. A $200 fine is assessed to registered students who have not paid-in-full or enrolled in a payment plan with the Student Accounting Office.

Trinity Alternative Payment Plan (TAPP)
The TAPP allows students to divide total semester costs into installments by enrolling in a payment plan. Your monthly payment plan can be figured by dividing the estimated semester balance by the number of months (3, 4, or 5 months) left in the semester. The first payment must be made at registration, and subsequent payments must be made on the first of each month thereafter through the semester. A $35 late fee will be charged for any payment received more than ten days late. We reserve the right to limit a TAPP offering based on payment history.

Summer Session - TGS
Payments for summer session are due on or before the first day of each class. Students not making payment in full will be dropped from their summer course(s). This policy is unique to the summer session. Extended payment plans are not an option during the summer session.

If possible, students should drop summer course(s) before the first day of class, thus opening up space for any students waiting to enroll in the course. Summer courses, such as distance education, guided research, internships, or reading courses must be paid in full by June 30. This type of coursework follows the full-semester refund policy for withdrawals and dropped courses.

Employer Reimbursement
If a student’s employer provides tuition reimbursement, contact the Business Office for the “Employer Reimbursement Form.” Two methods of payment are acceptable for employer reimbursement:

1. Employer to Student. If the employer agrees to pay the student directly, the student must establish a payment plan with the university and pay monthly.

2. Employer to the University. If the employer agrees to make payments directly to the University, the following guidelines apply:
   • A letter of verification from your employer stating the company’s policy and terms after each course reimbursement must be submitted prior to beginning classes.
   • A tuition reimbursement invoice will be sent to the student or employer after each course is completed. It will include the following information: student’s name, ID number, course title, amount of tuition, and any applicable fees. Grades will be obtained from the Records Office. The student is responsible for submitting the invoice to the employer and seeing that payment is made to Trinity. Checks should be made payable to “Trinity International University.”
   • The student will be billed for tuition at the beginning of the semester. The 1% monthly deferment fee will not be charged. Instead, a $100 Tuition Reimbursement Fee will be added to the student’s account each semester at the time of registration to cover all deferment charges during the semester. The fee may be waived if the amount is paid in full within thirty days of the beginning of the semester.

General Policies
Accepted Forms of Payment
The university accepts cash, check, money order, debit card, MasterCard, Visa, America Express and Discover. Please note that a $35 fee is charged for any check returned by the bank due to non-sufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

Students with two returned checks in a given semester will be required to pay by cash or certified check the following semester, after which the restricted payment method will be cleared. The current semester’s bill must be paid in full by the end of the semester.

Credit Balance
A Title IV aid credit balance is created when the amount of Title IV aid (Federal Pell grant, SEOG, Federal Perkins loans, Federal direct loans, and/or PLUS loans) on a student’s account is greater than the amount of charges assessed to the student’s account (Tuition, Fees, Room, Board, up to $200 of prior year balance and/or other educationally-related expenses). Trinity will automatically issue a refund check within 14 days after the aid posting date for the credit amount on a student’s account unless a student requests otherwise in writing. Note: On the first week of every month, any credit pending will be audited for proper request.

On the occurrence of a credit is created due to a course drop or withdrawal, a refund check will be requested to the student or a return of funds to the lender within 30 days due to the necessary adjustment that needs to be in place from various departments.

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

University Email Messaging
All Trinity offices use the university’s Google Apps system for notification of important information and deadlines. It is the student’s responsibility to check university e-mail on a regular basis.

Outstanding Balances
Any students not participating in the traditional TAPP will receive a deferment fee of 1% per month on any outstanding balance. This includes students who are waiting on financial aid such as scholarship, grants, or loans. Deferment fees are charged on the last working day of each month.

The current semester’s bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed to the institution must be paid in full prior to the release of official transcripts or a diploma.

Student Financial Services Office Hours and Contact Information
Monday-Friday, from 8:30 a.m. to 4:30 p.m. EST
The university reserves the right to modify all financial policies without notice.

**Trinity Law School Payment Policies**

Tuition, fees, and charges are to be paid in full before the first day of classes each semester, including tuition for repeated courses. During registration, students are required to select how they will pay for their financial obligations. Options include student loans, employer benefits, veteran benefits, pay in full out-of-pocket or payment plan out-of-pocket (four equal installments).

Students have access to their current account balance through the TLSOnline Student Portal.

Student Account Balance email notifications are sent out on the 1st and 15th of every month.

**General Policies**

**Credit Balance**

Trinity Law School will resolve eligible credit balances in student accounts as promptly as possible, in compliance with all applicable regulations. Students will receive 50% of their initial Direct Loan credit refund during the first week of the term. The second 50% of credit refunds will be issued after the census date for the term in which the financial aid has been applied. In some cases credit balances may be refunded at a later date, but will still be provided during the term which the credit balance was created.

Dates of credit refunds will be posted annually in the TLSOnline portal. There are 2 pre-set ‘official’ check release dates every semester. Trinity Law School takes the highest priority to ensure that credit refunds are issued on or before the official release dates.

**Outstanding Balances**

Students not bringing their account balance to zero before the first day of classes each semester will be charged a deferment fee of 1% per month for any outstanding balance on their student account. Deferment fees are assessed on the last day of each month. Any fee or charge that a student bills to their account is due immediately and is subject to the deferment fee policy.

Students who elect to pay for their financial obligations by procuring student loans but fail to finalize their loan by the third week of the semester are subject to a $200 non-refundable Failure to Finalize Payment Arrangements Fine.

All students who carry an unpaid balance must pay the balance before they may register for a subsequent term. No diploma or official transcripts shall be provided to a student until satisfactory payment is made for all school obligations.

**Financial Aid and Business Services Office Hours and Contact Information**

Monday-Friday, from 9:00 a.m. to 5:00 p.m., PST

Email: tlsfinaid@tiu.edu

Phone: 714-796-7120
Tuition Refund Policies

Deerfield Tuition Refund Policy

Dropping Courses
When dropping a course, tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the following refund schedules below. Before changing from full-time to part-time status, students should contact the Office of Student Financial Services to determine any reduction of financial aid.

Fall and Spring Semester Courses
- Through the 2nd week of the semester: 100%
- After the 2nd week of the semester: 0%

May Term and Summer Course
- On or before the first day of class: 100%
- After the first day of class: 0%

Summer nonclassroom courses will be refunded according to the fall and spring semester schedule above.

Quad A & B Courses
- Through the 1st week of the Quad: 100%
- After the 1st week of the Quad: 0%

Modular Courses

Graduate Courses
- On or before the first day of class: 100%
- After the first day of class: 0%

REACH Courses
- On or before the first day of class: 100%
- Through the first 25% of class meetings: 50%
- After the first 25% of class meetings: 0%

Online Courses
- Through the third day of the start of the course: 100%
- Through the first 25% of class meetings: 50%
- After the first 25% of class meetings: 0%

The online course fee is nonrefundable if the course has already started.

Cancellation of Courses
The university reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University
Subject to the date of official withdrawal, tuition, institutional fees and room & board (as applicable) will be refunded according to the following schedule during the fall and spring semesters:

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

Please be advised:
- Disciplinary measures that require the withdrawal of a student will follow the above-stated refund policy.
Tuition Refund Policies

• It is the students’ responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for pro-ration on tuition, fees, room, and board.

Refund Policy for Title IV Funds

In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Supplemental Educational Opportunity Grant, Pell Grant, Perkins Loan, Federal Direct Student Loan and Federal Direct Parent Loan), a portion of these funds may need to be returned under the guidance of the federal formula, except the federal work study program.

Withdrawal Date

The day the student withdraws is the date (determined by the university):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw; or
- For the student who does not begin the school’s official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of “unearned” aid is determined by subtracting earned aid from 100%. The University is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. To outstanding balances on federal Direct Loans (Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS Loan)
2. To the federal Perkins loan
3. To the federal Pell Grant
4. To the Federal Supplemental Educational Opportunity Grant
5. To other Title IV assistance
6. To other federal, state, private, or institutional aid
7. To the student

When aid is returned, a student may owe an outstanding balance to the University. In this case, it his/her responsibility to contact Trinity Central to make payment arrangements.

For additional information on refunds to Title IV sources, please contact the Office of Student Financial Services at 847.317.4200.

Florida Regional Center Tuition Refund Policy

Students have the right to a full refund of all monies paid, including application and registration fee, if they withdraw within three business days after signing the Registration Form. The University will retain the application fee for students who withdraw from the University prior to the start of their program and after the three-day cancellation period. Refunds will be paid within 30 days of a student’s official withdrawal.
Credit Balances on Student Accounts Policy

In the event that a credit is generated on the student account due to overpayment, grants or from student loan funds, the credit will be requested in the form of a refund check within 14 business days of the posting date. Should a credit be created due to a drop or withdrawal, a refund check will be requested to the student or a return of funds to the lender within 30 days due to the necessary adjustment(s) required for various departments (e.g. Business Office tuition adjustment and fees, Financial Aid adjustments (R2T4), and library fines). On the first week of every month, any credit pending will be audited for proper request.

Dropping Courses

When dropping a course, tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the following refund schedules below. Before changing from full-time to part-time status, students should contact the Office of Student Financial Services to determine any reduction of financial aid.

Non-Traditional Undergraduate Program

<table>
<thead>
<tr>
<th>Modular Courses (Non-traditional: In class and/or online)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the first week of class*</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first 25% of class meetings</td>
<td>75%</td>
</tr>
<tr>
<td>Through the first 50% of class meetings</td>
<td>25%</td>
</tr>
<tr>
<td>Through more than 50% of the class meetings</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Students who have enrolled for an entire semester will receive a full refund minus $75.00 withdrawal fee per course (non-refundable).

Traditional Graduate Program:

Dropping courses

Fall and Spring Semester Courses

| Through the 2nd week of the semester | 100% |
| After the 2nd week of the semester | No refund |

May Term - Summer Courses

| Through the first day (or week) of class | 100% |
| After the second day (or week) of class | No refund |

Modular: (week long or weekends)*

| Through the first class meeting* | 100% |
| Through the second class and/or the first 25% of class meetings | 75% |
| Through the first 50% of class meetings | 25% |
| Through more than 50% of the class (course) meetings | No Refund |

* Add/Drop Period

Cancellation of Courses

The university reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University

Subject to the date of official withdrawal, tuition, institutional fees will be refunded according to the following schedule during the fall and spring semesters:

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

Please be advised:

- Disciplinary measures that require the withdrawal of a student will follow the above-stated refund policy.
• It is the students’ responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for pro-ration on tuition, fees.

Traditional Online Courses (Graduate and Undergraduate)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the third day of the start of the courses</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first 25% of class (course) meetings</td>
<td>50%</td>
</tr>
<tr>
<td>After the first 25% of class (course) meetings</td>
<td>0%</td>
</tr>
</tbody>
</table>

Students who have enrolled for an entire semester will receive a full refund minus $75.00 withdrawal fee per course (non-refundable).

Refund Policy for Title IV Funds

In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Supplemental Educational Opportunity Grant, Pell Grant, Federal Direct Student Loan and Federal Direct Parent Loan), a portion of these funds may need to be returned under the guidance of the federal formula.

Withdrawal Date

The day the student withdraws is the date (determined by the university):

• The student began the official withdrawal process prescribed by contacting the Student Services Office; or
• The student otherwise provided the University with official notification of the intent to withdraw; or
• For the student who does not begin the school’s official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned

The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of “unearned” aid is determined by subtracting earned aid from 100%. The University is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

1. To outstanding balances on federal Direct Loans (Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS Loan)
2. To the federal Pell Grant
3. To the Federal Supplemental Educational Opportunity Grant
4. To other Title IV assistance
5. To other federal, state, private, or institutional aid
6. To the student

When aid is returned, a student may owe an outstanding balance to the University. In this case, it his/her responsibility to contact the Office of Student Financial Services to make payment arrangements.

For additional information on refunds to Title IV sources, please contact the Office of Student Financial Services at 954-382-6400.
Trinity Law School Tuition Refund Policy

Dropping Courses
When dropping a course tuition and fees, including audited courses and courses changed from credit to an audit, will be refunded according to the following refund schedules below. Before changing from full-time to part-time status, students should contact the Financial Aid and Business Services Office to determine any reduction of financial aid.

Fall and Spring Semester Courses
- Through the 3rd week of the semester: 100%
- After the 3rd week of the semester: 0%

Summer Courses
- On or before the 2nd week of class: 100%
- After the 2nd week of class: 0%

Modular Courses
- On or before the 1st day of class: 100%
- After the 1st day of class: 0%

Cancellation of Courses
The university reserves the right to cancel any course. If a course section is canceled entirely and a replacement is not offered, students will receive a full refund of tuition paid for the canceled course.

Withdrawing from the University
Students withdrawing or granted a leave of absence after the first day of class are entitled to a partial refund. Tuition and institutional fees will be refunded according to the following schedule:

- Through 3rd week of classes: 100%
- Through 4th week of classes: 75%
- Through 5th week of classes: 50%
- Through 6th week of classes: 25%
- After 6th week of classes: No refund

Refund Policy for Title IV Funds
In addition to the institutional refund policy, the following regulations mandated by the Department of Education are applicable. If a student received any financial aid under federal Title IV programs (Federal Direct Student Loan and Federal Graduate PLUS Loan), a portion of these funds may need to be returned under the guidance of the federal formula.

Withdrawal Date
The day the student withdraws is the date (determined by the university):

- The student began the official withdrawal process prescribed by contacting the Student Life Office; or
- The student otherwise provided the University with official notification of the intent to withdraw; or
- For the student who does not begin the school’s official withdrawal process or notify the school of the intent to withdraw, the midpoint of the period of enrollment for which Title IV assistance was disbursed (unless the institution can document a later date).

If the school determines the student did not begin the withdrawal process or notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other such circumstances beyond the student’s control, then the school may determine the appropriate withdrawal date.

Percent of Aid Earned
The percentage of the period of enrollment for which federal aid was awarded is determined by dividing the total number of calendar days within the period of enrollment into the number of calendar days completed as of the day the student withdrew.

The percentage of aid earned during this period is equal to the percentage of the term completed. The percentage of “unearned” aid is determined by subtracting earned aid from 100%. The University is required to return the lesser of the unearned aid percentage applied to the institutional charges and the unearned percentage applied to total federal aid received.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.
Tuition Refund Policies

If this calculation indicates that funds should be returned, a specific order of refund has been established by the federal government (as applicable):

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

When aid is returned, a student may owe an outstanding balance to the University. In this case, it is the student's responsibility to contact the Financial Aid and Business Services Office to make payment arrangements.

For additional information on refunds to Title IV sources, please call: 714-836-7121.
Financial Assistance

Financial Assistance Overview
The Financial Aid Office assists students in applying for and securing financial assistance when family resources are insufficient to meet educational expenses. For those who qualify, financial aid is a source of monetary support provided by various agencies, such as: federal, state, and local governments, the university, community organizations, and private corporations or individuals.

- Federal and state grants are awards based on financial need, as determined by the FAFSA and do not have to be repaid.
- Institutional Scholarships are based upon merit, special talent, or financial need, and do not have to be repaid. Scholarship opportunities vary by academic program and campus location. Please view the pages within this section of the catalog for more information or visit our website at: www.tiu.edu.
- Student loans are available to students and/or their parents at low interest rates with the option to defer repayment until graduation or after the student drops below half time.

Free Application for Federal Student Aid (FAFSA)
All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) [https://fafsa.ed.gov]. Applicants must have a FSA ID in order to complete the FAFSA process. Please note that the FSA ID is used each year for filing, signing the FAFSA electronically and to access FAFSA records online. A renewal FAFSA must be submitted for each subsequent year of enrollment.

Trinity International University FAFSA School Codes:
- Deerfield Campus: 001772
- Florida Regional Center: 012314
- Trinity Law School: E00961

Financial Aid Office Contact Information
Please contact the appropriate campus location below for questions regarding financial aid:

Deerfield Campus: Student Financial Services
Email: finaid@tiu.edu ( finaid@tiu.edu)
Phone: 847.317.4200
Office Hours: Monday-Friday 8:30am-4:30pm, CST

Florida Regional Center: Financial Aid
Email: FLfinaid@tiu.edu ( FLfinaid@tiu.edu)
Phone: 954.382.6442
Office Hours: Monday-Friday, 9:00 a.m. – 4:30 p.m., EST

Trinity Law School: Business Office
Email: tlsfinaid@tiu.edu ( tlsfinaid@tiu.edu)
Phone: 714.796.7120
Office Hours: Monday – Friday 9:00am – 5:00pm, PST

The Higher Education Act of 2008 (HEOA 2008) provides for the subsequent year of enrollment.

- Federal state grants are awards based on financial need, as determined by the FAFSA and do not have to be repaid.
- Institutional Scholarships are based upon merit, special talent, or financial need, and do not have to be repaid. Scholarship opportunities vary by academic program and campus location. Please view the pages within this section of the catalog for more information or visit our website at: www.tiu.edu.
- Student loans are available to students and/or their parents at low interest rates with the option to defer repayment until graduation or after the student drops below half time.

Federal Grants and Loans
Trinity participates in all Title IV financial aid programs offered by the U.S. Department of Education. By completing a FAFSA, you will be considered for federal aid programs such as the Pell Grant, Supplemental Educational Opportunity Grant, Federal Work-Study Program, the Perkins Loan and Direct Loan programs. Eligibility and availability of these federal aid programs is based upon academic program and campus location.

Certificate of Undergraduate Students
Federal Pell Grant
Awarded to students for help in paying tuition and education-related costs. Eligibility for this need-based grant is based on the results of the FAFSA. Grant amount varies. Maximum award in 2016-2017: $5,815.

Federal Supplemental Educational Opportunity Grant (FSEOG)
Awarded to students for help in paying tuition and mandatory fees. Eligibility for this need-based grant is based on the results of the FAFSA. Awards range from $100 to $1,400 per academic year. This program has limited funding, so it is strongly recommended that students apply early.

Federal TEACH Grant (Deerfield Campus Only)
Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. For more information, please visit the TEACH Grant portion of the federal website. [https://studentaid.ed.gov/sa/types/grants-scholarships/teach]

FSAG Grant (Florida Regional Center Only)
The Federal Student Assistance Grant (FSAG) Program is a need-based grant program available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating post-secondary institutions. [Based on availability of funds at Trinity, first come first serve basis].

Student Loan Assistance
The terms of, the schedules for, and the necessity of loan repayment and required loan entrance (first-time borrowers) and exit counseling, and terms and conditions under which student loan deferments may be requested may be viewed on the federal student aid website. [https:// studentaid.ed.gov/sa/types/loans]

Loan funds are intended to meet education-related expenses only. We encourage you to limit borrowing, not to exceed your educationally related needs. Education-related expenses may include books and supplies, housing, food, childcare and transportation.

A student/parent may view their personal student loan history and total indebtedness by logging into the National Student Loan Data System (NSLDS) [http://www.nslds.ed.gov]. Please note that loan information will be submitted to NSLDS and will be accessible by guaranty agencies,
lenders, and institutions determined to be authorized users of the data system

The University Academic Records Office must consider students at least half-time to qualify for Federal Student loans.

Federal Direct Student Loan
A low-interest student loan, FAFSA completion is required. Borrower receives a six month grace period after graduation or when dropping below half-time status before repayment begins. The amount that a student may borrow is based upon grade level and academic program.

New borrowers are required to complete the following at www.studentloans.gov (https://studentloans.gov/myDirectLoan/index.action):

- Online Entrance Counseling
- Master Promissory Note

Trinity Law School Students: Please also complete the Loan Eligibility Wizard on your TrinityOnline Student Account.

Federal Carl D. Perkins Loan (Deerfield Campus Only)
A low-interest student loan. FAFSA completion is required. Borrower receives a nine month grace period after graduation or when dropping below half-time status before repayment begins. Funding is limited.

New borrowers are required to complete the following:

- Online Entrance Counseling at www.mappingyourfuture.org (http://mappingyourfuture.org)
- Master Promissory Note. From may be found on our website (http://www.tiu.edu/offices/student-financial-services/financial-aid-forms-links) or by inquiring with the Student Financial Services Office.

Federal Direct Parental Loan to Undergraduate Students (PLUS)
A low-interest loan that parents borrow on the dependent student’s behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is fully disbursed. Parents may elect to defer repayment until six months after the student graduates or drops below half-time enrollment. A parent may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage parents to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit www.studentloans.gov (https://studentloans.gov/myDirectLoan/index.action).

For applicants with adverse credit: You may still be eligible for a Parent PLUS loan if initially dismissed. Visit the FSA website (https://studentloans.gov/myDirectLoan/whatYouNeed.action?page=credit) for more information.

Federal Direct Graduate PLUS Loan
The Federal Direct Graduate PLUS loan is a low-interest loan that graduate students may borrow on their own behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is disbursed or may be deferred until six months after the student graduates or drops below half-time status.

A student may apply for a loan amount up to the Cost of Attendance (COA) less any other financial aid. We encourage students to borrow only the amount needed to cover educationally related expenses. For more information and to apply visit www.studentloans.gov (https://studentloans.gov/myDirectLoan/index.action).

Trinity Law School Students: Please also complete the Loan Eligibility Wizard on your TrinityOnline Student Account.

In addition to the Grad PLUS Loan application, new borrowers are required to complete the following at www.studentloans.gov (https://studentloans.gov/myDirectLoan/index.action):

- Online Entrance Counseling
- Grad Master Promissory Note

Bar Study Loans
Creditworthy JD students or those with a creditworthy cosigner may be eligible for bar study loans, which are private educational loans that can be used to cover the costs associated with bar preparation courses and bar exam expenses. Different lenders have varying requirements, interest rates, and borrowing limits. Generally, the maximum loan is $15,000.

Bar study loans should be researched, applied for, and procured entirely by the student; they are not considered part of your financial aid package. This means the loans will be sent via paper check to the borrower directly, not through Trinity.

The following links will take you to common bar loan lender websites:

- Sallie Mae (https://www.salliemae.com/student-loans/bar-study-loan)
- PNC (http://www.pnconcampus.com/studentloanguide/privateloans/barstudy)

Veteran’s Benefits
Trinity courses are approved for the training of veterans. Students who intend to apply for benefits should contact the appropriate VA certifying official indicated below.

For more information regarding veteran’s benefits, please visit www.vba.va.gov (http://benefits.va.gov/benefits).

VA Certifying Official by Campus Location:

- Deerfield Campus Certifying Official: Nicole Kelleher
  Phone: 847.317.4025
  Email: nekelleher@tiu.edu

- Florida Regional Center Certifying Official: Dennis Martinez
  Phone: 954.382.6461
  Email: dhmartinez@tiu.edu

- Trinity Law School Certifying Official: Jennifer Tracy
  Phone: 714-836-7120
  Email: jtracy@tiu.edu

Standards of Progress
An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a student receiving VA benefits must meet the satisfactory academic standards established by the university to continue receiving benefits. For more information, please review the appropriate pages
within this section of the catalog, titled Satisfactory Academic Progress (p. 53). Please note that the veteran will be held to the pass/fail course threshold specific to their campus of attendance/academic program:

Trinity College (p. 81)
Trinity Evangelical Divinity School (p. 293)
Trinity Graduate School (p. 436)
Trinity Law School (p. 487)
Florida Regional Center (p. 520)

Transfer Credits
In accordance with the Standards of Progress CFR 21.4253(b)(3), Trinity maintains a written record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the school for previous education and training, with the training period shortened proportionately. The record is cumulative in that the results of each enrollment period (semester) must be included so that it shows each subject undertaken and the final result, i.e., passed, failed, incomplete or withdrawn.

In order to appropriately evaluate transfer credits, all veteran’s benefits recipients must provide Trinity with official transcripts for all prior education without exception.

Withdrawal Policy
Veteran students (i.e. any VA benefit recipient) must notify the Trinity Certifying Official (SCO) of any changes to their enrollment. If a veteran student withdraws from a course, the corresponding certification will be terminated and the effective date/last date of attendance will be reported accordingly. Depending on the circumstances, a withdrawal will likely result in an overpayment of VA benefits. If an overpayment is created by the withdrawal, the veteran student will be notified in writing by the VA’s Debt Management Center (DMC). The veteran student is required to send via fax, e-mail, or mail a copy of the DMC notice to the TIU School Certifying Official. This enables Trinity to comply with the VA balances and credit the student’s account where appropriate. This is applicable to student initiated withdrawals, administrative withdrawals, individual course withdrawals, and withdrawals from the program. Contact the SCO for more information.

Trinity College Scholarships and Grants
The financial aid office determines Trinity scholarship and grant assistance for new students using FAFSA information, along with the information provided during the admission application process. A FAFSA is not required, however a student cannot be considered for any need-based aid without the submission of this application.

Illinois State Grant for Undergraduate Students
Illinois Monetary Award Program (MAP)
The Illinois State MAP Grant is a need-based grant through the State of Illinois providing assistance to Illinois resident students. Financial need is determined based upon the submitted FAFSA. MAP grants are applied toward tuition and mandatory fees for undergraduate students, not to exceed the maximum award amount for the academic year. Maximum award in 2016-2017: $4,720. For more information, please visit the Illinois state website. (http://www.isac.org/home/map-matters/about.html)

Trinity College Merit-based Scholarships
Many students qualify for scholarships that are based on merit, including academic achievement and leadership. Merit awards are determined automatically through the admissions process. (A student may receive only one merit-based scholarship.)

Academic Scholarship Competition
Invited students will have the opportunity to compete for the Presidential or Kantzer Scholarships to Trinity College (covering tuition, room, board, and required fees), the Regents or Ruud Scholarships (full tuition and required fees), the Dean’s Scholarships ($20,000), and the Faculty Scholarships ($17,000).

In order to be considered for this opportunity, students must be accepted to the Trinity College Honors Program OR possess a CGPA of 3.75 or higher on a 4.0 scale and a 28 ACT or higher (1240 SAT or higher – Critical Reading, Math). These scholarships are competitive and are renewable for up to four years, based on academic performance (Trinity GPA of 3.5 or better). The competition for this invitation-only scholarship (http://undergrad.tiu.edu/tuition-aid/scholarships-aid/academic-scholarship-competition) program closes by mid-January. Students can request to compete (https://tiu_forms.formstack.com/forms/request_to_compete) or contact their Enrollment Counselor (http://undergrad.tiu.edu/admissions/contact-us/counselors) for more information.

University Academic Scholarship
These scholarships require outstanding academic performance. Incoming freshmen students are eligible for one of these scholarship’s when they meet the following requirements:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>ACT/SAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>$12,000</td>
<td>28+/1240</td>
<td>3.25+</td>
</tr>
<tr>
<td>Level 2</td>
<td>$11,000</td>
<td>22-27/1050-1230</td>
<td>3.00+</td>
</tr>
<tr>
<td>Level 3</td>
<td>$10,000</td>
<td>22/1050</td>
<td>2.75-2.99</td>
</tr>
</tbody>
</table>

1 or 4.0 with 20 ACT min/1000 SAT min
2 or 3.25 with 20 ACT min/950 SAT min

Incoming transfer students are eligible for one of these scholarship’s when they meet the following requirements:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>$6,000</td>
<td>3.5+</td>
</tr>
<tr>
<td>Level 2</td>
<td>$3,500</td>
<td>3.00-3.49</td>
</tr>
</tbody>
</table>

The Phi Theta Kappa Scholarship
These scholarships are offered to recognize Phi Theta Kappa members for their outstanding merit achievement in college. As such, we have developed the Phi Theta Kappa Scholarship in order to reward this successful start in college. This scholarship is a renewable award worth a total of $4,000 per year. This scholarship is stackable upon any other merit-based aid (i.e. University Academic Scholarship).

Trinity College Ability-based Scholarships
Many students qualify for scholarships based on exceptional ability in music, athletics, or leadership.

Please note: The amount of an athletic or music scholarship includes all institutional awards for which a student might otherwise be qualified, excluding academic scholarships. The total amount of athletic or music...
plus academic scholarships cannot exceed the cost of tuition and fees for any given academic year.

**Emerging Kingdom Leadership Scholarship (EKL)**  
Annual awards worth $1,000 per year are given to incoming freshmen who have been accepted into the Emerging Kingdom Leaders Program.

**Music Department Scholarships**  
Awards are given to full-time students demonstrating outstanding musical abilities. An audition and participation in the Music Department are both required. Scholarships are given to incoming freshmen and returning/transfer students by recommendation of the Music Department.

**Athletic Scholarships**  
Trinity participates in NAIA intercollegiate athletics and offers scholarships to full-time student athletes. Participation is required. Awards are based on the recommendation of the Trinity Athletic Director and coaches.

**Other Trinity College Scholarships**

**First Generation Scholarship**  
This need-based scholarship opportunity is available to first-generation college students. Student must have an ACT 22 or higher (1050 SAT) and HS GPA minimum 2.75 OR HS GPA minimum 3.25 and ACT 20 or higher (950 SAT). Award range: $1,000 to $3,000.

**EFCA Ordained Family Scholarship**  
Awarded to a full-time student who is the son or daughter of an ordained EFCA pastor currently serving in a local Free Church, as a Free Church missionary, or in another denominational or ministry position. New students receiving the EFCA Ordained Family Scholarship are guaranteed to receive a total of $17,000 in gift aid from Trinity each year they maintain eligibility. Inquire with Student Financial Services regarding the required application.

**Waybright International Scholarship**  
Awarded to international students. New students receiving the Waybright International Scholarship are guaranteed to receive a total of $14,000 in Trinity scholarship assistance each year they maintain eligibility.

**Trinity Church Partnership Grant**  
Awarded to students who currently attend a church that gives a minimum financial gift to Trinity each year. In order to receive the grant, students must be “approved” by the pastor as a regular attendee of the sending church. Please contact your church to determine if they participate. Award amount varies from $500-$2,000.

**Church Match Grant**  
If your church donates funds toward your education Trinity will match that donation up to $1,000 for each academic year. Applications and church support checks must be received before the first day of classes. The required form can be found on our website (http://undergrad.tiu.edu/tuition-aid/scholarships-aid).

**Trinity College Grants (non-merit)**

- **Family Educational Opportunity Grant:** This $500 grant is awarded to students who have other family members pursuing a degree as a full-time student at Trinity.
- **Diversity Grant:** This grant supports ethnic diversity at Trinity by awarding $500 to non-Caucasian U.S. citizens.
- **Alumni Grant:** This $500 grant is awarded to students with at least one parent who graduated from Trinity.
- **Christian Service Grant:** This grant supports pastors or missionaries by awarding $500 to their son or daughter who is attending Trinity.
- **Evangelical Free Church Grant:** This $1,000 grant is awarded to students who are members or regular attendees at an Evangelical Free Church.

**Endowed and Annual Scholarships**

The following award amounts may vary dependent upon funding levels.

**The Alumni Scholarship**  
An annual award is presented to a returning junior or senior who is the son or daughter of an alumnus who demonstrates outstanding academic endeavor, exceptional school spirit, and consistent application of his or her faith in Jesus Christ. Applications are available in the Alumni & Parent Relations Office.

**The Darnell Martin Award and Scholarship**  
An annual award is presented to an outstanding student athlete. It is given as a memorial to Darnell Martin, who exhibited true leadership and an unfettered commitment to excellence.

**The Diane Hauser-Grell Award**  
An annual award presented to a returning junior who demonstrates potential in the business field and exhibits a strong Christian commitment. The award is given in memory of Diane Hauser-Grell, class of 1973, whose life demonstrated excellence and Christian commitment until she went to be with the Lord in 1986.

**Elmer H. and Esther L. Lindquist Memorial Scholarship**  
An award is given to a student majoring in psychology. The recipient will be chosen jointly by the Psychology Department and the Office of Student Financial Services. The scholarship is not automatically renewable.

**Gwendolyn Voss Memorial Scholarship**  
Awarded to a female who demonstrates her love for the Lord and a desire to help those who are disadvantaged.

**James Lew Memorial Scholarship**  
Award based on financial need. The recipient must be a junior or senior with a minimum 3.0 GPA.

**The Janis L. Carlson Elementary Education Scholarship**  
An annual award of $1,000 (or more) given to a full-time student majoring in Elementary Education. The recipient is chosen by the Office of Student Financial Services. The scholarship is not automatically renewable.

**The Mephibosheth Endowed Scholarship**  
An annual scholarship awarded to a returning junior or senior who demonstrates financial need. The selection shall be based primarily on financial need. The award is given in memory of Diane Hauser-Grell, class of 1973, whose life demonstrated excellence and Christian commitment.

**The Janis L. Carlson Elementary Education Scholarship**  
An annual award of $1,000 (or more) given to a full-time student majoring in Elementary Education. The recipient is chosen by the Office of Student Financial Services. The scholarship is not automatically renewable.

**The Living Faith Scholarship**  
An annual scholarship awarded to a returning junior or senior who demonstrates financial need. The selection shall be based primarily on financial need. Preference is given to children of individuals who are engaged in full-time Christian service.

**Mephibosheth Endowed Scholarship**  
A renewable scholarship established by Fellowship Homes Inc. in memory of Peter DeKorte for full-time students who have a physical impairment that is likely to continue indefinitely. Applicants are required to include a letter explaining their impairment and the likelihood of employment during the academic year. This scholarship is renewable.
Peter Lu Memorial Scholarship
Awarded to a returning sophomore or junior student majoring in chemistry or biology who, in the judgment of the senior faculty, demonstrates the qualities that Peter Lu exemplified in scholarship, leadership, and Christian character.

TEDS & TGS Scholarships and Grants
For consideration of TEDS and TGS scholarships and grants, students are encouraged to complete the appropriate scholarship application:

- New students: Submit the following application prior to the start of their first semester, Scholarship Application for Incoming Students (http://divinity.tiu.edu/admissions-financial-aid/scholarship-aid/apply-for-aid/graduate-financial-aid-application).
- Continuing students: Submit the following application annually in the spring semester, TEDS/TGS Returning Financial Aid Application (http://www.formstack.com/forms/tiu_forms-returning).

Additional information concerning the various grants and scholarships offered by Trinity, including the application, can be found on our website (http://www.divinity.tiu.edu/admissions-financial-aid).

All Trinity scholarship opportunities indicated on this page are designed specifically for Divinity School and Graduate School students pursuing a degree on the Deerfield Campus. Extension Site students are not eligible for Trinity scholarship consideration, and are therefore not required to complete the Trinity scholarship application. Most scholarships and grants are not available during the summer term.

Financial aid is available to part-time students. Students who are enrolled at least half time (5 hours) will be eligible to receive institutional financial aid on a pro-rated schedule:

<table>
<thead>
<tr>
<th>Hours Per Semester</th>
<th>Scholarship Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or more hours, master’s level</td>
<td>100%</td>
</tr>
<tr>
<td>9 or more hours, doctoral level</td>
<td>100%</td>
</tr>
<tr>
<td>5-9 hours, master’s level</td>
<td>50%</td>
</tr>
<tr>
<td>5-8 hours, doctoral level</td>
<td>50%</td>
</tr>
</tbody>
</table>

Please note that certain courses/credits cannot be included in the hours needed to achieve half-time or full-time status for purposes of calculating Trinity scholarship eligibility. Extension site courses are charged at a reduced rate, thus these courses cannot be combined with regularly priced courses to establish TIU scholarship eligibility.

Scholarships and Grants
Academic Scholarship Program
This scholarship is available to new Master of Divinity students who have an incoming GPA of 3.25 or higher and who have demonstrated academic excellence, ministerial service, and potential for leadership. Students must maintain a 3.5 GPA and enroll in at least 10 residential hours each semester while at Trinity. Visit teds.edu/scholarshipprogram (http://teds.edu/scholarshipprogram) to read about and apply for this scholarship program.

Carl F. H. Henry Scholarship
In honor of Carl F. H. Henry, a longtime faculty member at Trinity Evangelical Divinity School who valued Christian thinking that makes a difference in the academy, our churches, and the world, a limited number of scholarships will be awarded to students pursuing a theological degree in the amount of $7,500. This is Trinity's highest award. New students are recommended by the Admissions committee based on minimum GPA of 3.75, along with their overall qualifications and potential to make a significant contribution to the evangelical community. This scholarship cannot be combined with any other scholarships. The student must be enrolled in at least 10 semester hours on the Deerfield campus and must maintain a 3.5 GPA.

Mosaic Ministries Scholarship
This scholarship is available to new master’s program students on our Deerfield campus who are committed to the gospel ministry of reconciliation, have an incoming GPA of 3.0, and a willingness to participate in Mosaic Ministries during their time at Trinity. Visit teds.edu/mosaic (http://teds.edu/mosaic) to read about, and apply for, this scholarship. Award amount offered at 50% off of regular tuition rate.

EFCA Church Planting Scholarship
Scholarship applicants must meet all admissions requirements to the TEDS MDiv degree program and be nominated by their district prior to matriculation. Scholarship recipients will be awarded a $5,000 annual Church Planting Scholarship.

Ruud Scholarship
This $5,000 scholarship is available to master’s-level students who have an incoming GPA of 3.5 or higher and display strategic leadership potential. Students must maintain a 3.25 GPA and enroll in at least 10 residential hours each semester while at Trinity.

Chaplaincy Scholarship Program
Students in the chaplain career field of the armed services are eligible to receive a minimum of $4,500 in Trinity scholarships. Students must be approved as a Chaplain Candidate and accepted into TEDS. This scholarship cannot be combined with any other Trinity Scholarships. Students must provide a signed statement from the recruiter/commissioned officer certifying that the student is a chaplain candidate, including date the candidate was commissioned.

Dean’s Scholarships
For new students, eligibility is based on the transcript of the most recently completed degree (undergraduate or graduate) with a minimum GPA of 3.2. For returning students, eligibility is based on an evaluation of the student’s cumulative GPA at Trinity. The maximum annual award is $2,500.

Helga Henry Scholarship
In honor of Helga Henry, an educator and author who taught in colleges and seminaries for more than twenty-five years, a limited number of scholarships are given to outstanding female candidates who show exceptional leadership potential. Students entering into TEDS Counseling Programs can receive up to $1,500 per year and students entering into TEDS theological programs can receive up to $2,500 per year.

Global Impact Scholarship
This scholarship is available to international master’s-level students who have demonstrated a commitment to serve in crucial locations, organizations, or roles that will impact the global church. Award amount varies up to $2,000 per year.

Graduate Leadership Scholarship
A limited number of scholarships are awarded to students with evidence of outstanding leadership potential in the evangelical community. Scholarships range from $500 to $2,000.
Waybright International Student Grant
International students who are not U.S. citizens are considered candidates for this award. This grant is based on a combination of academic merit and financial need and is not available during the first year of study. If interested, please contact the International Student and Scholar Office at 847.317.4063.

Diversity Grant
This grant celebrates ethnic diversity at Trinity by awarding up $1,000 per year to students of underrepresented racial and ethnic minority populations enrolled in any master’s degree program. Student must be a U.S. citizen.

EFCA Grant
Trinity highly values the partnerships we share with the Evangelical Free Church of America. This grant is awarded up $1,000 to students who are members and regular attendees of an Evangelical Free Church.

Graduate Assistantships (Athletic)
A limited number of graduate assistant positions are available to new graduate students through the Trinity Athletic Department. This program is not available to current graduate students. A graduate assistantship is valued up to 50% of tuition, and cannot be combined with any other institutional aid except a Church Match Grant. Contact the Athletic Department for more information.

Campus Visit Grant
Trinity will provide a one time grant of $250 to all scheduled and approved admissions visitors. Trinity will provide a one time grant of $500 to all registered participants of Explore. This grant will be awarded to first-year full-time students who enroll in their first-degree program on the Deerfield campus. Students may receive only one (1) campus visit grant.

Church Match Grant
Donations given by a church to help support a student’s education will be matched by Trinity. Please see the Church Match Grant Application on our website (http://www.divinity.tiu.edu/admissions-financial-aid/scholarship-aid) for further details.

Church Partnership Grant
Awarded to new master’s-level students who currently attend a church that give a minimum financial gift to Trinity each year. In order to receive the grant, students must be “approved” by the pastor as a regular attendee of the sending church. Please contact your church to determine if they participate. Award amount varies from $500-$2,000.

Alumni Scholarship
The Alumni Scholarship provides students graduating from a degree at Trinity to continue on to pursue a 2nd degree with us as a full-time student with a minimum of $4,500 in total institutional gift aid. This scholarship offer includes any academic, leadership, diversity, or other scholarships for which a student might be eligible. To apply, please simply submit the graduate scholarship application (http://divinity.tiu.edu/admissions-financial-aid/scholarship-aid/apply-for-aid/graduate-financial-aid-application).

Rebate Benefits
Required rebate forms can be found on our website (http://divinity.tiu.edu/admissions-financial-aid/scholarship-aid).

Credit Hour Spouse Rebate
Spouses of full-time master’s or doctoral students may be eligible to receive a 50% reduction in tuition charges for master’s-level courses when taking coursework during the same semester. If both spouses are full-time students, only one may receive the benefit. The spouse who receives the benefit is not eligible for any other Trinity aid, rebates, or tuition waivers, including a graduate assistantship. The spouse who does not receive the benefit is eligible to apply for all other forms of Trinity financial aid. This rebate is not applicable toward students enrolled in the REACH and Extension Site programs. This rebate is not available in the summer.

Audit Hour Spouse Rebate
The spouse of a full-time master’s or doctoral student may audit free of charge the same number of units that the student takes for credit in a given semester. The spouse of a PhD student in dissertation stage may audit up to 6 hours without charge. Please note that the spouse who is receiving this benefit is not eligible for any other grants or tuition benefits from Trinity. The application form for this rebate must be completed each semester at the time of registration. This rebate is not applicable toward students enrolled in the REACH and Extension Site programs. This rebate is not available in the summer.

Cross-Registration Rebate
Full-time graduate students may register for one undergraduate course per semester free of charge (up to 4 hours) at Trinity College. Undergraduate deficiencies may be met this way. Certain restrictions apply. Students must meet the qualifications as listed in the “Cross-Registration into Trinity College” form. This form must be filed in the Academic Records Office prior to registering for the course. Contact the Academic Records Office (847.317.8050) for more information.

Ministry Rebate Benefits
Students receiving a one of the following rebates are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity. Ministry benefit/rebates are not retroactive and will be granted only in the semester during which a student is enrolled in classes. These rebates are not applicable toward students enrolled in the REACH and Extension Site programs, or in any courses offered through each of these programs. Required rebate forms can be found on our website (http://divinity.tiu.edu/admissions-financial-aid/scholarship-aid).

Campus Crusade for Christ Rebate
Full- or part-time (at least 20 hours per week) staff members of Campus Crusade for Christ are eligible for 50% off the regular tuition rate on master’s-level courses. Employment at CCC must be verified in writing each semester.

InterVarsity Christian Fellowship Rebate
Full- or part-time (at least 20 hours per week) staff members of InterVarsity Christian Fellowship are eligible for 50% off the regular tuition rate on master’s-level courses. Employment at IVCF must be verified in writing each semester.

Young Life Rebate
Full- or part-time (at least 20 hours per week) staff members of Young Life are eligible for 50% off the regular tuition rate on master’s-level courses. Employment at Young Life must be verified in writing each semester.

Campus Minister’s Rebate
Students who are on the full-time or part-time (at least 20 hours per week) staff of a campus ministry, such as Navigators or other campus ministries not mentioned above, may be eligible for a special 50% tuition reduction plan. Under this plan the student would complete the program
through summer studies. The 50% tuition discount is applicable only if the student is a master’s degree student during summer studies. Students who are enrolled during the fall and spring semesters are ineligible for this rebate.

**Doctoral Program Scholarships**

**Greg Waybright PhD Leadership Scholarship**
No application required. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients. If you have questions, please contact the PhD department. These scholarship’s are awarded to recipients through the Educational Studies, Intercultural Studies, or the Theological Studies PhD programs. The annual award amount varies up to $35,000 and is renewable for up to four years.

**PhD Program Scholarship**
No application required. The PhD department and an admissions committee representing each program (THS, EDS, and ICS) select the recipients. If you have questions, please contact the PhD department. One scholarship will be awarded to a full-time student in each of the three PhD programs each year. The maximum amount of this award is $11,500 and is renewable for a second year. See the pro-ration schedule above if enrolling in less than 9 credits in a semester.

**PhD Merit Scholarship**
No application required. The PhD department and an admissions committee select the recipients. If you have questions, please contact the PhD department. One scholarship will be awarded to a full-time student in each of the four THS departments (OT, NT, ST, CH) and one each in the EM and ME departments annually. The maximum amount of this award is $5,000 and is renewable for a second year. See the pro-ration schedule above if enrolling in less than 9 credits in a semester.

**PhD G. Walter Hansen Fellowship**
Full-time PhD students (excluding TEDS department fellows and program scholars) whose vocational interests and academic research match the vision and mission of the Henry Center for Theological Understanding (http://henrycenter.tiu.edu). Full details regarding the fellowship and information about current fellows can be found on the Henry Center’s Hansen Fellowship page. (http://henrycenter.tiu.edu/hansen-fellowship) The maximum amount of this award is $10,000 and is renewable for a second year.

**PhD Professional Papers**
An award for students who either present a paper at a professional conference or publish an article in a reputable academic journal. Award requirements vary according to program. Students should refer to their specific program handbook for application details. The award amount vary each year depending upon the number of presentations/papers by students and the budgeted allowance. Eligible participants may receive a maximum of one award per academic year.

**Florida Regional Center Scholarships and Grants**

**Florida State Grants**

**ABLE Grant**
The Access to Better Learning and Education (ABLE) Grant Program provides tuition assistance to Florida undergraduate students enrolled in degree programs (Christian Ministry degree not eligible). A student must be full-time. Annual amounts vary per academic year (based on availability of funds at Trinity).

**Bright Futures Scholarship**
The Florida Bright Futures Scholarship Program offers three types of scholarship awards: The Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). Visit the state website (http://www.floridastudentfinancialaid.org/SSFAD/bf) for more information.

**Florida Work experience Program (FWEP):**
The Florida Work Experience Program (FWEP) is a need-based program providing eligible Florida students work experiences to complement and reinforce their educational and career goals. For more information, please visit the Florida state website. (http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm)

**Florida Regional Center Scholarships**

**Ministry Rebate Scholarship**
This scholarship is available only to students enrolled in Trinity Graduate School and TEDS programs. The Ministry Rebate Scholarship provides a discount of $100.00 per credit hour (up to $900.00) for TIU-Florida graduate and divinity school students whose primary source of income is directly from work in Christian ministry.

**Youth for Christ Scholarship**
This is a private scholarship given to students who can work a minimum of 5 hours per week with Miami Youth for Christ ministries. All locations are located in south Miami. Preference will be given to first year students pursuing degrees in Christian Ministry. A 50% scholarship will be awarded up to $2,000 per semester. (Based on availability of funds at Trinity).

**Trinity Law School Scholarships and Grants**

**Prospective students should contact their Admissions Counselor to discuss what scholarships they may be eligible for. Individuals who have been dismissed from a law school are not eligible for merit-based scholarships. Visit our website (http://lawschool.tiu.edu/financialaid) to view more information regarding our financial aid options and steps to apply.**

**Dean’s Scholarships**
A limited number of full-tuition scholarships, some of which include additional stipend, are being offered by Trinity Law School to qualified students of high academic caliber and personal excellence who seek to serve in the practice of law. Applicants must have an LSAT score in the 50th percentile or higher (152-180) to be considered. Stipend consideration begins at 155 or the 60th percentile. This scholarship is renewable if specific academic requirements are maintained for the first year and each semester following.

Dean’s partial-tuition scholarships are awarded to incoming law students based upon academic excellence and LSAT performance. Applicants must have an LSAT score in the 40th percentile or higher (149-151) to be considered. This scholarship is renewable if specific academic requirements are maintained each semester.

**Justice Scholarship**
This scholarship is awarded to incoming students based upon academic excellence and LSAT performance. This scholarship is renewable if specific academic requirements are maintained each semester. Applicants must have an LSAT score above the 30th percentile (146-148) to be considered.
Non-Merit Based Scholarships

Christian College Scholarship
In order to minister to graduates and employees of Christian colleges and universities, Trinity Law School is offering a scholarship worth 50 percent of the cost of tuition for the entire three-year law school degree to any graduate from a regionally accredited Christian college or university that is a member of the North American Coalition for Christian Admission Professionals and meets the requirements for admission to Trinity’s regular JD program. This scholarship also applies to the immediate family members of the employees at these colleges and universities.

Evangelical Free Church Scholarship
Trinity Law School is part of the Trinity International University family of schools; this family is part of the Evangelical Free Church of America. Because of this affiliation, as a voluntary service to the EFCA, Trinity Law School offers a scholarship worth 50% of the cost of tuition for the entire three-year law degree to the following: members of EFCA churches for at least one year, employees of EFCA churches, and immediate family members of full-time EFCA church or denomination employees. Candidates must also meet the requirements for admission into Trinity’s regular JD program.

Founder’s Scholarship
This scholarship honors the vision of Dr. John Warwick Montgomery, a renowned historian and lawyer; Dr. Harold Lindsell, a popular Bible scholar; and Dr. Walter Martin, a celebrated Christian apologist. Each desired to integrate law, human rights, and Christian apologetics into a single academic institution through the founding of Simon Greenleaf University (where Trinity Law School first began). This vision is continued by awarding scholarships to students who demonstrate the desire to integrate law and theology.

Mephibosheth Scholarship
The Mephibosheth Endowed Scholarship Program is provided by the late Peter DeKorte of Hawthorne, New Jersey. Mr. DeKorte, a successful businessman who had a disability, established this scholarship fund for Trinity Law School out of gratitude to the Lord for all He had done for him. Recipients of this scholarship must have a physical or sensory impairment that is likely to continue indefinitely. Recipients may be eligible for renewal each year if they maintain specific academic requirements. Preference will be given to those who have an impairment that makes employment during the academic year less likely. Click here to download more information about the Mephibosheth Scholarship.

Grants

Public Service Grants
These grants are awarded to first-year law students demonstrating a commitment to public and community service. Examples of grant recipients may include pastors and their families, or law enforcement personnel, as well as applicants with significant volunteer involvement in their community.

Community College Grants
These are awarded to AA or AS graduates of California community colleges who have not yet earned a bachelor’s degree and who are beginning their first year of law study. Employees of California community colleges who work 20 or more hours per week are also eligible to receive this award upon verification.

Yellow Ribbon Program
Trinity Law School participates in the Yellow Ribbon Program, a provision of the Post-9/11 Veterans Education Assistance Act of 2008. This program allows institutions of higher learning (degree training institutions) in the U.S. to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and the VA will match the same amount. Trinity Law School will contribute up to $4,000 per semester for any student who qualifies for this program.

Church Match Scholarship
If a church donates funds towards your education, Trinity Law School will match the donations each academic year. Certain restrictions apply (talk to your admissions counselor for more details).
Satisfactory Academic Progress

Deerfield and Florida (FRC) Satisfactory Academic Progress Policy

Trinity International University is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive institutional, state, and federal Title IV funds administered by the university. Federal Title IV programs include Direct Loans, federal Perkins Loans, and federal Work-Study.

Trinity has established the following criteria in conjunction with federal regulation published on October 29, 2010, Federal Register Part 668.34 and in the Higher Education Amendments of 1986.

1. Qualitative Standards of Academic Progress
   Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. To maintain financial aid eligibility, students must maintain a cumulative grade point average of:

<table>
<thead>
<tr>
<th>Hours Attempted1</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1.6 CGPA</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1.8 CGPA</td>
</tr>
<tr>
<td>Junior</td>
<td>2.0 CGPA</td>
</tr>
<tr>
<td>Senior</td>
<td>2.0 CGPA</td>
</tr>
<tr>
<td>EXCEL, FRC</td>
<td>2.0 CGPA</td>
</tr>
<tr>
<td>Graduate Programs, TEDS &amp; TGS</td>
<td>2.0 CGPA</td>
</tr>
</tbody>
</table>

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

2. Quantitative Standards of Academic Progress or PACE
   Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified PACE. PACE is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted. At Trinity, students must achieve a PACE of 67% in order to complete degree requirements within the maximum time-frame allowed.

   - Credit hours transferred from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours.
   - Course incompletes and withdrawals will count toward “hours attempted” and will negatively affect PACE.
   - Successful retaking of a course may improve PACE.
   - Administrative Withdrawals will NOT count towards "hours attempted" and will NOT affect PACE.

Failure to Meet the Satisfactory Academic Progress Standards

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

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

3. Financial Aid Appeal
   Under certain circumstances, students who fail to meet Satisfactory Academic Progress after the Warning Semester may submit a written appeal. An appeal may be submitted under the following circumstances: Death of a relative, injury or illness of a student, or other special circumstances. The written appeal must include the following:
   - The basis for submitting the appeal
   - Reason the student failed to make Satisfactory Academic Progress
   - What has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the end of the next term.

   An appeal may be approved only if the school:
   - Has determined that the student will be able to meet SAP standards after the subsequent payment period, or
   - Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.

   Change in major. On a case-by-case basis, as part of the appeal process, we will permit that for students who change majors, credits and grades that do not count toward the new major will not be included in the satisfactory progress determination.

   A student who submits a financial aid appeal will be notified in writing of the results of the appeal. A successful appeal results in one semester or specified time period of Financial Aid Probation.

4. Financial Aid Probation
   A student on Financial Aid Probation may receive institutional, federal, and state financial aid funds for one semester or specified time period. At the end of the Probationary semester or specified time period, the student must meet Satisfactory Academic Progress standards to receive financial aid in subsequent semesters. Only one semester or specified time period of Financial Aid Probation is allowed in a student's academic program. On an individual basis, a probation period can be extended if the student has demonstrated strong academic improvement towards the specified standard.

Trinity Law School Satisfactory Academic Progress Policy

Trinity Law School is required by federal regulation to apply both qualitative and quantitative standards when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive state and federal Title IV funds administered by
the law school. Federal Title IV programs at Trinity Law School are the Direct Unsubsidized and Grad Plus Loans.

Trinity Law School has established the following criteria in conjunction with federal regulation published on October 29, 2010, Federal Register Part 668.34 and in the Higher Education Amendments of 1986.

1. **Qualitative Standards of Academic Progress**

   Financial aid recipients are governed by the performance standards of the school or college in which they are enrolled. In order to maintain financial aid eligibility, students must maintain a 2.0 cumulative grade point average.

   - Credits transferred in, Incompletes and Course Withdrawal will not count toward the cumulative GPA average
   - Successful retaking of a course may improve the Cumulative GPA average

2. **Quantitative Standards of Academic Progress**

   Financial aid recipients are expected to complete a degree within 150% of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted coursework at a specified pace. Pace is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted.

   - Credit hours transferred in from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours
   - Course Incompletes and Withdrawals will count toward ‘hours attempted’ and will negatively affect pace
   - Successful retaking of a course may improve pace

   To comply with additional timing requirements, students are to adhere to the following pace guides to be in compliance both with federal and CBE requirements regarding academic progress.

<table>
<thead>
<tr>
<th>Rule</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will not be permitted to complete more than 40 units</td>
<td>Within the first 12 months of study</td>
</tr>
<tr>
<td>Student will not be permitted to complete more than 70 units</td>
<td>Within the first 24 months of study</td>
</tr>
<tr>
<td>A candidate for the J.D. degree must complete his or her studies</td>
<td>No earlier than 32 month and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transferred credit.</td>
</tr>
<tr>
<td>Students must successfully complete the prescribed program of 90 units of study</td>
<td>Within 5 years</td>
</tr>
<tr>
<td>A student must file a petition with the Registrar</td>
<td>A student must file a petition with the Registrar if the student will take longer than 60 months to complete the J.D. degree</td>
</tr>
</tbody>
</table>

3. **Academic Plans**

   Academic plans are prescribed upon admission for all new students based on their status as full or part time, and taking into consideration personal factors such as home life, work schedule, commute to campus, etc.

   These plans are agreed upon by the student and a formal contract is sent through echo-sign and signed by the student and Director of Academic support. These plans all meet the requirements for SAP at Trinity Law School.

   To change an academic plan for any reason will require a meeting with the student’s advisor and re-approval by academic support.

4. **Failure to Meet Satisfactory Academic Progress Standards**

   1. **Financial Aid Warning**

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

   2. **Financial Aid Termination**

      Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester or Probation semester results in Financial Aid Termination. Once financial aid is terminated, students are no longer eligible to receive federal or institutional financial aid. This would not preclude a student from paying tuition out of pocket or securing a private student loan.

   3. **Financial Aid Probation**

      A student on Financial Aid Probation may receive federal financial aid funds for one semester. At the end of the Probationary semester, the student must meet Satisfactory Academic Progress standards in order to receive financial aid in subsequent semesters.

   4. **Financial Aid Appeal**

      Under certain circumstances, students who fail to meet SAP after the warning semester may submit a written appeal to the Financial Aid Department. The written appeal must include:

      - The basis for submitting the appeal.
      - Reason the student failed to make Satisfactory Academic Progress
      - What has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the end of the next term

      An appeal can only be approved if the school:

      - Has determined that the student will be able to meet SAP standards after the subsequent payment period
      - Develops an academic plan with the student that, if followed, will ensure that the student is able to meet SAP standards by a specific point in time.
Official University Policies

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community:

1. all individuals, being in the image of God, are to be respected for their intellectual contributions;
2. the use of one’s God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and
3. relationships within our community are to be nurtured in an environment of trust.

Therefore, plagiarism and cheating in any form will not be condoned within the Trinity community. Plagiarism, whether intentional or indirect, gives the impression that the words or ideas in a person’s writings are one’s own, whereas in reality they are taken from someone else’s written or oral presentation(s), even when a reference to the original source is made in footnotes or bibliography. Cheating is an expression of fraud and deception, as students give the impression of doing better on assignments, quizzes or exams than they deserve.

Plagiarism and cheating have a negative effect on the Trinity community. Plagiarism, whether intentional or indirect, will be dealt with severely by the faculty and staff and will be reported to the Dean of Students. The result may be failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

Acceptable Use Policy Summary for Technology and Telecommunication Systems

The following summarizes major points contained in the Acceptable Use Policy. Students are responsible for abiding by the complete text contained within the “Terms and Conditions for University Technology and Telecommunications Systems—Acceptable Use Policy.” For the complete text, please visit MyTIU> Information Technology. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of university networks, phone systems, computer systems, and technology.

The university network and systems are to be used primarily for activities related to the educational mission of the university. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these terms and conditions and does not, at the university’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Student Life Office.

Computer login and phone PIN (Personal Identification Number) account holders are responsible for any activity originating from their accounts. Your computer and account may be used:

- For authorized network access to university systems and resources that are used for curricular, academic, and administrative activities
- For e-mail and access to worldwide web pages

Official notifications made by university offices are increasingly made using e-mail, rather than by paper memos sent through the university mail services. E-mail used for such notifications will be delivered to the recipient’s university e-mail account. Employees and students are expected to read their university e-mail and are strongly encouraged to use their university e-mail accounts for all communication within the university to ensure reliable and secure delivery.

University personnel can and will access files when necessary for maintaining the university network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the university.

Individuals may not use university computers, networks, system resources, and phones:

- For commercial or business purposes
- For accessing or distributing defamatory, abusive, obscene, sexually oriented/ pornographic, threatening, racially offensive or illegal material. Any access to such materials by way of the university internet connection will be blocked, logged, and reported
- For any activity which interferes or inhibits the use of the network or university systems by others
- To connect non-authorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a university policy

Additionally, individuals may not use university computers, networks, and system resources:

- For unauthorized browsing or exploring, or making other unauthorized attempts to view data, files, or directories belonging to TIU or to other users
- To transmit, use, or serve unauthorized software
- To violate copyrights of documents or media
- For misuse of message boards or any web-based community
- For computer tampering or unauthorized alteration of data, identification, or credentials
- For introducing deviant software (viruses, worms, etc.) into the university network and systems

Students and employees who do not comply with the “Terms and Conditions for University Technology and Telecommunications Systems —Acceptable Use Policy” are subject to disciplinary action. The university reserves the right to cooperate fully with local, state, and federal officials in investigations relating to information accessed or distributed using university computing systems, the university network, the university phone system, or the university internet connection.
Auxiliary Aids and Services for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students assists students with disabilities in obtaining auxiliary aids and services and in consultation with the faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Dean.

It is the policy of the Trinity International University as outlined by the ADA to require from the students supporting diagnostic test results and professional prescriptions for auxiliary aids and services, particularly for those students with hidden disabilities. Documentation for medical/physical disabilities may be satisfied by a physician’s statement that includes, but is not limited to, description of the disability and the limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

For students with specific learning disabilities, the following is considered reasonable documentation:

- It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.
- It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.
- It must reflect the student’s present achievement level, be as comprehensive as possible, and dated no more than three years prior to the student’s request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, writing, adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale—Revised or equivalent, and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Danny, or equivalent.
- It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the ADA Coordinator, should direct their concerns to the Vice President for Student Life or, in his or her absence, to the Provost.

Copyright Policy

The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Permissions Act as it pertains to copying both course materials and material for personal use are available through the Dean’s Office.

Drug-free Environment

Trinity is committed to the maintenance of a drug-free environment. We believe that the implementation of a drug-free environment is for the protection of students and employees of Trinity, and we have established the following policy designed to maintain such an atmosphere:

1. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general.
2. Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion.
3. If individuals become aware of a violation of this policy, they are encouraged to report it to the Dean of Students immediately so that the matter can be investigated promptly.

Family Educational Rights and Privacy Act of 1974

The purpose of the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) is to ensure access to educational records for students and parents while protecting privacy of such records and to control the careless release of educational information.

In accordance with requirements established by the Act also commonly known as the “Buckley Amendment,” Trinity International University hereby provides notice of intention to comply fully with the Act and also provides notice to students of their rights under the Act.

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such students’ right to privacy by limiting the transfer of their records without their consent. “Educational records” are defined as those records, files, documents, and other materials directly related to a student that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

The Act clarifies that an institution is not required to grant access to students to certain materials, including the following:

- Private notes and other materials created by Trinity’s personnel, provided they are not revealed to another individual.

1. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, or psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student’s choice may review such records).
2. Law enforcement records, which are kept separate from educational records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student
In complying with the legislation, the school has adopted the procedures as required by the Act, the school hereby provides public notice of its annually.

from public distribution the above mentioned information are to be made released without their prior consent. Requests by the student to suppress participation in officially recognized activities and sports; weight and place of birth, major field of study, grade level, enrollment status (e.g., student presently or previously attending the school: the student's discretion the following categories of information with respect to each

As provided by the Act, the school retains the right to publish at its three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

The legislation also makes clear that the parent or legal guardian of a dependent student, as defined for federal Income Tax purposes, has a right to information about his or her child without the school’s having to seek the student’s consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in the three circumstances: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student’s name, address, telephone listing, e-mail address, photographs, dates and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance, participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Students have a right to inform the school within a reasonable period of time that any or all of this so-called "directory information" should not be released without their prior consent. Requests by the student to suppress from public distribution the above mentioned information are to be made annually.

As required by the Act, the school hereby provides public notice of its intention to publish this type of information in the annual directory.

In complying with the legislation, the school has adopted the procedures and policies below, in addition to those noted on the previous page:

1. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:
   a. Other university officials, including faculty, who have legitimate educational interests
   b. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record
   c. Those representatives of the federal government and the state who are identified in the "Act," provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
   d. Those who serve in connection with the student’s application for, or receipt of, financial aid
   e. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
   f. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
   g. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
   h. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
   i. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
   j. In connection with a health or safety emergency
   k. Information that has been designated as “directory information”
   l. To the parent of a student who is not an eligible student or to the student
   m. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime

2. Records (usually only transcripts) released to any organization, agency, or individual at a student’s request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

3. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student’s education record.

4. Student may inspect material belonging to their education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student’s request be made in writing and, where appropriate, in person. On request, students may be required to identify themselves in filing a request prior to having access to their records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the
school has forty-five days from the time of request until it must comply with the request.

Copies of records accessible to students shall be transmitted to the student upon payment of the established fee for issuing such copies. The Act does not preclude the school’s right to destroy any records if not otherwise precluded by law, unless prior to destruction the student has requested access. In fact, there is general encouragement to reduce the number of records so that destruction of records is consistent with the spirit of the law.

**Notice** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data systems.

**Firearms, Weapons, and Explosives**

Possession of firearms, weapons, or explosives on campus is not permitted. Students who are found in possession of any type of firearm, weapon, or explosive are subject to immediate dismissal from the institution. This includes, but is not limited to, BB guns, paint ball guns, air-soft pellet guns, bows and arrows, ammunition, sling blades of more than four inches (excluding cutlery manufactured for cooking purposes for apartment residents), toy guns, and any other weapon of any kind or imitation thereof that could be used to cause fear or injury to another person.

**Grievance Procedure for Discriminatory and Sexual Harassment Complaints**

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity’s intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student Life Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

**Human Rights in Research**

Trinity is concerned with the moral responsibilities involved in the rights and welfare of human subjects in all research, class projects and related activities. This concern includes the protection of rights to privacy, the need for informed consent, protection of confidential data, and protection against physical, psychological, spiritual, social and legal risks. The safeguarding and confidentiality of records and data collected on individuals and groups, the use of such data by the investigator conducting the original research or by other investigators, and the use of the data at a later time are all within the scope of this policy.

To protect the rights of all human subjects in research carried out by Trinity faculty, staff, and students and to meet the standards required by governmental agencies, the institution has developed a Human Rights in Research policy and protocol that must be followed in conducting all research. Program handbooks contain the policy and procedures used for implementation.

**Immunization Requirements**

These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office (Health@tiu.edu) or go to Health Services (https://my.tiu.edu/services/counseling-and-health) on MyTIU.

**Posters and Notices**

Students are permitted to post items (notices, advertisements, etc.) in designated locations on campus only if the posted item receives an approval stamp. To get an item approved for posting on the graduate side of campus, contact the Student Life Office.

**Referenda and Petitions**

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the University Leadership Team before being distributed or circulated. All items posted on campus by student must be approved and stamped by the Student Life Office.

**Soliciting**

No soliciting is permitted on campus and violations of this should be reported to the Dean of Students.

**Student Loan Program Code of Conduct**

Trinity International University (TIU) has adopted a Code of Conduct, in compliance with sec 487(a) (25) of the HEA of 1985.

The goal of the TIU Office of Student Financial Services is to provide the highest quality service in the most efficient and timely manner possible, while upholding the mission of the institution, and acting in a matter with the integrity of a Christian institution. We willingly adhere to the
following “Code of Conduct.” All officers, employees and agents of Trinity International University willingly agree to adhere to the Code of Conduct.

- TIU will not enter into a revenue-sharing agreement with any lender. A “revenue-sharing arrangement” is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.

TIU embraces a ban on the employees of the university receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU Office of Student Financial Services, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include

1. a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training;
2. food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent;
3. favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution;
4. entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender;
5. philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans;
6. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

TIU embraces a ban on contracting agreements. No officer or employee of the university (or agent who otherwise has responsibilities with respect to education loans) will accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

TIU embraces a prohibition against steering borrowers to particular lenders or the delay of loan certifications. For the first time borrower, TIU will not assign, through the award packaging or other methods, the borrower’s loan to a particular lender. In addition, TIU will not refuse to certify, or delay the certification, of any loan based on the borrower’s selection of a particular lender or guaranty agency.

TIU embraces a prohibition on offers of funds for private loans. TIU will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specific loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

TIU bans the use of staffing assistance from lenders. TIU will not request or accept from any lender any assistance with call center staffing or Office of Student Financial Services staffing, except that provided by a lender that involves professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

TIU adopts a ban on advisory board compensation. An employee of TIU who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

**Title II Information**

For Title II information, you may access the TIU website’s consumer information section. ([http://www.tiu.edu/offices/student-financial-services/consumer-information/](http://www.tiu.edu/offices/student-financial-services/consumer-information/)) under the Teacher Preparation Program Report – Title II.

**Vehicles**

By operating a vehicle on university property you are subject to all state and TIU motor vehicle regulations. All vehicles must check in with security or have a current TIU parking permit. Passes, permits and a copy of the rules and regulations may be obtained at the Gate House located by the Route 22 entrance.
# Academic Calendar

Reference should be made to the current *Academic Handbook* or to the University Calendar (http://events.tiu.edu/calendar/?calendars=3) on MyTIU and the TIU website for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

<table>
<thead>
<tr>
<th>Calendar Item</th>
<th>Current Year</th>
<th>Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Regional Center - Undergraduate first day of classes</td>
<td>July 1</td>
<td>June 31</td>
</tr>
<tr>
<td>Deerfield Campus - New Student Athletic Orientation</td>
<td>August 8</td>
<td>August 7</td>
</tr>
<tr>
<td>TLS Orientation</td>
<td>August 13</td>
<td>August 12</td>
</tr>
<tr>
<td>Deerfield Campus - New Student Orientation</td>
<td>August 19-23</td>
<td>August 18-22</td>
</tr>
<tr>
<td>Deerfield Campus - TC International New Student Orientation</td>
<td>August 20</td>
<td>August 19</td>
</tr>
<tr>
<td>Deerfield Campus - TEDS International New Student Orientation</td>
<td>August 23</td>
<td>August 22</td>
</tr>
<tr>
<td>Deerfield Campus - Faculty workshop</td>
<td>August 17-19</td>
<td>August 16-18</td>
</tr>
<tr>
<td>TLS First day of Fall classes</td>
<td>August 22</td>
<td>August 21</td>
</tr>
<tr>
<td>Deerfield Campus - First day of Fall classes</td>
<td>August 24</td>
<td>August 23</td>
</tr>
<tr>
<td>Convocation</td>
<td>August 31</td>
<td>August 30</td>
</tr>
<tr>
<td>Florida Regional Center 0 Graduate first day of classes</td>
<td>End of August</td>
<td>End of August</td>
</tr>
<tr>
<td>Labor Day holiday (no classes)</td>
<td>September 5</td>
<td>September 4</td>
</tr>
<tr>
<td>Deerfield Campus - End Quad A</td>
<td>October 12</td>
<td>October 11</td>
</tr>
<tr>
<td>Deerfield Campus - Fall break (no classes)</td>
<td>October 13-16</td>
<td>October 12-15</td>
</tr>
<tr>
<td>Deerfield Campus - Quad B begins</td>
<td>October 17</td>
<td>October 16</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>October 25</td>
<td>October 24</td>
</tr>
<tr>
<td>Fall DMin Classes</td>
<td>November 2-12</td>
<td>October 31-November 10</td>
</tr>
<tr>
<td>TLS Thanksgiving recess (no classes)</td>
<td>November 21-26</td>
<td>November 20-25</td>
</tr>
<tr>
<td>Deerfield Campus - Thanksgiving recess (no classes)</td>
<td>November 23-28</td>
<td>November 22-27</td>
</tr>
<tr>
<td>Florida Regional Center - Thanksgiving Recess</td>
<td>November 24-25</td>
<td>November 23-24</td>
</tr>
<tr>
<td>Deerfield Campus - Last day of classes</td>
<td>December 9</td>
<td>December 8</td>
</tr>
<tr>
<td>Florida Regional Center - Last day of Classes</td>
<td>December 17</td>
<td>December 16</td>
</tr>
<tr>
<td>TLS Final Exams</td>
<td>December 6-17</td>
<td>December 5-16</td>
</tr>
<tr>
<td>Deerfield Campus - Semester exams</td>
<td>December 12-15</td>
<td>December 11-14</td>
</tr>
<tr>
<td>TEDS/TGS December Commencement</td>
<td>December 18</td>
<td>December 16</td>
</tr>
<tr>
<td>TLS - Spring classes begin</td>
<td>January 9</td>
<td>January 8</td>
</tr>
<tr>
<td>Deerfield Campus - First day of spring classes</td>
<td>January 11</td>
<td>January 10</td>
</tr>
<tr>
<td>Martin Luther King Day holiday (no classes for the Deerfield Campus)</td>
<td>January 16</td>
<td>January 15</td>
</tr>
<tr>
<td>Deerfield Campus - Quad A ends</td>
<td>March 1</td>
<td>February 28</td>
</tr>
<tr>
<td>Deerfield Campus - Spring break (no classes)</td>
<td>March 2-12</td>
<td>March 1-11</td>
</tr>
<tr>
<td>Deerfield Campus - Quad B classes</td>
<td>March 13</td>
<td>March 12</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>March 29</td>
<td>March 21</td>
</tr>
<tr>
<td>TLS Easter Break</td>
<td>April 10-15</td>
<td>March 26-31</td>
</tr>
<tr>
<td>Deerfield Campus - Easter break, no classes</td>
<td>April 13-18</td>
<td>March 29-April 3</td>
</tr>
<tr>
<td>TLS Finals</td>
<td>April 25-May 6</td>
<td>April 24-May 5</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 5</td>
<td>May 4</td>
</tr>
<tr>
<td>Florida Regional Center - Commencement</td>
<td>May 7</td>
<td>May 6</td>
</tr>
<tr>
<td>Deerfield Campus - Final exams</td>
<td>May 8-11</td>
<td>May 7-10</td>
</tr>
<tr>
<td>TEDS/TGS Commencement</td>
<td>May 12</td>
<td>May 11</td>
</tr>
<tr>
<td>TC Commencement</td>
<td>May 13</td>
<td>May 12</td>
</tr>
<tr>
<td>Event</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>TLS Commencement</td>
<td>May 13</td>
<td>May 12</td>
</tr>
<tr>
<td>TEDS May Term</td>
<td>May 17 - June 3</td>
<td>May 16 - June 2</td>
</tr>
<tr>
<td>TC/TGS May term</td>
<td>May 16 - June 2</td>
<td>May 15 - June 1</td>
</tr>
<tr>
<td>TC/TGS Summer term</td>
<td>May 15 - August 16</td>
<td>May 14 - August 15</td>
</tr>
<tr>
<td>Memorial Day holiday (no classes)</td>
<td>May 29</td>
<td>May 28</td>
</tr>
<tr>
<td>TLS Summer classes begin</td>
<td>May 15 - August 12</td>
<td>May 14 - August 11</td>
</tr>
<tr>
<td>TEDS Early Summer Session</td>
<td>May 23 - July 1</td>
<td>May 22 - June 30</td>
</tr>
<tr>
<td>TEDS Late Summer Session</td>
<td>August 17</td>
<td>August 16</td>
</tr>
<tr>
<td>Florida Regional Center - Last Day of Classes</td>
<td>June 30</td>
<td>June 29</td>
</tr>
<tr>
<td>Summer DMin Classes</td>
<td>July 18-28</td>
<td>July 17-27</td>
</tr>
</tbody>
</table>
General Academic Information

Course Numbering System

The alpha characters of a course number indicate the department or subject of study, the first numeric character indicates the academic level of the course:

• 100-400 Undergraduate Courses
• 5000-6999 Masters Courses
• 7000-7499 Advanced Master’s Courses
• 7500-8999 Advanced Master’s Courses or Doctoral Courses
• 9000-9999 Doctoral Courses

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.

Like the traditional college, adult undergraduate courses (both face-to-face and online) operate within a semester system. These courses are divided into six units each, and their learning outcomes are the same as those in the traditional college.

Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy, graduation, and honors are stipulated by program and are noted under each program in the Catalog.

“A”: outstanding work—superior achievement of course objectives.
“B”: good work—commendable achievement of course objectives.
“C”: acceptable work—satisfactory achievement of course objectives.
“D”: minimal work—marginal achievement of course objectives.
“F”: failure—unacceptable work. “F” is also assigned when a course is dropped after 50 percent course meetings.

The following grade points are assigned to letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
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Technology and Students

Most classrooms are equipped with LCD projectors, networked computers, DVD and VCR players, and other audio-visual equipment. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process and are expected to become familiar with and use their computer skills as part of the academic and student process. Education in the twenty-first century demands technology skills, including use of a computer for course assignments.

Transcripts and Records

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.
TRINITY COLLEGE

A Message from the Dean

Trinity College is a place to work toward your goals and ambitions while growing in your Christian faith. Through a stellar faculty you will be encouraged to discover the connections between your chosen field of study and the truths of the Bible.

You will find Trinity College to be a place where you can grow intellectually, emotionally, and spiritually. Our faculty will guide you in the process of discovery. You'll discover your capabilities to learn and to apply that new learning to life. We understand that education involves more than just an accumulation of facts. It must have the practical aspect of helping you achieve your professional and personal goals.

At Trinity, we are serious about connecting knowledge of God and faith in Christ to learning and living in today’s world. It is our desire that you leave Trinity College with the ability to think about the issues facing our world and to understand how to bring the gospel to bear on positive solutions to life’s most difficult questions. We’re committed to help you bring glory and honor to God by using your mind to develop your intellect to its fullest capacity.

Trinity College has a faculty and student body united by a commitment to Christ-centered education. We hope you find this to be a warm and inviting place where you can grow in your personal faith. By being involved in chapel, social activities, athletics, and campus life we are sure that you will develop a strong sense of community among students and faculty. Trinity College is the place to form lifelong friendships, to establish lifelong values, and to prepare for making a difference in the world.

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

The Christian Engagement of Culture: Trinity in a Nutshell

Trinity College, as a Christian liberal arts college, is dedicated to exploring all knowledge and is committed to the fact that all truth is God’s truth. In part, this commitment entails engaging the culture and seeking to transform it for Jesus Christ. There is, therefore, an inherent tension between the search for God’s truth and the Christian’s engagement of culture. Ideas and issues, whether presented by the arts, literature, or sciences, are to be examined and evaluated in light of God’s inerrant and authoritative Word. Through this process students may on occasion experience some discomfort as aspects of human fallenness are studied. Students are encouraged to interact with their professors or Student Life personnel when such situations occur.

Trinity College Purpose

Trinity College prepares students to engage and influence their local and global communities through holistic Christ-centered liberal arts education.

To accomplish this, Trinity College, as an academic community, commits itself to distinctive objectives:

1. **A Reasoned Belief in the Christ-Centered Focus of Truth**
   A belief that:
   • Affirms a personal and loving God as source and sustainer of all created beings and values.
   • Proclaims Jesus Christ as liberator and Lord of individual and corporate living.
   • Appropriates Holy Scripture as God’s direct and definitive self-disclosure.
   • Discovers God’s continual self-revealing activity in every aspect of nature, life, and knowledge.
   • Provides illumination and significance to the quest for understanding in all its dimensions.
   • Engages in open-minded inquiry as an appropriate response of love to God.

2. **A Liberal Arts Approach to Learning**
   An approach that:
   • Gives systematic exposure to the heritage of human experience.
   • Sharpens the ability to form significant questions and sound judgments.
   • Teaches consistency and comprehensiveness in thought and clarity, and coherence in expression.
   • Cultivates appreciation for the beautiful, the imaginative, and the delightful; as well as empathy for the unlovely, the commonplace, and the tragic.
   • Develops the human capacity to create, which reflects the creative power of God.

3. **A Sustained Interest in Every Participant**
   An interest that:
   • Respects the dignity of each person as a unique image-bearer of God.
   • Takes seriously the particular concerns of current and former students, faculty and staff, administrators and trustees, and those in its various constituencies.
   • Supports each member in the integration of all the facets of his or her personal growth.

4. **A Purposeful Involvement in Contemporary Society**
   An involvement that:
   • Subjects pervasive human problems to penetrating critical analysis.
   • Confronts deterioration and corruption in institutions as well as individuals.
   • Translates Christian compassion into redemptive social action, with special sensitivity to global injustice and ecological stewardship.
   • Points men and women, individually and collectively, to their ultimate need for God’s forgiving healing and grace.

5. **A Serious Attempt to Encourage Career Potential**
   An attempt that:
   • Applies formal instruction to issues of current importance.
   • Offers guidance in the development of life-planning skills.
   • Emphasizes a range of vocational possibilities more than specific occupational training.
   • Promotes effective participation in the body of Christ.

6. **A Creative Balancing of Tensions Inherent in the Educational Process**
   A balance that:
   • Sets and strives for high ideals, but confesses and struggles with flaws and limitations.
• Allows for maximum realization of freedom and order, spontaneity and continuity.
• Recognizes the necessary interdependence of reason and faith, reflective thinking and responsible acting.
• Treats with tolerance and fairness ideas that are novel, traditional, simple, or complex.
• Requires equally of all who teach and learn both careful research and effective communication.
• Transmits Christian values while sustaining the exercise of individual moral decision.
• Discriminates between need and excess in the use of natural and economic resources.
• Distinguishes good from evil, but refrains from separating God’s universe into “sacred” and “secular” compartments.
Personnel

Trinity College Academic Administration

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

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

Don P. Hedges, PhD
Associate Dean, Trinity College and Graduate School

Gregory C. Carlson, PhD
Director, Division of Biblical, Religious, and Philosophical Studies

Bradley J. Gundlach, PhD (MA '89)
Director, Division of Humanities

Kristin Lindholm, PhD
Director, Division of Social Science

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

Joyce A. Shelton, PhD
Director, Division of Science, Technology, and Health

Jay Simala, PhD (MDiv, MA '97)
Interim Director of REACH
Director of REACH Academic Programs

Karen A. Wrobbel, EdD
Director, Division of Education
Full-time Faculty and Administrators

Full-time teaching faculty are those persons with a full-time contract whose principal employer is Trinity and who hold faculty status. They are involved in daily campus life. In the case of teaching faculty, they have completed the regular, full interview process or, in some cases, may be a Dean’s appointment. The date that follows the listing of each faculty member indicates the beginning year of service at Trinity.

Paul Bialek, 1995
Professor of Mathematics
BS, MS, PhD, University of Illinois at Urbana-Champaign
Prior to coming to Trinity, Dr. Bialek taught as a visiting assistant professor of mathematics at Westmont College in Santa Barbara, California. He also served as a mathematics instructor at the College of Wooster in Ohio and as a teaching assistant at the University of Illinois. Dr. Bialek’s research interests include the history of mathematics, number theory and the Swiss mathematician Leonhard Euler, especially the translation of Euler’s works from Latin to English. Besides Latin, he has studied Spanish, New Testament Greek, Old Testament Hebrew, Chinese, and French. He coauthored articles in Convergence, Transactions of the American Mathematical Society, International Mathematics Research Notices and Canadian Mathematical Society Conference Proceedings. Dr. Bialek is a member of the Mathematical Association of America, the Association of Christians in the Mathematical Sciences, the National Association of Parliamentarians, the Euler Society, and the Associated Colleges of the Chicago Area, for which he served as Chair of the Mathematics Division in 2011-12. Since 2001, he has graded AP Calculus exams for the College Board. Dr. Bialek serves as chair of the Mathematics and Computer Information Systems Department.

Gregory C. Carlson, 2007
Director, Master of Arts in Leadership Program
Professor of Christian Ministries
BA, Grace University (Omaha)
MACE, Talbot School of Theology, Biola University
PhD, University of Nebraska
Before Trinity, Dr. Carlson served as a pastor, dean of graduate studies and Christian education professor at Grace University (Omaha), and global training director for Awana Clubs International. Areas of research and teaching interest include leadership, educational ministry - family/ youth, and ministry skill development. He has authored and edited a variety of books including Rock Solid Teacher; Discover the Joy of Teaching Like Jesus (Bethany), and Understanding Teaching Effective Biblical Teaching for the 21st Century (Evangelical Training Association). Dr. Carlson is an associate instructor with Walk Thru the Bible and often speaks in ministry and leadership settings. Dr. Carlson is the Director of the Division of Biblical, Religious and Philosophical Studies.

Susan Corapi, 2015
Assistant Professor of Education
BA, Wheaton College
MA, Denver Seminary
DipCS, Regent College (Vancouver)
MLS, Texas Woman’s University
PhD, University of Arizona
Dr. Susan Corapi teaches literacy classes in the Division of Education. Her work is influenced by the years she spent teaching K-12 students in public and private schools, her experience as a youth services librarian in a public library, the networking she did to generate community support for literacy development, and the international perspectives she gained while living in four countries on three continents. Her research interests center around the use of global children’s and adolescent literature to support the development of intercultural competence. She is also interested in teacher study groups as a form of professional development.

Thomas H. L. Cornman, 2015
Vice President for Academic Administration
Dean, Trinity College and Graduate School
BS, Cairn University
MDiv, Talbot School of Theology
MA, Temple University
PhD, University of Illinois at Chicago
Dr. Tom Cornman brings decades of experience in Christian higher education to his role of Dean of the College and Graduate School. In 1982 Dr. Cornman joined the faculty at Moody Bible Institute, where he taught, served as the chair of the General Education program, and completed his service as the Vice President and Dean of Undergraduate Studies. In 2009 Dr. Cornman was appointed Vice President of Academics and Chief Academic Officer at Cedarville University. While there he taught in the field of Church History. Dr. Cornman has been involved in the Council of Independent Colleges CAO institutes, speaking on topics related to higher education. In addition, he served as the chair of the Council of CAOs for the Southwest Ohio Council on Higher Education. Dr. Cornman has authored and edited books and book chapters in the area of American Religious History and practical Christian ministry.

Chris Firestone, 1999
Professor of Philosophy
BA, BS, University of Illinois at Urbana-Champaign
MA, Trinity Evangelical Divinity School
PhD, University of Edinburgh
Dr. Firestone came to Trinity with experience in teaching and research in Hong Kong and Scotland. At Trinity, he has worked at developing the annual "Trinity Debates" through the Henry Center for Theological Understanding and at leading short-term outreach trips to Eastern Europe. His most recent books are Kant and the Question of Theology, co-edited with Nathan Jacobs and James Joiner (Cambridge University Press, 2016), Persistence of the Sacred in Modern Thought, co-edited with Nathan Jacobs (Notre Dame Press, 2012), Kant and the Theology at the Boundaries of Reason (Ashgate Publications Ltd., 2012) and In Defense of Kant's Religion, coauthored with Nathan Jacobs (Indiana University Press, 2008). In 2012, “Choice” selected Persistence of the Sacred as an "Outstanding Academic Title." In 2009, the American Philosophical Association nominated In Defense of Kant's Religion for "Book of the Year" and the American Academy of Religion nominated it for its prestigious "Textual Analysis Prize." Dr. Firestone was the winner of Trinity College’s inaugural Regents Prize for Teaching and Scholarship in 2007. He is a member of the Executive Board of the Evangelical Philosophical Society, and a regular member/attender of the Society of Christian Philosophers, the American Philosophical Association, and the American Academy of Religion.

Lois C. Fleming, 1986
Associate Professor of English
BA, BA HONS, MA, University of Natal
MA, Wheaton Graduate School
Prior to coming to Trinity, Professor Fleming was a music critic for the Natal Mercury in Durban, South Africa, taught in a missions training
program at International Teams, and worked in donor development for MAP International. She is the advisor of the student newspaper.

**Gregory Forster, 2015**  
**Assistant Professor of Political Science**  
BA, University of Virginia, *summa cum laude*  
MA, Yale University  
PhD, Yale University, with distinction

Greg Forster serves as the director of the Oikonomia Network at the Center for Transformational Churches at Trinity International University. He is the author of six books, most recently *Joy for the World: How Christianity Lost Its Cultural Influence and Can Begin Rebuilding It*, and the co-editor of three books. Dr. Forster is a senior fellow at the Friedman Foundation for Educational Choice; has published numerous articles in scholarly and popular periodicals; speaks at large conferences like the Gospel Coalition and Jubilee; edits the group blog *Hang Together*; and contributes regularly to other online outlets. His primary scholarly interest is studying how the structures of culture and civilization (family, work, education, business, politics, etc.) respond to the challenge of the gospel and the ambiguous tensions of religious freedom, in order to equip the church to be good citizens of both the Kingdom of God and our human communities.

**Steven D. Fratt, 1990**  
**Professor of History**  
BA, Westmont College, History [Honors], Philosophy  
MA, PhD, University of California–Santa Barbara

Dr. Fratt is a European generalist with interests in intellectual and military history, history of science, and the philosophy of history. He is an expert in nineteenth-century military tactics and is the Colonel commanding the Federal 1st Brigade, Illinois Volunteers of Civil War reenactors. He is also the president of the Historical Miniatures Gaming Society - Midwest which runs the Little Wars convention in Chicago annually. Dr. Fratt has articles in *Strategy and Tactics* and *North and South* magazines, and has created a variety of simulations for his classes and the history gaming community. He has been a consultant for several authors of military history, and is also the ongoing editor for the *Oxford Online Military History Bibliography* for "Tactics." Dr. Fratt is chair of the History Department. Prior to Trinity, he taught at Sterling College and Westmont College.

**Karl J. Glass, 2001**  
**Associate Professor of Health Science**  
BA, Spring Arbor College  
MS, Indiana State University

Professor Glass earned his Bachelor of Arts in physical education from Spring Arbor College and the Master of Science with a specialization in athletic training from Indiana State University. He comes to Trinity with extensive experience in the clinical practice of athletic training for a major health care system in Detroit. He supports the position that the role of the athletic trainer is primarily in the prevention of injuries through education of safe sports participation. He has served many years as a state board member for the Fellowship of Christian Athletes and is a member of the National Athletic Trainers Association. Professor Glass is chair of the Health Sciences Department.

**Bradley J. Gundlach, 1999**  
**Professor of History**  
AB, Princeton University  
MA, Trinity Evangelical Divinity School  
MA, PhD, University of Rochester

Dr. Gundlach specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, the philosophy and methods of history, and church history – having recently taken Trinity College students to Europe for the Western Cultural Heritage class and taught Reformation History and Theology for the Ambex program in Germany. He serves as director of the division of Humanities and as book review editor for *Fides et Historia*, the journal of the Conference on Faith and History. Dr. Gundlach is the author of *Process and Providence: The Evolution Question at Princeton, 1845-1929*, and is currently at work on a biography of Princeton theologian B.B. Warfield. Dr. Gundlach is the Director of the Division of Humanities.

**Don P. Hedges, 1999**  
**Associate Dean, College and Graduate School**  
**Professor of Music**  
BS, Faith Baptist Bible College  
MM, PhD, Indiana University

Dr. Don Hedges serves as an Associate Dean of the College and Graduate School. While at Trinity he has chaired the music department, taught a number of music courses, directed musical theater, and supervised church music interns. Before coming to Trinity, Dr. Hedges served as Associate Pastor for Music and Worship at Richview Baptist Church in Toronto, Ontario, and taught music and Christian worship at North American Baptist College and Edmonton Baptist Seminary (Edmonton, Alberta).

**Joshua R. Held, 2015**  
**Assistant Professor of English**  
BA, Trinity International University, *summa cum laude*  
MA, PhD, Indiana University

Dr. Held teaches all periods of British and American literatures, and his teaching, like his scholarship, centers on the intersection of literature and religion. He has published articles in *The Journal of Pre-Raphaelite Studies*, *The Hardy Society Journal*, *The Henry James Review*, and *The Victorián Review*, and he has articles forthcoming in *Arthuriana* and *Studies in Philology*. He is presently at work on a book that treats the evolving concept of the “conscience” in English literature from the Renaissance through the early twentieth century, with a focus on Shakespeare and John Milton. Dr. Held is a 2009 honors graduate of Trinity College.

**Chrysal Ho Pao, 2006**  
**Associate Professor of Biology**  
BA, University of California Berkeley  
PhD, Harvard University

Dr. Ho Pao worked at Genentech Inc., a biotechnology company, as an intern and researched on the efficiency of producing human proteins in animal cells. Her graduate research involved constructing mouse models of two human diseases with the techniques of genetic engineering. She also participated in a project locating a human gene pertinent for proper bone development. As a postdoctoral research fellow, she investigated molecular cues specifying the precise neuronal connections between the eyes and the brain in experimental subjects including mice and ferrets. She has published articles in scientific journals including *Science, Nature Genetics, Journal of Clinical Investigation, Journal of Neuroscience, Journal of Neurobiology, Journal of Cellular Physiology, Brain Research Bulletin, NeuroReport*, and *Journal of Neuroscience Research*. Dr. Ho Pao’s publication record attests to the broad spectrum of her technical skills in human genetics and molecular biology.
Trinity International University

Dori L. Karlesky, 1989
Associate Professor of Biology and Chemistry
BS, Wheaton College
PhD, Texas A&M University

Dr. Karlesky joined the Trinity faculty after holding teaching positions at Millikin University and St. Petersburg Junior College. She has pursued research in organic chemistry, analytical chemistry, and physical chemistry. Her areas of expertise include high-pressure liquid chromatography and gas chromatography-mass spectroscopy. She has worked as consultant and analyst for two companies and is an ACS certified professional chemist. She is a member of the American Scientific Affiliation, the American Chemical Society, and the Midwestern Association of Chemistry Teachers.

Charles D. King, 2014
Visiting Assistant Professor of Music
BM DePaul University
MM Northwestern University
MED University of Illinois, Chicago
MA Wheaton College

Prior to coming to Trinity on a full-time basis, Professor King has been an adjunct professor at Wheaton College, College of DuPage, and Trinity College. For 27 years he was a pastoral minister of music, at Berean Baptist Church (Burnsville, Minnesota) and College Church in Wheaton, (Illinois). He holds masters degrees in Music History (Northwestern University), Educational Studies (University of Illinois at Chicago), and Historical Theology (Wheaton College). His theology thesis combines musicology, theology, and practical musical-liturgical studies. As a trombonist he has played in bands, orchestras, quintets, and other ensembles. At TIU he teaches music history, worship and music, music fundamentals, music appreciation, and world music, supervises church music interns, and was musical director for the spring 2015 campus musical.

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

Prior to Trinity, Dr. Krapohl served as assistant head of the social science and humanities department at the library of Baylor University. Dr. Krapohl also taught courses in church history and Western religions at Siena College in Loudonville, New York. Since 2005, Dr. Krapohl has served as an adjunct instructor at Trinity College, teaching courses on government and political science. A student of modern American evangelicalism, he has published several works on the subject, including a book entitled The Evangelicals: A Historical, Thematic, and Biographical Guide (Greenwood, 1999) and biographical essays in The Encyclopedia of Religion in the South, 2d ed. (Mercer Univ., 2005) and the Encyclopedia of Modern Christian Politics (Greenwood, 2006).

Kristin Lindholm, 1994
Associate Professor of Communication
BA, MA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, University of Illinois

Dr. Lindholm teaches how human communication occurs in a variety of contexts. She specializes in how people communicate about health-related concerns in interpersonal and organizational settings. Dr. Lindholm has coauthored several papers and book chapters, and she has received four awards for her achievements in education. She is a member of the National Communication Association.

Wendy L. Martin, 2006
Wesley Anderson Chair of Business
Professor of Business
BS, University of Colorado
MBA, University of Michigan
PhD, University of Illinois at Chicago

Before beginning her career in teaching, Dr. Martin enjoyed a career in consumer goods marketing management at Procter & Gamble and Schering-Plough Healthcare Products. She joined Trinity after teaching for twelve years at another Christian college. Her primary research interest focuses on marketing for ministries, while her additional research efforts on intergenerational family businesses have yielded several awards, including best papers and the designation as a Family Business Research Scholar. Dr. Martin serves as the Director of the Division of Social Sciences.

Samir B. Massouh, 1988
Associate Professor of Biblical Studies
BA, California State University
Graduate School, University of California, Santa Barbara
MA, MDiv, Trinity Evangelical Divinity School

In addition to his work at Trinity College, Professor Massouh has taught at Trinity Evangelical Divinity School, pastored Elmbrook Church in Wisconsin, and served on the Translation Committee of the Arabic Holy Bible. He was a contributor to the Expositor’s Bible Commentary and the New International Dictionary of Old Testament Theology and Exegesis. Professor Massouh was selected to the Chicago Tribune “All Professor Team” of small universities. He also specializes in Islam and history of the cinema.

Laurie R. Matthias, 2007
Associate Professor of Education
BS, Bob Jones University
MEd, EdD, Regent University

Dr. Laurie Matthias enjoys drawing upon her twenty-plus years in middle and high school English classrooms to prepare Trinity’s teacher candidates in both the traditional and graduate programs. Her areas of interest in teaching include the philosophical foundations for educational choices, the integration of faith and learning, the inner life of the teacher, and faculty development.

William J. Moulder, 1975
Professor of Biblical Studies
BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University

During his forty years of teaching at Trinity College Dr. Moulder has also taught at Moffat College (Kijabi, Kenya), Union Biblical Seminary (Puna, India), North Park Seminary (Chicago), Torch-Trinity Graduate School of Theology (Seoul, Korea), Cornerstone Christian College (Cape Town, S. Africa), The Theological College of Uganda Christian University (Mbale, Uganda), and Trinity Evangelical Divinity School. He teaches regularly in the REACH program and in Trinity Graduate School. His many articles cover a number of topics in both Old Testament and New Testament. Dr. Moulder is the co-editor of Social Injustice and author of the book’s chapter entitled “The Bible and Social Justice”. Special interests include...
NT Christology, art and theology, spiritual and sports, social justice, and Christian formation.

Ruby L. Owiny, 2013
Assistant Professor of Education
B.A., Asbury University
M.A., Asbury University
PhD, University of Kentucky

Dr. Owiny worked for 13 years in both private Christian schools and public schools in Lexington, KY. She served as an elementary classroom teacher and as a special educator. Her passion for teaching lies in the inner city where she spent 11 years of her career and worked to help create higher quality inclusive settings for students with disabilities. Her dissertation was based on virtual coaching of general education and special education teachers in Guatemala to train them in the use of specific praise. Her current research interests include identifying methods for improving the quality of inclusive settings, including strategies teachers use in their general education classrooms, the relationship of general educators with their special educator counterparts in co-teaching relationships, and the interactions of students in those settings. Outside of the university, she directs Project REACH, a ministry to teachers in third world countries, to train them in inclusive principles.

Sylvie T. Raquel, 2004
Associate Professor of Biblical Studies
BA, East Texas Baptist University
MDiv, PhD, New Orleans Baptist Theological Seminary

Prior to coming to Trinity, Dr. Raquel taught at East Texas Baptist University, Nunez College, New Orleans Baptist Seminary, and Xavier University in New Orleans. She also has experience working in three different international churches in youth ministry, discipleship ministry, and prison ministry. Dr. Raquel has taken missions trips to Kazakhstan, France, Mexico, Brazil, and Ecuador, as well as within the U.S. She cofounded two ESL ministries, is fluent in three languages (English, French, Spanish), and has studied four more (Greek, Hebrew, Latin, and German) languages. Dr. Raquel specializes in textual criticism of the New Testament and has conducted research at the Center of New Testament Textual Studies in New Orleans.

Brian Reichenbach, 2012
Assistant Professor of Music
BM, Wheaton College
MM, DePaul University

Brian Reichenbach directs the Trinity Symphonic Band and teaches trumpet and classes in music theory, aural skills, music technology, and brass techniques. Currently, he is a doctoral candidate at the University of Illinois at Urbana-Champaign where he was a Graduate Fellow and recipient of the Hindsley Award during the 2014-15 school year. Professor Reichenbach has participated in wind conducting masterclasses with Mallory Thompson, Michael Haithcock, Craig Kirchhoff, and Paula Crider and has studied trumpet with Charles Daval, Ronald Romm, John Hagstrom, Stephen Burns, and Terry Schwartz. He regularly performs with some of the Chicago area’s top ensembles and is a member of the Elmhurst and Northbrook Symphonies. Professor Reichenbach regularly appears as a guest soloist, clinician, and adjudicator at area middle and high schools. An avid chamber musician, he is a member of the International Chamber Artists and founding member of the Lincoln Park Brass. Before coming to Trinity, Professor Reichenbach taught trumpet at Olivet Nazarene University, North Central College, and College of DuPage. Since 2003 he has been active in musical worship at Blanchard Alliance Church in Wheaton.

Angelo G. Rentas, 1985
Associate Professor of Biology
BS, MS, Northern Illinois University

Professor Rentas was formerly a senior research associate at Baxter Travenol. Moving to Abbott Laboratories, he became the lead scientist of the Gonozyme Technical Support Group and participated in the development of a test kit called Chlamydiazyme. Presently he is overseeing undergraduate research that addresses nucleotide sequence differences among 16S rRNA genes in various species of Chlorella. He has a special interest in creationism and is available for presentations. Professor Rentas is the chair of the Department of Biology and Chemistry.

Darryl B. Reynolds, 2014
Assistant Professor of Business
BA, University of Illinois
MBA, University of Illinois

Professor Reynolds has been a groundbreaking and innovative business professional in marketing and communications, working for both small start-up firms and major corporations. Professor Reynolds brings over 25 years of management experience, knowledge, and training, including involvement in business education. He also has an extensive background in business consulting working with construction, manufacturing, human resource, and videography companies. Prior to his appointment to the full time faculty, Professor Reynolds was a business instructor in Trinity International University’s REACH Adult Undergraduate Program, beginning in 2007.

Michael D. Reynolds, 2006
Associate Professor of Christian Ministries
Executive Director and Associate Academic Dean, South Chicago Regional Center
BS, Illinois State University
MAR, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary

Prior to his appointment as an associate professor at Trinity College, Dr. Reynolds served in both traditional and nontraditional programs as an affiliate professor of psychology and sociology. He also held an appointment as affiliate professor of pastoral theology at Trinity Evangelical Divinity School. He has taught courses in preaching, counseling, sociology, education and urban ministry at Trinity’s Deerfield campus, at its regional centers, and at various extension sites. He has special interests in mentoring and urban leadership development. Dr. Reynolds’ research interests include the study of theological issues in the urban setting. He was the senior editor of the Urban Devotional Bible published by Crossway in 2007. He has also been a senior pastor for more than twenty-five years.

Timothy M. Robinson, 1988
Associate Professor of Psychology
BS, Western Michigan University
MA, Trinity Evangelical Divinity School
MA, Western Michigan University
EdD, Western Michigan University

Dr. Robinson is a licensed clinical psychologist and a charter member of the American Association of Christian Counselors. He has a keen
interest in the integration of psychology and Christianity and how to assist married couples to enrich their relationships.

Paul J. Satre, 1996
Professor of Music
BA, Trinity College, cum laude
MMus, DMA, American Conservatory of Music

Dr. Satre has conducted and toured with collegiate choirs throughout the United States and overseas and has taught courses in music theory, conducting, piano, composition, church music, and jazz. He has had several of his choral arrangements published and is on the editorial board of Creator, a magazine for church musicians. Dr. Satre is an active performer on the piano and organ, as well as the principal organist at the Moody Church in Chicago.

Joyce A. Shelton, 1988
University Assessment Officer
Professor of Biology
BS New Mexico State University
PhD, University of New Mexico School of Medicine

Dr. Shelton’s predoctoral research was in immunology and developmental biology. Prior to coming to Trinity she did postdoctoral research at Northwestern University in biochemistry, immunology, and reproductive biology, and has publications in these areas. She also has interests in the field of Bioethics. She has served as the director of The Basic Bioethics Institute at the International Conference on Bioethics for a number of years and is on the editorial board of two bioethics journals. While at Trinity she has been Chair of the Health Sciences Department, Associate Dean of TGS, and Interim Dean of Trinity Graduate School and REACH. She is currently Director of the Division of Science, Technology, and Health.

Martha Lim Shin, 2013
Assistant Professor of Accounting
BS, University of Florida
MAS, University of Illinois at Urbana-Champaign
MBA, University of Chicago, Booth School of Business

Prior to coming to Trinity, Shin spent 18 years in management at Wrigley Company, a subsidiary of Mars Inc., and PepsiCo, and practiced as a Certified Public Accountant (CPA) at KPMG, LLC. She also cofounded a non-profit organization that mobilized Christian professionals and channeled resources from U.S. corporations to support missionaries in developing countries. She hopes to invest in future business men and women who will demonstrate integrity and faithfulness in the marketplace to impact the world for Christ.

Aaron C. Smith, 2013
Visiting Assistant Professor of Health and Wellness
BS Aurora University
MS University of Illinois Chicago

Prior to becoming a full time faculty member at TIU, Professor Smith taught a variety of exercise science courses at University of Illinois Chicago, TIU, and Aurora University. He completed his master’s degree at the University of Illinois Chicago in Applied Exercise Physiology and researched the effects of various exercise tests as a means to predict endurance performance in male and female cyclists. He has also worked as a performance coach with athletes at Velocity Sports Performance and as a Body Geometry FIT Specialist for cyclists. His current research interests include high intensity interval training, resistance training for runners, and the biomechanical comparison of barefoot and shod running. Sports, health and wellness play a major role in people’s lives, and Professor Smith feels it is crucial to train up strong Christians with the tools to guide and mentor others in these areas so they can be their best and honor God.

Jason Stanghelle, 2016
Visiting Assistant Professor of Christian Ministries
BA, Truman State University
MDiv, Trinity Evangelical Divinity School

Professor Stanghelle has a long history with Trinity International University. He was born at Trinity while his father attended seminary. His father Richard planted a church with the EFCA in Lindstrom, Minnesota where Professor Stanghelle grew up. Professor Stanghelle studied Physics at Truman State University before he came to Trinity to earn his M.Div from TEDS. He is currently a PhD Candidate at TEDS in Theology: Old Testament. While working on his doctorate he also was active in Residence Life ministry with Trinity College. Professor Stanghelle has written in the areas of the Psalms and biblical inerrancy, integrating philosophy and theology and on Carl Henry’s interpretation of scripture. His research interests include Old Testament prophets, hermeneutics, the history of biblical criticism, continental philosophy (particularly Hegel, Heidegger, Foucault and Agamben) and political theology. He has also participated in archaeological digs in Israel at Khirbet Qeiyafa, which is an ancient Iron Age Israelite settlement that dates to the time of David and Saul. Professor Stanghelle also has a wide variety of ministry experience in Christian camp ministry, residence life and church service.

Jana Sundene, 1990
Associate Professor of Christian Ministries
BA, Wheaton College
MA, Northern Illinois University
MA, Trinity Evangelical Divinity School

Before coming to Trinity, Professor Sundene served as an associate director of youth at Garden Grove Community Church in California and at Willow Creek Community Church in Illinois. She is a founding member of the Association of Youth Ministry Educators. She is a part of the leadership core and very active in her church body. Her research and writing interests are in the areas of spiritual formation, leadership development, small groups and ministry communication. She co-authored Shaping the Journey of Emerging Adults, published by IVP. Professor Sundene does training seminars and speaks for on-campus organizations, local churches, and conferences. She has done short-term missions work and taught courses in the Philippines, El Salvador, Poland, and Mexico. Professor Sundene is active in mentoring students and was awarded the President’s Prize for Excellence in Teaching.

Brandon Waybright, 2013
Assistant Professor of Graphic Design
BA, Westmont College
MFA, Otis College of Art and Design

With extensive experience as a designer and publisher, primarily working with musicians, artists, and cultural organizations, Professor Waybright’s practice employs design as a tool for exploration and community intervention. He is the author and designer of Los Angeles Mythology, a collection of visual and written poetry that was released in 2013 at the Museum of Contemporary Art in Los Angeles, California. He operates a design studio called CAPE design, which serves clients with Web, Identity, Print, and Exhibition design. His areas of research include multi-sensory design experiences, methods of interdisciplinary collaboration, and design as an agent for community. His approach to teaching centers on
visual thinking and social responsibility, encouraging students to explore diverse ways of making as they construct their own fulfilling practices.

Ryan D. Wilkinson, 2015
Associate Professor of Athletic Training
Athletic Training Program Director
BS - Athletic Training, Concordia University Wisconsin
MS - Athletic Training, Indiana University
EdD - Health Care Education, Nova Southeastern University

Dr. Wilkinson has served in various roles within athletic training higher education since 2002. Prior to joining TIU, Dr. Wilkinson served as Interim Program Director and Director of Clinical Education in the Athletic Training Program at the University of Wisconsin-Milwaukee (UWM). Prior to starting at UWM in 2010, he served as Coordinator of Clinical Education and Associate Athletic Trainer at Concordia University Wisconsin for eight years, providing athletic training services primarily for the football program. In the past, he has served the state, district, and national athletic training organizations in a variety of roles, including President of the Wisconsin Athletic Trainers’ Association (WATA). He is currently President-Elect of the Great Lakes Athletic Trainers’ Association (GLATA) and Chair of the National Athletic Trainers’ Association (NATA) State Association Advisory Committee. His scholarly interests center on athletic training education (classroom and clinical), the scholarship of teaching and learning, and leadership and professional development.

Paul A. Worfel, 2011
Associate Professor of Education
BME, Central Michigan University
MM, Eastman School of Music
MA, Western Michigan University
PhD, Indiana University

Over the last decade, Dr. Worfel changed venues from public school to higher education, developing a number of different courses for undergraduate and graduate learners. Most recently, he taught for six years at Huntington University helping to define the new Master of Education program there. Dr. Worfel also has strong background in music performance and education, having taught instrumental and choral music for eleven years in Michigan. At TIU, he has had administrative responsibilities and teaches in the areas of educational philosophy, methods, research, and assessment.

Taylor Worley, 2015
Associate Professor of Philosophy
BA, Union University
MDiv, The Southern Baptist Theological Seminary
PhD, The University of St. Andrews

Taylor Worley serves as the managing director for the Center for Transformational Churches at Trinity International University and provides administrative oversight that supports the executive director and the director of the Oikonomia Network. Taylor earned a Ph.D. in theology from the University of St. Andrews with a concentration in theological aesthetics and most recently taught for seven years at Union University in Jackson, Tennessee. In his roles as both a faculty member and administrator of spiritual life initiatives for students, Taylor focuses on enabling students to see how their gifts and passions can be leveraged for greater vocational impact in the kingdom of God. He comes to Trinity excited to facilitate the integration of faith, living, and learning through the strategic work of the Center for Transformational Churches. His scholarly projects center on theological explorations in the visual arts and film as well as creatively applying Dietrich Bonhoeffer’s distinctive vision for discipleship and community in the church. Taylor and his wife, Anna, are growing their three kids to love God and His church, and they enjoy exploring their new community in the Lincoln Square neighborhood of Chicago.

Julia Wright, 2013
Assistant Professor of Graphic Design
BS, Biola University
MA, Trinity Evangelical Divinity School

Professor Wright has worked in Graphic Design, and Marketing and Communications for more than 15 years, focusing on non-profit educational institutions including Biola University, Trinity International University, and various Christian non-profits and churches. She runs her own graphic design and marketing and communication consulting business. Her experience includes extensive work in print design, web design, photography, marketing and advertising, and internal communications. Professor Wright is passionate about exploring how design can assist specifically non-profit organizations in meeting their mission, vision, and goals. In the classroom, she desires to help students unlock their potential as graphic designers and understand their place as artists in Christ’s Kingdom by exploring the integration of faith, design, and art in the classroom and beyond. Professor Wright is passionate about the integration of design, art, and theology across a spectra of media and contexts. Her integrative paper for her master’s degree at Trinity Evangelical Divinity School explored the history of the use of images in the church in worship since the Reformation. She is currently completing an MFA in Collaborative Design at John Brown University. As a fine artist, Professor Wright enjoys working with photography, oil painting, and assemblage.

Peter L. Wright, 2007
Associate Professor of Education
BA, Trinity College
MSEd, Northern Illinois University
MSED, National College of Education
EdD, National-Louis University

Following graduation from Trinity College, Dr. Wright enjoyed working for thirty-two years in the public schools of Waukegan, Illinois, and Vernon Hills, Illinois, as an elementary classroom teacher, school psychologist (K-12), special education coordinator, and IEP database supervisor. Prior to becoming a full-time faculty member, he taught at National-Louis University and at Trinity College, Trinity Graduate School, and REACH program as adjunct faculty. His dissertation was based on a ten-month family journey around the United States studying the impact of family dynamics on living and learning, how personal learner characteristics influence the teaching/learning process, and the influence of experiential education. His current research interests include studying the services available for students with disabilities in higher education. He is also interested in working within educational systems to encourage positive change for all students, helping understand and teach exceptional students, brain-based learning, and the application of educational psychology to increase student learning and achievement.

Karen A. Wrobbel, 2003
Associate Professor of Education
BA, Biola University
MA, Wheaton Graduate School
EdD, University of Minnesota

Dr. Wrobbel taught missionary kids (MKs) and other international students in Christian schools in Spain and Venezuela for more than
twenty years before joining Trinity's faculty. Her school experience extends across the grade levels and includes teaching self-contained elementary classrooms, various subjects at the middle and high school levels, and administration. She continues to be actively involved internationally with Christian education through conference speaking and accreditation work. Dr. Wrobbel is a member of the Latin America Accreditation Commission of the Association of Christian Schools, International. Her expertise and research interests include the education of MKs and other global nomads, languages and education, and intercultural communication. Dr. Wrobbel's articles have appeared in several publications, including *Missiology*, *Evangelical Missions Quarterly*, and *Christian School Education*. Dr. Wrobbel is the Director of the Division of Education. 1 Administrators with faculty status.

Affiliate Faculty

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

Paige Cunningham, 2010
Affiliate Professor of Law and Bioethics
Executive Director of The Center for Bioethics & Human Dignity
BA, Taylor University
MA, Trinity Graduate School
JD, Northwestern University School of Law

Paige Comstock Cunningham is executive director of The Center for Bioethics & Human Dignity. She is also a Fellow at the Wilberforce Forum’s Council for Biotechnology Policy, a Fellow at the Institute for Biotechnology and the Human Future, and a Trustee of Taylor University. Cunningham is an adjunct professor of law at Trinity Law School and Trinity Graduate School. She was an adjunct instructor at Wheaton College for eight years. Cunningham lectures and has published numerous articles, editorials, and book chapters in the areas of law, bioethics, and public policy. She has testified before congressional committees at the state and national level and has appeared frequently on radio and television.

Donald Erickson, 1990
Affiliate Professor in Science
BA, Trinity International University

After graduating from Trinity College, Professor Erickson taught in the United States and then moved to Karawa, Republic of Congo. For eighteen years he taught math and science courses at the Ubangi Academy, a school for missionary children living in central Africa. When Professor Erickson returned to the U.S., he was named one of the short-term mission coordinators of the Evangelical Free Church Mission. In this role, he has led mission teams to Hong Kong, Mongolia, and the Czech Republic, trained several hundred English as a Foreign Language (EFL) teachers, and coauthored training manuals, devotional books, and EFL curricula.

James R. Moore, 1996
Affiliate Professor in Biblical and Interdisciplinary Studies
BA, MA, Indiana Wesleyan University
PhD, Trinity Evangelical Divinity School

Dr. Moore pastored churches in Illinois and Indiana before coming to Trinity. He is currently Associate Professor of Educational Ministries in the Divinity School. He has also been associate dean of the Divinity School, director of administration for the Doctoral Programs and assistant dean of the Graduate School. As an affiliate faculty member for the College, Dr. Moore teaches in the Division of Biblical, Religious, and Philosophical Studies and in Interdisciplinary Studies. He has authored numerous published articles and curricula and has taught at public schools in Illinois and Indiana. Personal interests include engaging world-and-life view issues in the Wesleyan theological tradition and serving in the local church.

Professors Emeriti

Emeriti professors have distinguished themselves in their service to Trinity and, as such, have been granted the honorary status of Emeriti by the faculty and Board of Regents.

Joseph M. Alexanian
Professor Emeritus of Biblical Studies, 1973-1995
AB, Wheaton College
MDiv, Fuller Theological Seminary
PhD, University of Chicago

Harold J. Baxter
Associate Professor Emeritus of English, 1989-2009
BA, Houghton College
BD, Evangelical School of Theology
ThM, Eastern Baptist Seminary
MA, Old Dominion University
PhD, Florida State University

Jacqueline H. Bell
Associate Professor Emerita of Music, 1971-1999
BME, Wheaton College
MM, American Conservatory of Music

E. Morris Faugerstrom
Professor Emeritus of Music, 1952-1998
BM, Wheaton College
MM, PhD, Northwestern University

William E. Graddy
Professor Emeritus of English, 1973-2010
BA, MA, PhD, Southern Illinois University

Jeanette L. Hsieh
Provost Emerita, Trinity International University
Dean Emerita, Trinity College and Graduate School, 1997-2015
BA, Westmont College
MA, Wheaton College
EdD, Northern Illinois University

Carol L. Kennett
Professor Emerita of Education, 1996-2012
BA, Eastern College
MA, Immaculata College
PhD, University of Pennsylvania

Carmen T. Mendoza
Associate Professor Emerita of English/Communication, 1985-2012
BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University

Donna Peterson
Dean Emerita, College of Arts & Sciences, 1987–1997
BA, Wheaton College
MA, University of Illinois
PhD, Trinity Evangelical Divinity School

Robert W. Pirsein
Professor Emeritus of Business
Full time: 1997–2004
Adjunct: 1989–1996
BA, MA, Marquette University
PhD, Northwestern University

Steven R. Pointer
Professor Emeritus of History, 1985–2012
BA, Duke University
MA, Trinity Evangelical Divinity School
PhD, Duke University

Paul A. Twelker
Professor Emeritus of Psychology, 1984–2004
BA, San Diego State University
MA, EdD, University of California–Los Angeles

Timothy J. Voss
Associate Professor Emeritus of Human Performance and Wellness,
1990–2012
BA, Trinity College
MS, University of Illinois

Clifford E. Williams
Professor Emeritus of Philosophy, 1982–2012
BA, Wheaton College
PhD, Indiana University

Endowed Faculty Chairs

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson's outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

The Eva Cornelius Chair of Christian Education was funded by Miss Eva Cornelius to advance the Christian education ministry of the seminary.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh's outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

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

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

The Tite Tiénou Chair of Mission and Global Theology was given in honor of Dr. Tienou's outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology.

The William Washington Chair of Student Leadership was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.
Adjunct Faculty

Adjunct faculty members are part-time teaching faculty who teach one or more classes on an occasional basis. The degree to which adjunct faculty participate in daily campus life is limited. They are appointments of the Dean of the College. The date that follows the listing of each adjunct indicates the beginning year of service at Trinity.

Jared Alcantara, PhD
Lecturer in Christian Ministries, 2015
BA, Wheaton College
MDiv, Gordon Conwell Theological Seminary
ThM, New College, University of Edinburgh
PhD, Princeton Theological Seminary

Allison Alcorn, PhD
Lecturer in Music, 1998
BA, Wheaton College
PhD, University of North Texas

Cassandra April, PhD
Lecturer in REACH, 2007
BS, Western Illinois University
MA, Concordia University
ThM, Andersonville Theological Seminary
PhD, Argosy University

Amit Bhatia, PhD
Lecturer in Christian Ministries, 2011
BA, Augustana College
MDiv, Trinity Evangelical Divinity School
PhD, Trinity Evangelical Divinity School

Amanda Berge, MA
Lecturer in REACH, 2014
BA, Trinity International University
MA, Argosy University

Sarah Beyer, MA
Lecturer in Christian Ministries, 2013
BA, Trinity International University
MA, Trinity Graduate School

Charles G. Bilodeau, MA
Lecturer in Education, 2011
BA, Milikin University
MA, Northern Illinois University

Kenneth Botton, PhD
Lecturer in Biblical and Religious Studies, 2009
BA, University of New Mexico
MDiv, Talbot Theological Seminary
MA, PhD, Trinity Evangelical Divinity School

Matt Boutilier, MDiv
Lecturer in Biblical and Religious Studies, 2012
BS, Moody Bible Institute
MDiv, Baptist Bible Seminary
MS Ed, Purdue University

Paul Brown, PhD
Lecturer in Biblical and Religious Studies, 2006
BM, SUNY Postdam
MA, MDiv, Gordon-Conwell Theological Seminary

PhD, Trinity Evangelical Divinity School

Constantine Campbell, PhD
Lecturer in Music, 2014
AdvDipJazz, Canberra School of Music, Australian National University
BD, Moore Theological College
PhD, Macquarie University

Eldon Carlson, MDiv
Lecturer in Christian Ministries, 2013
BA, Grace University
MDiv, Grace Seminary

Reed Castele, MA
Lecturer in Psychology, 2009
BA, University of Arizona
MA, Trinity Evangelical Divinity School

Gina Cho, CPA, MAS
Lecturer in Business, 2012
BS, University of Illinois Urbana-Champaign
MAS, University of Illinois Urbana-Champaign

Sam Choy, MBA
Lecturer in Business, 2012
BS, University of Illinois at Urbana-Champaign
MBA, DePaul University

Sean Christensen, MDiv
Lecturer in Biblical and Religious Studies, 2016
BS, University of Southern California
MDiv, Talbot School of Theology
PhD (Cand.), Trinity Evangelical Divinity School

Margaret R. Conner, MA
Lecturer in REACH, 2008
BS, Suffolk University
MA, Boston College

Michael Cox, MA
Lecturer in Biblical and Religious Studies, 2013
BA, Ouachita Baptist University
MA, Wheaton College

Jodi Craiglow, MEd
Lecturer in Preparation for College Studies, 2013
BA, Grove City College
MEd, Miami University
MDiv, Gordon-Conwell Theological Seminary

Robert Daugherty, MBA
Lecturer in REACH, 2012
BA, Judson College
MBA, DePaul University

Dixie Davis, MA
Lecturer in Psychology, 2012
BA, National Louis University
MA, National Louis University

Alex Daye, MA
Lecturer in Graphic Design, 2016
BFA, Barry University
MA, Savannah College of Art and Design
David Dillon, EdD
Lecturer in Psychology, 2016
BA, Judson College
BA, Aurora University
MSEd, Northern Illinois University
EdD, Northern Illinois University

Paul Eisenmenger, CPA, MBA
Lecturer in Business, 2012
BA, Judson College
MBA, DePaul University

William Emanuel, MA
Lecturer in REACH, 2007
AA, Christian Life College
BA, Logos Christian College
MA, Judson University
MA, Trinity Evangelical Divinity School

Deborah Farrier, MAR
Lecturer in REACH, 2005
BA, Trinity International University
MAR, Trinity Evangelical Divinity School

David Finkbeiner, PhD
Lecturer in REACH, 1996
BA, Bob Jones University
MDiv, MA, Biblical Theological Seminary
PhD, Trinity Evangelical Divinity School

Margarette Firman, MSW, LCSW
Lecturer in Psychology, 2005
BA, Trinity College
MSW, University of Illinois-Chicago

Kurt Flemming, MA
Lecturer in Physics, 1998
BS, Eastern Nazarene College
MA, Trinity International University

James Gambill, MA
Lecturer in REACH, 2005
BA, Lee College
MA, Governor State University

Richard Gascho, DMin
Lecturer in Christian Ministries, 2011
BA, Trinity College
MDiv, Grand Rapids Seminary
ThM, Calvin Seminary
DMin, Trinity Evangelical Divinity School

Victoria Gascho, PhD
Lecturer in Christian Ministries, 2011
RN, Montcalm College
M. Min, Moody Bible Institute
PhD, Trinity Evangelical Divinity School

Gary A. Gilles, MDiv, LCPC
Lecturer in REACH, 1988
BS, Indiana University
MA, MDiv, Trinity Evangelical Divinity School
LCPC, Licensed Clinical Professional Counselor, Illinois

Lecturer in Music, 1999
BM, Michigan State University

James Gruenewald, EdD
Lecturer in Psychology, 2009
BS, University of Wisconsin, Milwaukee
MA, Trinity Evangelical Divinity School
EdD, Northern Illinois University

Kevin Gushiken, PhD
Lecturer in Christian Ministries, 2014
BA, MA Wheaton College
MDiv, PhD Trinity Evangelical Divinity School

Keith Hanson, JD
Lecturer in Political Science, 2012
BS, University of Wisconsin-Madison
JD, University of Wisconsin Law School, Madison

Robert Harris, MSMC
Lecturer in REACH, 2011
BA, Ohio State University
MSMC, Roosevelt University
PhD (Cand.), Benedictine University

Scott Hendrickson, MA
Lecturer in Education, 2012
BA, University of Illinois
MA/T, Trinity International University
MA, Concordia University

Bruce R. Henne, ThM
Lecturer in REACH, 1988
Associate in Religious Arts, Luther College
BFA, School of Visual Arts
ThM, Trinity Evangelical Divinity School

David Hoag, PhD
Lecturer in Business, 2011
BS, Asbury University
MS, University of Kentucky
PhD, Saint Louis University

Neal Huddleston, PhD
Lecturer in Biblical and Religious Studies, 2016
BA, Pensacola Christian College
MDiv, Pensacola Theological Seminary
PhD, Trinity Evangelical Divinity School

Dennis Humphrey, PhD
Lecturer in Psychology, 2010
BA, Roberts Wesleyan College
MA, PhD, Trinity Evangelical Divinity School

Jason Irwin, MA
Lecturer in Human Performance and Wellness, 2013
BA, Emmaus Bible College
MA, Trinity Evangelical Divinity School

Katherine Jeffery, PhD
Lecturer in Christian Ministries, 2008
BA, BS, Indiana University
MEd, Clemson University
MACS, PhD Trinity Evangelical Divinity School

Deborah Gillette, BM
Julie Jung-Kim, MEd  
Lecturer in English, 2014  
BA, DePaul University  
Secondary English Certificate, DePaul University  
MEd, DePaul University  

Shante Acha Kee, MS  
Lecturer in REACH, 2007  
BS, MS, Ashland University  

Kray Kibler, MBA  
Lecturer in REACH, 1997  
BS, Geneva College  
MBA, North Park College, Chicago, IL  

Wayne Kriemelmeyer, PhD  
Lecturer in Sociology, 2009  
BS, Indiana University  
PhD, Northwestern University  

Russell Kinkade, PsyD  
Lecturer in REACH, 2007  
BA, Cedarville University  
MEd, Georgia State University  
PsyD, Wisconsin School of Professional Psychology  

Juliet Liu, MDiv  
Lecturer in Christian Ministries, 2013  
BA, University of Illinois at Urbana-Champaign  
MDiv, Trinity Evangelical Divinity School  

Brandon Loggins, JD  
Lecturer in REACH, 2013  
BA, University of Illinois- Champaign  
JD, University of Illinois Champaign  

William J. Lyon, MA/T  
Lecturer in Education, 2011  
BS, Oregon State University  
MM, Kellogg Graduate School of Management  
MA/T, Trinity International University  

Miriam Lythberg, MS  
Lecturer in Human Performance and Wellness, 2008  
BA, Augustana College  
MS, University of Bridgeport  

Daniel MacKinney, EdD  
Lecturer in Spanish, 2011  
BA, University of Illinois  
MA, Middlebury College  
EdD, Loyola University  

Sheilah Mahan-Scherer, MS  
Lecturer in Psychology, 2006  
BA, University of Iowa  
MS, Seattle Pacific University  

Christine Majors, MA  
Lecturer in REACH, 2002  
BA, Langston University  
MA, Governors State University  

Frank Martin, MBS  
Lecturer in REACH, 2009  

BS, DePaul University  
MBS, University of Chicago  

Susan Matheson, MA  
Lecturer in Education, 2011  
BA, Trinity College  
MA, Saint Xavier University  

Michael Mauriello, MDiv  
Lecturer in Christian Ministries, 2014  
BED-A, North Carolina State University  
MDiv, Trinity Evangelical Divinity School  
PhD (Cand.), Trinity Evangelical Divinity School  

Richard McLaughlin, PhD  
Lecturer in Christian Ministries, 2011  
BA, University of Notre Dame  
MA, Moody Theological Seminary  
PhD, Talbot School of Theology  

Dawn McNeal, PhD  
Lecturer in REACH, 1984  
BA, Trinity College  
MA, PhD, University of Georgia  

Renee Merrick, MEd  
Lecturer in REACH, 2006  
BA, Knox College  
MEd, Loyola University  

Rebecca Miller, MS  
Lecturer in REACH, 2007  
BA, Northwest Nazarene University  
MS, University of Illinois  

Glen Milner, PhD  
Lecturer in REACH, 1998  
BA Lincoln Christian College and Seminary  
PhD, Trinity Evangelical Divinity School  

Miriam Mohler, MA  
Lecturer in Christian Ministries, 2013  
BA, Biola University  
MA, Talbot School of Theology  
Post-graduate studies, Trinity Evangelical Divinity School  

Annette Monk, MS  
Lecturer in Human Performance and Wellness, 2014  
BA, Illinois State University  
MS, University of Illinois at Urbana-Champaign  

Brian Ng, MBA  
Lecturer in Business, 2016  
BA, Illinois State University  
BS, New York University  
MBA, University of Chicago  

Gregory Norwine, MRE  
Lecturer in Biblical Studies, 2013  
MRE, Trinity Evangelical Divinity School  
BA, University of Missouri, Columbia  

Alice J. Ott, PhD  
Lecturer in REACH, 2009  
BGS, Ohio University
Adjunct Faculty

Danielle Grandinetti Owen, MA
Lecturer in Communication, 2012
BA, Louisiana Baptist University
MA, Trinity International University

Timothy Padgett, MDiv
Lecturer in REACH, 2012
MDiv, Covenant Theological Seminary
MA, PhD (cand.), Trinity Evangelical Divinity School

Eileen Palsgrove, MS
Lecturer in Education (Clinical Supervisor), 2005
BA, Southeast Illinois University
MS, Northern Illinois University

Miriam Stark Parent, PhD
Lecturer in Psychology, 1993
BA, The King’s College
MA, Liberty University
MA, Biola University
PhD, Rosemead Graduate School

James Park, MDiv
Lecturer in Sociology, 2016
BA, University of Virginia
MDiv, Westminster Theological Seminary
PhD (cand.), Trinity International University

Marcus Payne, MA
Lecturer in REACH, 2004
BS, Northwestern University
MA, Northwestern University Kellogg Graduate School of Management

Catherine Pecoraro, PhD
Lecturer in Science, 2008
BS, Purdue University
MA, Trinity International University
PhD, University of Illinois at Urbana-Champaign

Jeremy Pettitt, MA
Lecturer in Communication, 2010
BA, Christian Life College
MA, Trinity Graduate School

Douglas Picirillo, MHRM
Lecturer in REACH, 2010
BA, Trinity International University
MHRM, North Park University

Elizabeth Bjorling Poest, MA
Lecturer in Christian Ministries, 2015
BS, Olivet Nazarene University
MA, Olivet Nazarene University

Anthony Poole, JD
Lecturer in REACH, 2004
BA, Princeton University
MBA, University of Illinois, Chicago
JD, Boston College Law School

Jeffrey Price, MBA
Lecturer in Business, 2004
BA, DePauw University

MBA, University of Michigan

Lindsay Riemer, MA
Orchestra Conductor, 2015
BA, Peabody Conservatory of Music at John Hopkins University
MA, Royal Academy of Music

R. Neil Rodgers, JD
Lecturer in Business, 2013
BA, University of California, Los Angeles
JD, Western State College of Law

Neal Roys, MS
Lecturer in REACH, 2010
BA, Wheaton College
MS, Northwestern University

Michael Roussell, DMin
Lecturer in REACH, 2007
BA, Central Bible College
MA, Trinity Evangelical Divinity School
DMin, United Theological Seminary

Dale Russell, PhD
Lecturer in CIS, 2015
BA, Geneva College
MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Illinois at Urbana-Champaign

Julie Russo, EdD
Lecturer in Psychology, 2011
BA, Northwestern University
MA, Trinity Evangelical Divinity School
EdD, Argosy University

Sharon Sander-Funneye
Lecturer in REACH, 2003
BS, Savannah State University
MS, Alabama A&M University

Tatiana Savocchi, MA
Lecturer in REACH, 2010
BA, University of Kentucky
MA, Murray State University

Silvia Schmid, PhD
Lecturer in Education, 2006
MA, Trinity International University
MA, Trinity International University
PhD, Loyola University

Becky A. Searle, MS
Lecturer in Education (Clinical Supervisor), 2005
BA, Southern Illinois University
MS, Northern Illinois University

Jennifer Searle, MA
Lecturer in Education (Clinical Supervisor), 2014
BA, Wheaton College
MA, Northern Illinois University

Tim Sigler, PhD
Lecturer in REACH, 2001
BA, Faith Baptist Bible College
MA, MDiv, Faith Baptist Theological Seminary
Jay Simala, PhD
Lecturer in REACH, 2001
BBA, MBA, University of Wisconsin
MA, MDiv, Trinity Evangelical Divinity School
PhD, Loyola University, Chicago

John Simons, MA
Lecturer in REACH, 2011
BS, JD, University of Florida
MA, Reformed Theological Seminary
PhD (cand.), Trinity International University

Michael Singh, MBA
Lecturer in REACH, 2011
BA, DePaul University
MBA, Northwestern University

Gene Smillie, PhD
Lecturer in REACH, 2007
BA, Wheaton College
MA, Wheaton Graduate School
MDiv, Princeton Theological Seminary
PhD, Trinity Evangelical Divinity School

David Smith, EdD
Lecturer in Christian Ministries, 2011
CE, BA, Taylor University
MA, Trinity International University
EdD, Southern Baptist Theological Seminary

Jennifer Smythe, MEd
Lecturer in Science, 2014
BS, University of Illinois at Urbana-Champaign
MEd, University of Illinois at Urbana-Champaign
MA, Moody Theological Seminary

Karen Spears, MS
Lecturer in Education, 2014
BS, Northern Illinois University
MS, Northern Illinois University

Jason Stanghelle, MDiv
Lecturer in Biblical and Religious Studies, 2010
BS, Truman State University
MDiv, PhD candidate, Trinity Evangelical Divinity School

Kerry Staurseth
Lecturer in REACH, 2010
BA, North Park University
MEd North Park University

Steven Stenzel, MMEd
Lecturer in Music Education, 2016
International BA, Vienna International School
BME, Wheaton College
MMEd, Northwestern University

Jennifer Strehler, MS
Lecturer in Mathematics, 2006
BS, Illinois State University
MS, University of Tennessee

Brent Strom, EdD
Lecturer in Education, 2011
BA, Judson College
MA, Breadloaf School of English
MA, Northeastern University
EdD, Loyola University

Judge Michael Stuttley, JD
Lecturer in REACH, 2009
BA, Northern Illinois
JD, John Marshall Law School

Beth Ann Swinson, BA
Lecturer in Music, 1998
BA, University of Kansas

Charles Taylor, MA
Lecturer in Biology, 2006
BA, North Park College
MA, Northeastern University

Esther Theonugraha, MA
Lecturer in Christian Ministries, 2013
BA, Cedarville University
MA, MA, Trinity Evangelical Divinity School

Yvonne Thigpen, MA
Lecturer in Christian Ministries, 2014
BS, Welch College
MA, Wheaton College

Kimberly Thomas, MAR
Lecturer in REACH, 1999
BS, Northwestern University
MAR, Trinity Evangelical Divinity School

Sally Thomson, EdD
Lecturer in Education, 2013
BSEd, Western Illinois University
MSED, Illinois State University
MS, Northern Illinois University
EdD, Aurora University

Trinity T. Tigner, MBA
Lecturer in REACH, 2014
BA, Western Michigan University
MBA, Keller Graduate School of Management

Anne Tohme, MDiv
Lecturer in Biblical and Religious Studies, 2008
BA, John Brown University
MDiv, Trinity Evangelical Divinity School

Lori Lightfoot Tucker, DDS
Lecturer in REACH, 2004
BS, University of Health Science, The Chicago Medical School
DDS, University of Oklahoma College of Dentistry

Jeffrey Van Etten, MDiv
Lecturer in REACH, 2011
BBA, Northwestern College
MDiv, MA, Trinity Evangelical Divinity School

Alicia Vauters, MEd
Lecturer in English, 2012
BA, Bob Jones University
Adjunct Faculty

Elizabeth Verbeten, MA
Lecturer in Education (Clinical Supervisor), 2010
BA, St. Norbert College
MA, National-Louis University

Lisa Weathers, MA
Lecturer in REACH, 2012
BA, Fisk University
MA, New Orleans Theological Seminary

Steven Weathers, MDiv
Lecturer in REACH, 2012
BA, Morehead State University
MDiv, New Orleans Baptist Theological Seminary
PhD (cand.), Trinity Evangelical Divinity School

Bill Whitford, MDiv
Lecturer in REACH, 2002
BA, Louisiana College
MDiv, Midwestern Baptist Theological Seminary

Cheryl Witucke, MEd
Lecturer in Education (Clinical Supervisor), 2008
BA, Illinois State University
MEd, St. Xavier University

Maria Wong, MEd
Lecturer in Education, 2015
BS, Ohio State University
MEd, Ohio State University

Sid Yeomans, DBA
Lecturer in Business, 2004
BS, Iowa State University
MBA, Auburn University
DBA, Nova Southeastern University
Academic Life

Academic Information

Academic Load

The average academic load for a full-time student is 16 credit hours per semester. The minimum full-time load is 12 credit hours. Students wishing to take more than 18 credit hours must receive written approval from the Dean of the College. Students who find it necessary to earn part or all of their expenses are encouraged to reduce their academic loads accordingly. Visiting students are limited to a maximum of 6 credit hours per semester or one course during May term.

Academic Year and Semester Hour of Credit

The regular academic year is divided into two semesters of fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.

Like the traditional college, adult undergraduate courses (both face-to-face and online) operate within a semester system. These courses are divided into six units each, and their learning outcomes are the same as those in the traditional college.

Grade Point Average

Academic grade point averages are computed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Only grade points earned for courses completed through Trinity International University, Deerfield Campus, are used in determining the grade point average unless the student is being considered for honors at graduation. (See Graduation Honors (p. 82) for details.)

Grades

Levels of scholastic achievement are determined by several means that may include periodic testing at the discretion of the instructor, class participation, daily assignments, class attendance, and a final examination at the end of the semester. These levels of achievements are expressed and recorded as follows:

A — Superior: indicates outstanding achievement in completeness and accuracy of comprehension, sustained and effective use of knowledge, independence of thought, originality, and ability to interrelate knowledge with other disciplines.

B — Good: indicates above average achievement in respect to some, if not all, of the aforementioned factors.

C — Satisfactory: indicates acceptable work such as may be expected from students of normal ability.

D — Below Average: indicates a standard of work below that expected from students of normal ability.

F — Failure: indicates that requirements were not satisfactorily fulfilled in a credit course.

I — Incomplete: indicates a twelve-week extension for completion of course requirements in cases of serious illness, emergency, or impairment of a student’s good standing in the course by the instructor, verification of the circumstances by the Dean of Students, and approval of the Dean of the College. Grade automatically becomes “F” unless completed within twelve weeks from the end of the semester in which the course was enrolled.

P — Pass: indicates that a student has performed at a “C–” or higher level of scholastic achievement. The P grade is not computed into the Trinity grade point average. Policies for the Pass/No Credit option: junior or senior classification (58 or more hours); course not applied to general education, major, or minor requirements; one course per semester; and a maximum of 12 hours with a P grade applicable to meeting the 124-hour graduation requirement. Student must file application for Pass / No Credit option by the start of the third week of the semester (corresponding to the last day to add a class). Once selected, this option may not be returned to the letter-grade system.

NC — No Credit: indicates that a student who opted to take a course under the Pass / No Credit option did not attain a “C–” or higher level of scholastic achievement. The NC grade is not computed into the Trinity grade point average.

AU — Audit: indicates regular involvement in the intellectual investigation of a course, even though academic credit is not received and hours are not counted in the computation of grade point average. Students may change from audit to credit up to the fifteenth day of the semester; and from credit to audit up to the tenth week of the semester.

W — Withdrawal: indicates that requirements were not satisfactorily fulfilled for an audit course.

Note: A special grade designation is posted whenever a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web Grade Report, which indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.

Student Classifications

Student classifications are based on credit hours earned.
freshman 0-25 hours of college credits
 sophomore 26-57
 junior 58-91
 senior 92+

regular student: A student enrolled in a degree program at TIU

auditor: A student permitted to enroll in a course without being required to fulfill the normal requirements in that course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Abbreviated admissions credentials are required of those students who are only auditing classes.

dual enrollment student: A high school student who is enrolled at TIU to earn college and possibly high school credit (pending approval of the respective high school guidance office). These students must apply and be accepted into the program. A simplified admission procedure is used. Dual enrollment students are registered after university student registration is complete. A dual enrollment student may take up to two (2) courses per semester as a high school junior and up to three (3) courses per semester as a high school senior.

inactivated student (reach program): Students who do not plan to register for any courses for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) from the REACH Student Services Office as per the LOA policy. Students who do not request a LOA and do not register for at least one course for a period of one to two semesters (a maximum of six months) will be inactivated (no longer considered to be a TIU student). To return and register for additional courses, the student must successfully complete the readmission process.

leave of absence: A regular student, as defined above, who does not enroll in classes for one semester (summer excluded). A student who desires a leave of absence for a period of one semester should request a Leave of Absence (LOA) from the REACH Student Services Office as per the LOA policy. This apprises Trinity of student program plans, and enables appropriate serves to be provided. A student on an approved leave of absence is considered active and campus services such as library, e-mail, faculty, etc. are available. Student accounts must also be in good standing for a student to remain active and be able to register for the next semester.

student at large: A student who meets all admission requirements but is not pursuing a degree program at Trinity. Such students elect a specialized program of their own choosing and are not required to meet degree requirements.

teacher licensure: Persons who have earned a bachelor’s degree and seek enrollment at Trinity to meet Illinois Teacher Licensure requirements. Students must meet with the Division of Education prior to enrollment.

visiting student: A student not pursuing a degree program but desiring to be admitted for part-time studies (a maximum of 6 hours of credit per semester or one course per May Term session). A simplified admission procedure is used.

Scholastic Status

Dean’s List
Students who earn at least 12 hours and a session grade point average of 3.50 or above in a given semester are awarded special recognition by being placed on the Dean’s List.

Graduation Honors
Grads who attain a cumulative grade point average of 3.50 or above with a minimum of 48 credit hours of Trinity work are recognized as follows:

<table>
<thead>
<tr>
<th>Honors Title</th>
<th>GPA Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>summa cum laude</td>
<td>3.90 GPA, or 3.80 GPA and completion of the honors program</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>3.70 GPA, or 3.60 GPA and completion of the honors program</td>
</tr>
<tr>
<td>cum laude</td>
<td>3.50 GPA, or 3.40 GPA and completion of the honors program</td>
</tr>
</tbody>
</table>

Honors announced at commencement shall be determined on the basis of work completed prior to the semester in which the graduation exercises are held. The diploma and transcript will reflect honors earned in all undergraduate work. The official honors designation awarded will include the final semester coursework and is based on the transcript posting of degree completion. If the final semester GPA calculation to determine honors differs from the honors announcement at commencement, the honors award will be adjusted accordingly.

Satisfactory Progress
Satisfactory progress is determined each semester. The May Term academic progress will be included and calculated with the spring semester cumulative GPA calculation. A student maintains progress upon successful completion of at least 12 hours as a full-time student or 6 hours as a half-time student per semester while maintaining a cumulative GPA as follows:

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26</td>
<td>1.50</td>
</tr>
<tr>
<td>27-42</td>
<td>1.62</td>
</tr>
<tr>
<td>43-58</td>
<td>1.75</td>
</tr>
<tr>
<td>59-75</td>
<td>1.87</td>
</tr>
<tr>
<td>76+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

1 Including transfer credits but not grades.

Academic Warning
A student whose semester or cumulative GPA is below 2.0 at the end of a semester will be on Academic Warning for the following semester.

Academic Probation
A student whose cumulative GPA is below the required level for hours attempted will be placed on academic probation. Once a student has been placed on academic probation, the probationary status remains until the student’s Trinity cumulative GPA meets or exceeds the above academic scale.
Academic Dismissal
A student whose cumulative GPA remains below the required level at the end of a probation semester is subject to academic dismissal.

Academic Dismissal Appeal Process
A student who has been academically dismissed may appeal to the Dean of the College within five days of receipt of notification. The basis of the appeal must be extraordinary circumstances such as serious and documented illness, injury, or family crisis. If this appeal is denied, a written appeal may be presented to the Scholastic Standing Committee. The written appeal must be submitted within five days of the denial of the appeal by the Dean of the College.

Reinstatement
To be considered for reinstatement to Trinity, a student who has been academically dismissed must present a transcript from an accredited college showing credits earned subsequent to the dismissal. The transcript must indicate 12 or more hours of credit transferable to Trinity earned during one semester with grades of “C” or better. If reinstated, a student will be placed on Academic Probation.
Academic Policies

Academic Appeal Process

Students with concerns about course grades or the interpretation and/or implementation of academic policies may pursue resolution through the following appeal process. (For academic dismissal, there is a separate process; see the Academic Dismissal Appeal Process.) At each stage, students should attempt to clearly articulate and document any unusual or extenuating circumstances that they feel have bearing on the issue. Each stage of the process is essential, and every effort should be made to resolve concerns as early as possible in the process, making further appeals unnecessary.

First and foremost, the student should attempt resolution by discussing the issue with the faculty/staff member involved.

If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should approach the chair of the department or director of the division to seek resolution.

Failing resolution at the department/division level, the student may submit a written appeal to the College Academic Appeals Committee, (CAAC) a standing committee composed of two full-time faculty members and the University Registrar. This formal, written appeal to the CAAC must be initiated within sixty days of receipt of the grade or interpretation/implementation of policy that is in question. Note: Complete “Academic Appeal Instructions” are available on the Records Office site on MyTIU.

Finally, if the matter is still not resolved, or if the student is still dissatisfied with the outcome, the student may appeal to the Dean of the College. Such an appeal must be initiated within ten days of the written communication indicating the decision of the CAAC.

At any stage of this process the student may choose to be represented by legal counsel; however, the Dean of the College should be informed of this in advance to give the college the opportunity to obtain legal representation.

Academic Integrity

The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. The Academic Integrity policy policy details the university’s expectations. In the case of an incident of cheating, plagiarism, or other academic dishonesty, the professor will submit a form to the academic dean outlining the incident and the disciplinary action taken (usually failure of the assignment if a first incident, but depending on the severity of the incident or pattern of dishonesty, possible failure of the course). Subsequent or egregious first incidents result in more severe disciplinary actions, up to and including failure of the course or academic dismissal. Students receiving a disciplinary failure in a course may not withdraw from the course.

The academic dean will refer students with two or more incidents of academic dishonesty to the Dean of Students as a community standard violation. A file of all academic dishonesty incidents is maintained in the academic dean’s office. Students with multiple incidents of academic dishonesty are subject to dismissal from Trinity College.

The Scholastic Standards Committee, which includes faculty and administrative representatives, will hold a hearing to consider the case. The student is entitled to appear before the committee, and to have an advocate present. The faculty member(s) who have reported cases of academic dishonesty are expected to appear or provide information to the committee. If the Scholastic Standards Committee decides to suspend or dismiss a student, the student may appeal to the Dean of the College, whose decision will be final.

Advanced Standing

Some entering freshmen and transfers may qualify for waiving of certain requirements.

Advanced Placement

Students who earn acceptable scores in the Advanced Placement Program of the CollegeBoard will receive credit at Trinity providing they receive a grade of 3 or better and that all appropriate materials and scores are submitted to Trinity.

CLEP

College Level Examination Program (CLEP) scores (subject examinations only) may be accepted for credit upon the recommendation of the department. A student may not earn CLEP credit for a course previously taken, as an audit or for credit, at Trinity International University.

Competency Exams in Old Testament and New Testament

The Biblical Studies Department of the Division of Biblical, Religious, and Philosophical Studies offers two-competency exams for students who believe that their Old Testament and New Testament knowledge is equivalent to Trinity’s introductory courses. Credit for the courses BI 101 and BI 111 may be achieved upon successful completion of the respective competency exam and reading of the respective biblical text. Successful completion is understood to be a score of B (3.0) or better on the exam. The Biblical Studies Department administers the exams. The exams are made up of objective questions (multiple choice, true/false, matching) and integrative essays addressing the application of the texts. Students desiring to take a competency exam should consult with the Biblical Studies Department faculty. A fee for the exam is charged, see credit by examination procedure, below.

Credit by Examination (CBE)

On occasion, examinations conducted by departments of the college will be used to determine a student’s achievement and mastery in specific subject areas and serve as a basis for credit or waiving a course, as recommended by the department. Credit by Examination is limited to matriculated Trinity undergraduate students. CBE is regarded as transfer credit and, therefore, will not be computed into the student’s grade point average. CBE will not be granted for a course that the student has previously taken (for audit or credit) at Trinity International University.

Students should complete the following process for seeking CBE for a specific course:

1. Obtain a “Credit By Exam” form from the Student Accounting Office. The Student Accounting Office will initiate the approval process by assessing the appropriate CBE fee (see “Fees” section in this catalog).
2. Make arrangements for completing the exam with the department chair or instructor.
3. Obtain signature of the department chair.
4. Student must submit the completed CBE form to the faculty instructor.
5. Upon completion of the exam, the instructor will post the test results on the CBE form, sign, and submit the form to Records.
6. The Records Office will notify the student when the CBE credit is posted on the transcript.

Credit examinations administered at other schools may be accepted for credit (not grade) at the discretion of the department chair. The chair may require an additional examination to determine the student’s level of competence prior to granting Trinity credit.

Advanced Placement, CLEP, Credit by Exam, or proficiency tests will not be allowed to count toward the residency requirement for graduation from Trinity. Proficiency tests may not be used to fulfill any general education or major requirement.

Credit for Military Basic Training

Any prospective student having successfully completed Military Basic Training may be eligible to receive credit. The student should submit a copy of the military DD-214 (Copy-4) to the Records Office and request an evaluation. Upon verification of completed Military Basic Training, credit will be posted as transfer work on the transcript.

International Baccalaureate Program

Trinity recognizes the International Baccalaureate Program and awards credit from the Diploma or the Certificate for Higher Level Subjects in which the student has attained a score of 5 or better. Application of this credit to specific courses is determined by the appropriate departments. Hours of credit are determined by the Trinity courses for which the subject exams are substituted.

Pre-High School Diploma, College-level Work

Trinity accepts, under normal transfer credit guidelines, course credit earned by a high school student provided that the credit appears on the transcript of a regionally accredited college or university and that the student attended the regularly scheduled classes on the institution’s campus.

Transfer Credit Policy

Trinity is pleased to receive credits from other postsecondary institutions to fulfill degree requirements, subject to the following criteria and limitations:

- The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including—but not limited to—regional accrediting agencies, such as the Higher Learning Commission, national accrediting agencies such as the Association for Biblical Higher Education (ABHE) (https://www.abhe.org) and the Transnational Association of Christian Colleges and Schools (TRACS) (http://www.tracs.org), and specialized accrediting agencies such as the National Association of Schools of Music (NASM) (http://nasm.arts-accredit.org). (For a complete listing of recognized accrediting bodies and accredited institutions, see the USDE Database of Accredited Postsecondary Institutions and Programs (http://ope.ed.gov/accreditation/).) A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity coursework at a cumulative GPA of 2.5 or higher.
- The student must have received a grade of “C” or higher (or its equivalent) from the sending institution in all coursework presented for transfer.
- Trinity credits are based on semester hours, so credits from institutions that grant credits according to other delivery systems (e.g., quarters, trimesters) will be adjusted accordingly and proportional credit received.
- Nontransferable courses that must be taken at Trinity include:
  - For Traditional and Online students: The general education course IDS 150 and the capstone course in each major.
  - For Adult Undergraduate students (REACH, EXCEL): The general education course IDS 105.
- The general education courses BI 101, BI 111, and BI 210 are transferable, but the credits received to satisfy these requirements must be from sending institutions that are members of the Council for Christian Colleges and Universities (CCCU) (http://www.cccu.org) or that are accredited by ABHE or TRACS.
- A maximum of 82 credits at the 100 or 200 level may be transferred into a BA degree program at Trinity.
- At least 30 of the last 45 credits (exclusive of credits by examination) applied to a degree must be taken at Trinity or in a nonresident program of study authorized by the faculty.
- Students who complete any of the following - an Associate in Arts (A.A.) degree, an Associate in Science (A.S.) degree, or an Associate in Fine Arts (A.F.A.) degree - at an accredited institution are guaranteed a minimum of 60 transfer credits. The A.A., A.S., or the A.F.A. degree fulfills general education requirements in all categories with the exception of:
  - For Traditional and Online students: The Foundations of Christian Thinking and Living category. Students with an Associate degree must fulfill the Christian Thinking and Living course requirements in accordance with established policies.
  - For Adult Undergraduate students: Foundations of Adult Learning (IDS 105), Understanding the Old Testament (BI 101) and Understanding the New Testament (BI 111). Students with an A.A. degree must fulfill these course requirements in accordance with established policies.
- The Illinois Articulation Initiative’s (http://www.itransfer.org/IAI/container.aspx?file=iai) general education core, completed at an accredited Illinois institution, fulfills the general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category and the Foundations of Adult Learning course. Students who complete the IAI general education core must fulfill the Christian Thinking and Living course requirements in accordance with established policies.
- Traditional and Online undergraduate students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 150 and two of the three Bible classes in the category Foundations of Christian Thinking and Living (BI 101, BI 111, and BI 210).
- Adult undergraduate students (REACH, EXCEL, Online) may have a maximum of 33 percent of the total credit hours for any major be accepted as transfer credit. Because of the integrated nature of the courses in each major and the elements that are built across the curriculum, students must take from Trinity a majority of the courses that constitute the major.
Prior Learning Assessment
The university recognizes learning gained through various life experiences. If that learning was gained at the college level, the student may petition to validate that learning for college credit.

Prior Learning Assessment workshops are offered each academic year to instruct students about the process of writing papers. Students may seek advice from advisors about the potential number of credits they may petition for through Prior Learning Assessments (PLAs) but advisors do not determine how many credits papers are worth.

PLA credits (including CLEP/DSST, Life Learning Papers, and Business and Professional Training) are classified under, and are therefore subject to, transfer credit policies. On this basis, students needing to complete credit hours toward graduation requirements may be eligible to petition up to 82 hours of credit through PLAs. However, each individual PLA petition can be for no more than 4 credit hours, so a student needing more than 4 credit hours would need to complete multiple PLAs. It is important to note that the maximum of 82 credits includes both transfer credits from other schools and PLA.

PLAs are divided into two categories:

1. Business and Professional Training (BPT): demonstrates college-level learning through documented nontraditional educational experience (e.g. conferences and workshops)
2. Life Learning Paper (LLP): demonstrates college-level learning through previous life-changing events (e.g. divorce, leadership, ministry)

Upon completion of the appropriate documentation, the student submits the PLA to the Student Services Office. The documentation is then forwarded to a faculty reader qualified to evaluate the subject matter. The faculty reader determines if the documentation needs to be rewritten or the amount and level of credit to be awarded, if any. The faculty reader then returns the PLA to the Student Services Office. The student is notified of the results via mail. The process takes approximately six to eight weeks.

Students should refrain from contacting the Student Services Office regarding the status of the PLA until eight weeks have elapsed.

The title of each PLA-awarded paper will appear on the student’s transcript, with one of two alpha-numeric codes, either IDS 199E for lower division coursework, or IDS 399E for upper division coursework.

VA Student Credit for Previous Education and Training
Veteran students must report all previous education and training. Trinity International University will evaluate such education and training, and if appropriate will award transfer credit. VA Benefits exception: For VA benefit awards, it is not required that a student’s last semester of degree completion only include TIU courses. However, the awarding of credits toward the degree is subject to the normal request, review, transfer and acceptance policy of TIU.

Class Attendance
Traditional Undergraduate
At the beginning of the semester each faculty member will notify class members in writing of the attendance policy for each class. Since class attendance is important, students are urged to attend classes regularly regardless of stated attendance policies in order to participate in discussion and receive benefit from lectures and reports given in class.

REACH
If students miss one class session, they will receive a 3 percent deduction off their percentage score for the course. For example, if a student earned a 92 percent for the course but missed one class session, the student’s final percentage for the course would be 89 percent. Or, if the student earned an 86 percent for the course but missed one class session, the student’s final percentage for the course would be an 83 percent. In this way, missing a class may result in a lower grade, or it may not; however, it always results in having 3 percent deducted from the student’s score. The 3 percent reduction is due to a lack of participation in the face-to-face classroom setting. If a student misses a class, these participation points cannot be “made up.” The participation is lost. Note well: If students miss two class sessions, this amounts to missing 40 percent of the class time. If this happens, they must retake the course, with no exceptions.

Commencement Participation
The College has an annual commencement ceremony in May. College policy permits participation in the ceremony for students who are within 6 hours of meeting graduation requirements. To be eligible for the “6-Hour Contract,” a student must be within 6 hours of completing all graduation requirements at the end of the spring semester.

Confidentiality of Records
Trinity complies with the Family Educational Rights and Privacy Act (FERPA). Specific information may be obtained from the Records Office. For additional information, see Family Educational Rights and Privacy Act of 1974 in the Official Policies section (p. 55) of this catalog, or contact the Records Office.

Co-curricular Activities
A student must be enrolled as a full-time student to hold a student office, serve as editor of a student publication, or hold membership on Student Council or any faculty committee. Intercollegiate sports eligibility will follow the rules and regulations set forth by the NAIA (National Association of Intercollegiate Athletics), of which Trinity is a member.
Course Delivery Modalities

Trinity College offers instruction via several delivery modalities.

- Traditional, semester-length classes are offered face to face on the Deerfield campus. Classes meet 50 minutes weekly for each hour of credit earned. This is referred to as "traditional," and it is the delivery mode used by the majority of Trinity's undergraduate students.
- Online classes are part of Trinity's fully online degree program designed for working adults, who can complete their degree while continuing their work and ministry wherever they live. Online courses last six, twelve, or 18 weeks. Trinity's accelerated online courses require about 20 weekly study hours for a six-week three-credit online class. Students enrolled in the traditional undergraduate program of Trinity College are limited to one online course per semester. Note that an additional fee may apply for online courses. During summer term (including May term), students may enroll in up to 12 credit hours of online and face-to-face Trinity classes. However, they may enroll in no more than six credit hours (or two courses) concurrently.
- The REACH (p. 254) and Excel adult undergraduate (p. 520) programs are designed for working adults. The curriculum assumes the life experience and contextual understanding of adults who are in the workplace full time. Students in the traditional undergraduate program may take a REACH course only if approved to do so by an academic dean. However, REACH students are welcome to take courses in the traditional undergraduate program.

Cross-Registration

Full-time Trinity College students may cross-register for one graduate level (up to 4 credit hours) course per semester free of charge. Certain restrictions apply. Please contact the Records Office prior to registration for more information or go to MyTIU [https://mytrinity.tiu.edu](https://mytrinity.tiu.edu). The "Cross Registration Form (College into TEDS/TGS)" lists the policies/restrictions and cross-registration instructions.

Formal Student Complaint Policy

Formal Student Complaint Policy

Trinity College, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Formal complaints should be addressed in writing (dated and signed) to the dean’s office. If unresolved, the student may choose to submit the formal complaint to the Academic Council of Divisions, the provost, or the president. Upon first receipt of the formal complaint, the person to whom it is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution's final decision regarding the complaint, and any other (external) action initiated by the student to resolve the complaint. Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. The university will protect students’ privacy by removing their names from files before submission to an outside team (unless they have given express permission for use of their names).

Guided Study

A regular course listed in the catalog may be offered on an individual basis to an enrolled Trinity student if the requirement in the academic program cannot be met in any other manner. Conditions for a guided study include the following:

1. the regular course is not offered in the semester of the guided study, or the course cannot fit into the student’s schedule;
2. the student has a 2.0 cumulative GPA and has completed 50 semester hours of coursework.

Prior to final registration, written permission to enroll in the guided study must be secured from the instructor, department chair, and the Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than the final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies. A Guided Study may not be used to retake a course to improve a grade.

Independent Study

An independent study is a noncatalog course in which a faculty member and an advanced student design research on a topic of special interest that extends beyond the scope and depth of courses regularly offered in the curriculum.

To be eligible for an independent study, a matriculated Trinity undergraduate student must have a cumulative grade point average of 3.0 and have completed 50 semester hours of academic work prior to the semester in which the independent study is taken. The topic or content must have the written approval of the instructor, the department chair, and the Dean of the College. All work is due according to the schedule determined by the instructor and no later than final exam week. A student may earn a maximum of 21 credits by any combination of independent and guided studies.

Policy for Students Called to Active Military Duty

Trinity students called to active military duty have the following options, which are based on the current catalog policies:

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

Contact the University Records Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Readmission

A student who discontinues attendance for one or more semesters must apply for readmission by requesting and completing a Supplementary Application form. The Supplementary Application is also used to update applications of students not previously enrolled but whose earlier applications have been kept on file.
Registration

Students register for classes using Trinity's web-based registration system or in Trinity Central.

- Late enrollment will be permitted after the first day of the semester and through the end of the fifth teaching day of the semester, during which time a fee will be assessed.
- Individual courses may be added through the end of the tenth teaching day of the semester.
- Beginning the sixth teaching day, and prior to the end of the tenth week of the semester, a student may drop a class and receive a withdrawal grade (W) for the course.

Requirements for a Minor

Students may receive recognition for an academic minor by completing 24 hours in one department or by completing the requirements for a prescribed minor. (Course requirements are listed in the appropriate departments.) Students may acquire as many academic minors as time and schedule permit. Six hours in residence are required, except for the Biblical Studies Minor, which requires 12 hours in residence.

Retaking Courses

A student may elect to repeat any course in which a grade of "C–" or lower is earned provided that the repeated course is taken at Trinity Deerfield in a regularly scheduled class, excluding Guided Study courses. All grades will be retained on a student’s transcript.

A course for which credit has been earned, when repeated, may produce an improved grade but will not provide additional credit. The highest grade for a repeated course will count toward graduation requirements and the cumulative grade point average.

A course in which credit is earned may be repeated only once.

Withdrawal from the College

Students who find it necessary to withdraw entirely from the college must complete an official withdrawal form available in the Student Life Office. A student is not eligible for refunds and forfeits academic standing in the college if this form is not properly completed and submitted. Students withdrawing by the last day to drop classes will receive a "W" designation (withdrawal) for all classes. Students withdrawing after the last day to drop classes will receive a regular letter grade.

Refunds

After official withdrawal from the college, students are eligible for partial refunds of tuition and board (p. 39). All refunds will be based on the date of official withdrawal from the college.
Planning an Academic Program

All regular students are assigned a faculty advisor who is available to help in planning a college program. As possible, advisors are assigned according to a student’s interest area. Students are encouraged to work closely with their faculty advisors during pursuit of an academic program at Trinity. Advisement sheets listing general education and major requirements are available in the College Dean’s Office. As a student progresses in his or her degree work and completed requirements are posted on the academic transcript, the student and academic advisor may access and review this information by using the “Degree Audit” and “Academic Record” links on the Web.

Students who have not decided on a major field of study should concentrate on meeting general education requirements. First-year students should register for a Bible course unless an exception is made by the Dean of the College. Students who have fairly well-defined educational goals should begin coursework in the major, at the same time finishing general education courses. This is especially important in music, education, and science. When a major field is selected, students should confer with the department chair and apply for a major. An advisor will be assigned from that discipline to help students plan a program of study consistent with personal objectives and goals. A declaration of major must be filed prior to registration for the junior year.

Although the college catalog is not a legal contract, it does outline institutional policies, procedures, and regulations and describes requirements that students must meet before qualifying for a Trinity degree.

With regard to curricular offerings, students should note that requirements for an academic major in effect for the year in which the first enrollment occurred (matriculation) are applicable as long as the student continues to attend Trinity, provided the degree is complete within seven years of that first catalog date.

When curricular changes are made, students may follow either the original or changed curriculum requirements. However, students must choose one catalog or the other—not a combination of the two. Reasonable substitutions will be made for discontinued or changed courses. Students seeking licensure in elementary, secondary or K-12 education should be aware that the programs are accredited by and subject to Illinois State Board of Education curriculum requirements. While every effort will be made to apprise students of changes, they must fulfill these requirements to be licensed regardless of their matriculation catalog.

Students working toward a degree must file the “Application for Graduation” document one calendar year prior to the date (semester) that a student intends to complete all degree requirements to assure proper and timely completion of graduation requirements.

Graduation Requirements

It is our goal that every candidate for graduation give evidence of a true Christian life and character during their academic studies at TIU. All candidates are recommended for consideration as graduates by faculty vote. To be eligible to receive the Bachelor of Arts degree from the College, students must meet the following requirements within seven years of catalog date:

1. 124 semester hours of credit. Included in this are those hours required in general education and the student’s major field of study.

A maximum of 12 hours of applied music (except music majors), 4 hours of Preparation for College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship will count toward graduation.

2. An overall Trinity cumulative grade point average (GPA) of 2.00. The general education, major, and minor requirements must each be completed with a minimum of 2.00 GPA.

3. Successful completion of the general education requirements.

4. Acceptance into a major and fulfillment of the requirements of that major. Students must declare no later than the second semester of their sophomore year or on entrance, in the case of junior and senior transfer students. A minimum of 9 upper-division credits in the major must be earned while in residence.

5. Fulfillment of the Service Learning requirement. Each full-time student is required to complete 2 units of Service Learning while at Trinity. Transfer students are required to complete only one service learning unit if they transfer 58 or more approved credit hours.

6. Fulfillment of the chapel attendance requirement. Chapel attendance is considered an important part of the total college program.

7. At least 30 of the last 45 hours must be taken at Trinity, or in a nonresident program of study authorized by the faculty, as a regular student in order to receive a degree. Hours completed through Credit by Examination (CBE) do not count toward these 30 hours. Seniors who plan to matriculate in another college and transfer their final credits to Trinity must make arrangements with the Records Office prior to leaving Trinity.

8. A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. The Application for Graduation is due on December 15 of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15 of the anticipated graduation year. The following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:
   a. Application for Graduation form
   b. When approved by faculty, any “Substitution/Waiver Form” should also be submitted to the Records Office for processing.
   c. “6-Hour Contract,” if applicable, for commencement participation (see Commencement Participation (p. 86) for further information).

9. Attendance in absentia at commencement. Permission to graduate must be obtained from the Dean of the College.

1. Students should review their specific major requirements as listed in this catalog. Some majors require a higher cumulative GPA for graduation.

2. Attendance at commencement does not necessarily indicate degree completion.
General Education

The College has established a general education program that engages students in many different fields of learning. Education majors should see specifications to general education requirements located in the “Division of Education” section of the catalog.

Purpose

The purpose of the general education program is to introduce students to the breadth of liberal arts learning, and to provide the foundations (biblical, conceptual, and contextual) for all subsequent education, and for learning across the lifespan. Specifically, we intend that by the time of graduation the student will be able to:

1. Articulate a Christian world-and-life view
2. Think critically, reason clearly, and communicate effectively
3. Utilize quantitative and analytical skills
4. Employ moral reasoning and judgment as an outgrowth of personal faith and commitment
5. Interpret the biblical themes of creation, fall, and redemption—in particular as they relate to the arts and humanities
6. Respond thoughtfully, redemptively, and empathically to social changes
7. View current issues in their global and historical contexts and in relation to social, cultural, and natural constructs
8. Respect diverse religions and cultures, engaging others with sensitivity and discernment
9. Live healthfully and pursue wellness

General Education Requirements

Foundations of Christian Thinking and Living (goals 1, 4, 5)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>IDS 150</td>
<td>Foundations of Christian Thinking and Living</td>
<td>3</td>
</tr>
<tr>
<td>IDS 499X</td>
<td>Integrative Thought Capstone</td>
<td>0-1</td>
</tr>
</tbody>
</table>

Foundations of Life Long Learning (goals 2, 3, 5)

Communication Skills:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts and Humanities:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Studies in Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 224</td>
<td>Studies in Drama</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 231</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 233X</td>
<td>Comparative Arts</td>
<td></td>
</tr>
<tr>
<td>IDS 301/302</td>
<td>The Western Cultural Heritage I</td>
<td></td>
</tr>
<tr>
<td>MUH 111</td>
<td>Introduction Music History and Literature</td>
<td></td>
</tr>
<tr>
<td>MUH 231</td>
<td>Music Appreciation</td>
<td></td>
</tr>
</tbody>
</table>

Quantitative and Analytical Reasoning:

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>Introductory Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 105S</td>
<td>Environmental Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Biology: Plant and Animal Kingdoms</td>
<td></td>
</tr>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 101</td>
<td>Contemporary Chemistry</td>
<td>3-6</td>
</tr>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>HPW 351X &amp; HPW 454X</td>
<td>Biomechanics and Measurement, Research, Statistics, and Technology</td>
<td></td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PS 101</td>
<td>Earth Science</td>
<td></td>
</tr>
<tr>
<td>PS 110</td>
<td>Introduction to the Physical World</td>
<td></td>
</tr>
</tbody>
</table>

Students who have an ACT Math subscore between 17 and 24 or an SAT Math subscore between 400 and 560 (inclusive) select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 117</td>
<td>Mathematics in the Modern World</td>
</tr>
<tr>
<td>MA 118</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MA 120</td>
<td>College Algebra and Trigonometry</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
</tr>
<tr>
<td>MA 280X</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

**Foundations of Cultural and Global Perspectives (goals, 5, 6, 7, 8)**

### Historical and Cultural Contexts:
Select one of the following: 3  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 201</td>
<td>World Civilization I</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>IDS 301/302</td>
<td>The Western Cultural Heritage I</td>
</tr>
</tbody>
</table>

### Economic, Social, and Political Structures:
Select one of the following: 3  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
</tr>
<tr>
<td>POL 111</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
</tr>
<tr>
<td>POL 361</td>
<td>International Relations</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Problems</td>
</tr>
<tr>
<td></td>
<td>Approved cross-cultural experience (limit of 3 credits in this category)</td>
</tr>
</tbody>
</table>

### Religious and Ethnic Diversity:
Select one of the following: 3  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>IDS 303</td>
<td>Cross Cultural Contexts</td>
</tr>
<tr>
<td>MUH 211</td>
<td>Survey of World Music</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td></td>
<td>Approved cross-cultural experience (limit of 3 credits in this category)</td>
</tr>
</tbody>
</table>

### Foreign Language Competency:

Determined by test for placement or waiver, or two years of high school study with grades of C or better 0-8

**Foundations of Personal Growth, Health, and Wellness (goals 4, 9)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
</tr>
<tr>
<td>or HPW 202X</td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>Approved cross-cultural experience (limit of 3 credits in this category)</td>
</tr>
</tbody>
</table>

Select one of the following: 3  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life Planning</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
</tr>
</tbody>
</table>
Students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 150 and two of the three Bible classes in the category (BI 101, BI 111, and BI 210).

Students whose ACT English subscore is lower than 19 (or whose SAT English subscore is lower than 450) need to take:
- PCS 100 and PCS 110
- or PCS 105 (depending on the scores) as a prerequisite to ENG 111.

3 credits apply here and 3 may be used in the Historical and Cultural Contexts category under Foundations of Cultural and Global Perspectives.

This requirement is waived for students who have earned an ACT Math subscore of 25 or higher or an SAT Math subscore of 570 or higher.

Students whose ACT Math subscore is lower than 17 (or whose SAT Math subscore is lower than 400) and/or who haven’t successfully completed a high school Algebra II course need to take MA 116 (3 hours) as a prerequisite to the courses listed.

Education majors only

Service Learning

(See IDS 106)

Service Learning is a graduation requirement for all college students. Each full-time undergraduate student is required to fulfill two Trinity Service Learning units while at Trinity College. Transfer students are required to complete only one Service Learning Unit if they transfer 58 or more approved credit hours.

Service learning has the following learning outcomes:

1. Students will develop their ethic of service, sense of social responsibility, and commitment to civic engagement.
2. Students will grow in their capacity to love and serve individuals and communities, within and outside of Trinity, both locally and globally.
3. Students will use their skills and abilities to make a difference in real-world settings.
4. Students will put their faith into action. (“Faith by itself, if it is not accompanied by action, is dead.” James 2:17 TNIV)

A student will earn one completion for each Service Learning project when all of the following guidelines are met:

- The Service Learning project must be a minimum of twelve hours over a period of at least 12 weeks, or be an intensive supervised ministry trip, as detailed below.
- The Service Learning project must demonstrate faithfulness over time.
- Acceptable options include:
  - Weekly service for one hour
  - Semi-weekly service of two hours, in alternate weeks
  - Monthly service of at least three hours on four different occasions
  - Intensive one or two week supervised ministry trips. [A mission trip of seven to thirteen days qualifies for one Service Learning completion, and a mission trip of fourteen days or longer may qualify for two Service Learning completions. (This would include working at an overnight summer camp if it demonstrates a level of commitment and service similar to a fourteen-day mission trip.).]
  - Short-term activities, such as leading a weekend retreat for a high school youth group or leading a five-day VBS, do not qualify, even though they may result in more than twelve hours of service, because they do not meet the requirement of faithfulness over time.
- The Service Learning project must have accountability through a ministry/service supervisor.
- The Service Learning project must involve serving others.
- At least one Service Learning project must be done off campus; off campus service may be repeated in a second semester for a second Service Learning completion.

There are a variety of opportunities posted online if assistance is needed in finding an appropriate activity or specific project.

To receive credit for a Service Learning project, the student must register for IDS 106 Trinity Service Learning, submit the planning form early in the semester of service, submit the Student Reflection Form and ensure that the Supervisor Evaluation Form is completed and submitted by the last day of class during the fall and spring semester or two weeks prior to the first day of the fall semester if the service-learning project was done over the summer.
• Note: All Service Learning projects must be done while the student is enrolled at Trinity College. All forms and additional information can be found on MyTIU (http://my.tiu.edu).

Three Year Degree Option

Trinity offers a three-year degree option, with free summer tuition for qualified students. With this option, students can complete their degree in just three years. Summer courses are offered at no additional cost to qualified students (see below). This represents a significant cost savings in that the student pays for three years of tuition and is able to be fully employed or in graduate study in the fourth year.

To qualify for tuition-free summer courses (May term face to face and online), the student must have achieved a composite ACT score of 20 or higher (or SAT equivalent), have been enrolled full-time at Trinity in the two semesters (i.e. fall/spring) immediately preceding the summer study, have achieved a cumulative Trinity College GPA of 3.0 or higher at the end of the preceding fall semester, and be enrolled at Trinity in further undergraduate coursework in the (fall) semester immediately following summer term (unless graduating). Those who meet these qualifications would receive tuition remission for up to 12 credits (4, 3 hour courses) in the intervening summer, in a combination of the following:

• 100% tuition remission for one May term course and
• 100% tuition remission for up to two online courses in each of the two summer online terms. [A course technology fee will apply to each online course; the tuition remission does not cover this fee.]

Note: BE 476X/PH 476X and BE 477X/PH 477X are special courses, associated with The Center for Bioethics & Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476X/PH 476X and BE 477X/PH 477X are not included in the tuition remission option of TIU’s three-year degree, due to the expenses associated with the conference and courses.
Academic Majors and Minors by Department

Interdisciplinary Studies

The following major, minor, and program descriptions incorporate courses from several different departments and therefore do not have a home in any one department.

Division: Varied

Majors: Criminal Justice, General Studies, Humanities, Social Science

Minors: Political Science, Pre-Law, Sociology

Courses

IDS 105 Foundations for Adult Learning - 3 Hours

This course focuses on the knowledge, skills, attitudes and values required to maximize the benefit of education for adults. Concepts include the basic principles of adult development, learning approaches, personality, and work/life management. The ideas of Christian liberal arts education, learning in community, and lifelong learning as spiritual journey are explored. Various assessments and self-exploration tools will be used to aid goal-setting, writing placement, and advising. Required of all incoming degree seeking REACH students. Delivery mode: REACH/Excel adult undergraduate.

IDS 106 Trinity Service Learning - 0 Hours

Trinity Service Learning seeks to develop students’ ethic of service, sense of social responsibility, and commitment to civic engagement. Through service, students will grow in their capacity to love and serve individuals and communities, within and outside Trinity, both locally and globally. Students will use their skills and abilities to make a difference in real-world settings, and will put their faith into action. Opportunities may include service in on-campus activities and programs, a local church, community programs, mission trips, and summer camp leadership. Some paid or stipend positions may count if the position involves direct service to others in a leadership capacity. Students must register for IDS 106 in the semester of their project, complete a planning form, submit a reflection by the due date, and be evaluated by their supervisor. Course is offered only on a pass-fail basis, repeatable for obtaining a Service Learning unit. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

IDS 110 Ancient World - 9 Hours

This integrated course is the first module in the INSIGHT program. It investigates the beginnings of humanity and traces the development of human civilization from early beginnings to 400 B.C. Its main foci are understanding the concept of worldview and preliminary issues of philosophy, investigating the history of ancient civilizations, including a survey of ancient religions, and studying ancient Israel and the text of the Old Testament. Delivery mode: Deerfield traditional undergraduate.

IDS 111 Classical World - 9 Hours

This integrated course is the second module in the INSIGHT program. It investigates the Mediterranean world from 400 B.C. to 400 A.D. Its main foci are studying inter-testamental Judaism, Greco-Roman culture and literature, the rise and spread of Christianity, and the text of the New Testament. Prerequisite: IDS 110. Delivery mode: Deerfield traditional undergraduate.

IDS 112 Medieval and Expanding World - 9 Hours

This integrated course is the third module in the INSIGHT program. It investigates aspects of world history from 400 to 1800. Its main foci are studying the rise of European civilization from medieval Christendom to the French Revolution, social changes, the rise and spread of Islamic faith and culture, and the changing face of Christianity in its global expressions. Prerequisite: IDS 111. Delivery mode: Deerfield traditional undergraduate.

IDS 113 Modern World - 9 Hours

This integrated course is the fourth module in the INSIGHT program. It investigates aspects of world history from 1800 to the present. Its main foci are studying anthropology, intercultural studies, and global Christianity, as well as philosophical, ethical, and social challenges to Christian faith, and major developments in modern history. Prerequisite: IDS 112. Delivery mode: Deerfield traditional undergraduate.

IDS 150 Foundations of Christian Thinking and Living - 3 Hours

This course equips Trinity College students to live as active and thoughtful believers on campus and in society at large. It orient students to the unique features of Christian liberal arts education at Trinity College, examines the core doctrinal elements of the Christian faith, and investigates what it means to live Christianly in the world today. Required of all Trinity College students. This course must be taken at Trinity. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

IDS 200 Law, Justice and Culture - 3 Hours

Focuses on the conceptions of law and justice of three civilizations or cultures: the ancient Hebrews and biblical law; the United States Constitution and inalienable rights; and Nazism and the Nuremberg Trials. By studying law in the context of these societies, it is hoped that the student will develop an appreciation for humanity’s attempts to understand its beliefs, institutions, and rules in light of transcendent moral principles. In particular, the course seeks to challenge students to (1) think about the nature of justice, the relationship between law and morality, and the role of law in achieving a just society, (2) formulate a Christian view of law premised on biblical principles, and (3) strengthen each student’s ability to analyze and reason and to articulate and defend positions. Offered May term through Olivet Nazarene University. Delivery mode: Deerfield traditional undergraduate.
IDS 301 The Western Cultural Heritage I - 3 Hours
A survey of the arts, religious faiths, and ideas of the Western tradition from ancient times to the present while traveling in Europe. These classes will involve extensive field work in museums, art galleries, cathedrals, and diverse historical sites. They will emphasize thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, discussion, and writing. Offered Spring semester and May Term in even-numbered years for Deerfield traditional undergraduate. Prerequisite: Junior status or consent of instructor. Note: IDS 301-IDS 302 may be used to fulfill any two of the following general education requirements: History 201 (World Civ I), History 202 (World Civ II), Fine Arts, Christian Faith Elective, or Humanities Elective. Delivery mode: Deerfield traditional undergraduate.

IDS 302 The Western Cultural Heritage II - 3 Hours
A survey of the arts, religious faiths, and ideas of the Western tradition from ancient times to the present while traveling in Europe. These classes will involve extensive field work in museums, art galleries, cathedrals, and diverse historical sites. They will emphasize thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, discussion, and writing. Offered May Term for Deerfield traditional undergraduate. Prerequisite: Junior status or consent of instructor. Note: IDS 301-302 may be used to fulfill any two of the following general education requirements: HI 201 (World Civ I), HI 202 (World Civ II), Fine Arts, Christian Faith Elective, or Humanities Elective. Delivery mode: Deerfield traditional undergraduate.

IDS 303 Cross Cultural Contexts - 3 Hours
This course is an opportunity for students to understand principles for effective cross-cultural engagement through an immersive field experience. Reading and assignments will provide a theoretical framework, to include historical, theological, and sociological perspectives. Select Global Community Partnerships trips or other approved cross-cultural experiences will be combined with instruction to meet the objectives of this course. Offered spring semester for Deerfield traditional undergraduate as scheduled. Delivery mode: Deerfield traditional undergraduate.

IDS 320 American Studies Program (Washington, D.C.) - 1-10 Hours
As a member of the Council of Christian Colleges and Universities, Trinity participates in the American Studies Program, an interdisciplinary internship/seminar program based in Washington, D.C. Founded in 1976, the program is designed to expose undergraduates to opportunities for involvement in public life and provides students with a general understanding of the public policy dynamics at work in the nation's capital. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Since the number of participants is limited, the program is highly selective. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 321 Au Sable Inst of Environmental Studies (multiple locations) - 1-10 Hours
The mission of Au Sable Institute is the integration of knowledge of the creation with biblical principles for the purpose of bringing the Christian community to a better understanding of the Creator and the stewardship of God's creation. All of its programs and activities are structured to allow, and are conducted for, promotion of Christian environmental stewardship. The Institute offers courses at five locations: Great Lakes, Pacific Rim (Puget Sound), East Coast (Chesapeake Bay), Africa, and India. Courses are offered in four formats: January session, May session, and two summer sessions for Deerfield traditional undergraduate. Environmental education internships are available, as are certificates in stewardship ecology, environmental analysis, land resource analysis, and water resource analysis. Additional information is available from the Associate Dean or the Director of the Division of Science, Technology, and Health. Delivery mode: Deerfield traditional undergraduate.

IDS 322 China Studies Program - 1-10 Hours
The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization first-hand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration, including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi'an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 323 Christian Center for Urban Studies (Chicago, IL) - 1-10 Hours
The Christian Center for Urban Studies (CCUS) was formed in 1980 in Chicago to link the needs and opportunities of the city with the faith and gifts of today's college and seminary students. As a cooperative venture of Christian colleges, CCUS prepares students for America's multicultural and urban future. Chicago serves as an ideal laboratory for ministry and career preparation. CCUS programs prepare students to serve full-time in urban or cross-cultural settings, identify career paths in the urban environment, and understand social justice and cultural issues. Urban semesters provide a foundation for understanding urban cultures, systems, and poverty through an individually tailored internship and course of study. Mini-terms provide a three-week introduction to cultural perspectives and interpretation. Interning for ten to twenty hours per week gives students the opportunity to gain practical experience in a variety of fields, as CCUS has more than a hundred potential placement sites in Chicago. College sophomores, juniors, or seniors in good standing are eligible to apply. Individual study programs are approved in advance by academic advisors of the student's home institution as part of the application process. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.
**IDS 324 Contemporary Music Center (Nashville, TN) - 1-10 Hours**
The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, or recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters, or entertainment industry entrepreneurs. Students earn 16 semester hours of credit. For more information, contact the Associate Dean or the Chair of the Music Department. Delivery mode: Deerfield traditional undergraduate.

**IDS 325 Daystar University (Kenya) - 1-10 Hours**
As a member of the Christian College Consortium, Trinity allows junior and senior students to study for one semester at Daystar University in Nairobi, Kenya. Daystar is the only accredited Christian liberal arts college in all of Black, English-speaking Africa. Consortium students join African students from more than twenty-one African nations at Daystar. Specific courses introduce the history, culture, literature, politics, art, music, and religions of Africa. All instruction is in English and offered by a primarily African national faculty. Additional information is available in the office of the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 326 Focus on the Family Institute (Colorado Springs, CO) - 1-10 Hours**
This semester program is commissioned by Focus on the Family to provide an undergraduate program that crosses academic and professional disciplines. The program addresses issues facing contemporary families and society from a Christian worldview. The program is tailored to the student’s interests, academic, professional, and life goals. The institute is located in Colorado Springs, Colorado, on the campus of Focus on the Family. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 327 Jerusalem University College (Israel) - 1-10 Hours**
This Evangelical Protestant Christian university, established in 1957, is dedicated to the study of the geography, culture, history, languages, and archaeology of biblical lands as they relate to biblical interpretation and a better understanding of the Middle East. The school offers its intercultural student body long- and short-term programs, including the Master of Arts degree in several disciplines, graduate and undergraduate semester abroad, and short-term academic study tours. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 328 Latin American Studies Program (Costa Rica) - 1-10 Hours**
Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 329 Los Angeles Film Studies Center - 1-10 Hours**
Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required Hollywood Production Workshop and Theology in focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 330 Middle East Studies Program (Egypt) - 1-10 Hours**
This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner. Students earn 16 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

**IDS 332 Scholars’ Semester in Oxford Program (England) - 1-10 Hours**
Scholars’ Semester in Oxford (SSO) is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar, and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English and Literature, Theology and Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very-high-achieving students. Students earn 17 semester hours of credit. Additional information is available from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.
IDS 333 Approved Special Program - Hours
Approved Special Program.

IDS 334 Uganda Studies Program - 1-10 Hours
Uganda Studies Program (USP) offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature, and East African History will present many insights into African life. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 335 Australia Studies Center - 1-10 Hours
The Australia Studies Centre (ASC) is designed to integrate the first-hand observation and study of Australian culture, history, religion, and politics, together with experiential service learning and formal instruction in the arts. The program, based at the Wesley Institute in Sydney, is composed of one required seminar course in Australian history, culture, and society (especially for ASC students), a choice of integrative courses, and a variety of elective options in theology, music, dance, drama, or design to total 15-16 credits for the semester. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 336 Washington Journalism Center - 1-10 Hours
The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public, as well as to their personal writing skills. These Foundations for Media Involvement, Reporting in Washington; and Washington, News and Public combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities, as well as live with families in home stays as part of the WJC experience. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 337 India Studies Program - 1-10 Hours
The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two week travel portion of the program to provide students a close up look at India’s diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India’s past and contemporary realities students will have opportunities to explore a variety of issues - poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. Additional information is available at www.BestSemester.com or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 338 Ambex Program - 1-10 Hours
The Ambex program is based in Regensburg, Germany, and is accredited by Corban University of Oregon (a fellow CCCU school). The program consists of a variety of courses, including Reformation history and theology, which are done sequentially in modular fashion and also include a series of European excursions to enhance the experiential dimension. Teaching faculty from Corban and a number of other Christian institutions are used in the program. Additional information is available at www.ambex.org or from the Associate Dean. Delivery mode: Deerfield traditional undergraduate.

IDS 339 Consortium Student Visitor Program Asbury - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 350 Consortium Student Visitor Program Bethel - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 351 Consortium Student Visitor Program George Fox - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 352 Consortium Student Visitor Program Gordon - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 353 Consortium Student Visitor Program Greenville - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 354 Consortium Student Visitor Program Malone - 1-10 Hours
The Consortium’s Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.
IDS 356 Consortium Student Visitor Program Houghton - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 357 Consortium Student Visitor Program Malone - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 358 Consortium Student Visitor Program Messiah - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 359 Consortium Student Visitor Program Seattle Pacific - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 360 Consortium Student Visitor Program Taylor - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 361 Consortium Student Visitor Program Westmont - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 362 Consortium Student Visitor Program Wheaton - 1-10 Hours
The Consortium's Student Visitor Program is designed to enrich your educational experience by making the resources of other consortium colleges available as part of your undergraduate program. A term can be spent on another consortium campus without transferring, losing credits, or completing lengthy enrollment forms. Additional information is available in the Office of the Associate Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton. Delivery mode: Deerfield traditional undergraduate.

IDS 390 Trinity Professional Experience - 0-1 Hours
This course fulfills the professional experience general education requirement for students in nondiscipline specific fields of study. Students should propose and develop individualized research, marketplace, or professional experiences that follow the general education guidelines. Requires advisor approval. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

IDS 499X Integrative Thought Capstone - 0-1 Hours
This course integrates the learning goals of the Trinity College General Education curriculum with the student's major area and contributes to the assessment of student learning outcomes. This requirement must be fulfilled by taking a designated capstone course in the student's major field. Delivery mode: Deerfield traditional undergraduate.

CRJ 101 Introduction to Criminal Justice - 3 Hours
This course provides an overview of the history and operations of the U.S. criminal justice system. Attention will be placed on law enforcement, prosecutors, public defender, the judiciary and the correctional process. This course will also evaluate the impact of crime on society and basic criminal law. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 201 Criminal Law and Procedure - 3 Hours
This course covers the principle areas of criminal law and of criminal procedure including federal restraints on the activities of law enforcement personnel. Students will examine the tenets of basic criminal law such as reus, mens rea, and general doctrines attempt, complicity, causation, and conspiracy. The course also examines legal authority of law enforcement personnel and rights of the accused person. Consideration is given to various procedural stages from criminal charges through post-conviction appeal. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 210 Criminal Courts - 3 Hours
This course presents how cases are processed in state and federal criminal courts, including venues, the study of prosecutors, defense attorneys, judges, jury selection, plea bargaining and sentencing. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.
CRJ 300 Legal Writing and Communication - 3 Hours
This course focuses on skills related to analysis and objective explanation in the context of criminal justice. Students will examine individual cases and reports to analyze decisions and understand precedential value and legal reasoning as well as synthesize the results of several cases to understand larger principles and predict how the law will apply in future cases. Students will draft documents and provide oral reports on a variety of topics, such as crime investigation reports, evidence collection reports, correctional incidents, substance abuse reports, motions, complaints and legal briefs. Prerequisite: ENG 111. Offered spring semester beginning 2018 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 320 Police and Societal Interactions - 3 Hours
This course examines the psychological, sociological, and philosophical role of the police as it relates to topics such as criminal behavior, police brutality, corruption, and stress. It also examines the racial, ethnic, and gender issues in law enforcement. Offered fall semester in odd years beginning 2017-2018 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 322 Policing with Digital Technology - 2 Hours
This course examines law enforcement's use of modern technology, namely social media, to aid in carrying out their goal of preventing and investigating crime. This course will examine the use of social media for anticipation of crimes, closing crimes quickly, and two-way communication. Offered fall semester, even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 330 Corrections - 3 Hours
This course provides an in-depth consideration of probation, penology, the theories of punishment, and community supervision sectors of the field of criminal justice. Alternatives to institutionalization are explored. Offered fall semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Prerequisite: CRJ 201. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 350 Topics in Criminal Justice - 3 Hours
Selected topics as announced. Course may be repeated with a different topic. Prerequisite: CRJ 101 or permission of instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 351 Drugs, Alcohol, and Crime - 3 Hours
This course will explore the relationship of substance use and crime. Topics include how drug trafficking impacts communities and the effectiveness of current policies aimed at controlling drug use. Prerequisite: CRJ 201. Offered spring semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 352 Cybercrime - 2 Hours
This course examines legal and policy issues before developing from cybersecurity threats. Topics include digital foreign espionage, website hacking, intellectual property theft, and breaches of corporate databases. Focus will be placed on the governance of the Internet, as it relates to the roles of the government and non-governmental actors, and the expectations of privacy. Prerequisite: CRJ 201. Offered spring semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 360 Race, Gender, Ethnicity, and Criminal Justice - 3 Hours
This course focuses on gender, race, and ethnicity issues in the criminal justice system. The course emphasizes developing an understanding of cross-cultural variation; the effects of gender and race on the lives of people within the context of contemporary issues of justice. Prerequisite: CRJ 201. Offered fall semester even years beginning 2017-2018 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 361 Juvenile Justice and Delinquency - 3 Hours
This course examines the juvenile justice system and the impact of various legal, social, and political policies of at-risk youth, including child-trafficking. Students will conduct an assessment of causal theory and problems of corrections and prevention of delinquency. Prerequisite: CRJ 201. Offered fall semester odd years beginning 2017-2018 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 420 Police Response to Protests, Riots, and Disasters - 3 Hours
This course will examine the theories of behavior and action. Focus will be placed on how law enforcement should respond to protests, riots, disasters, and threats to social order. Prerequisite: CRJ 201. Offered spring semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 430 White Collar Crime - 3 Hours
This course focuses on crime committed by governmental and corporate entities and actors in "white collar" professions. It is inclusive of state political crimes, corporate abuse of power, and financial, occupational, and environmental crimes, as the enforcement of law and punishment against such crimes. Prerequisite: CRJ 201. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 445 Criminal Justice Internship - 3 Hours
This course is field experience to further the student's integration of theory and practice. It is for junior and senior standing criminal justice majors whose academic performance is appropriate for placement. Potential placements include federal, state, county, and municipal criminal justice, law enforcement, law firms, corrections, administrative law agencies, residential treatment facilities, or related offices or agencies. Students must complete at least 135 hours of work. Satisfies the professional experience requirement for Criminal Justice majors. Prerequisite: Junior standing. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.
CRJ 450 Independent Study - 1-4 Hours
Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 451 Legal Issues in Technology - 3 Hours
This course examines how new technologies are transforming the experience, regulation, and meaning of personal privacy. This course will study U.S. courts’ evolving reaction to challenges presented by digital surveillance with a focus on Fourth Amendment case law and key statutes. The topics explored will include database searches, GPS trackers, and the National Security Agency’s telephonic metadata program. Prerequisite: CRJ 201. Offered spring semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 460 Victimology and Restorative Justice - 3 Hours
This course examines the relationship between victims and their offenders, the interactions between victims and the criminal justice system, the impact of the crime on families of the victims, and the connections between victims and other social groups and institutions. Additional discussion on Christian views of reconciliation and reintroducing offenders to society. Prerequisite: CRJ 201. Offered spring semester even years beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

CRJ 490 Criminal Justice Seminar - 3 Hours
This course serves as the capstone course for Criminal Justice major. Students will be challenged to incorporate learning from throughout the curriculum, culminating in the development of a comprehensive integration paper. Course content focuses on ethical decision-making by criminal justice practitioners. Distinctions are made between Christian and non-Christian perspectives. This course fulfills the IDS 499X requirements for Criminal Justice majors. Prerequisites: CRJ 201, SOC 324, and senior standing. Offered fall semester beginning 2018-2019 for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.
Criminal Justice Major

Within a Christ-centered liberal arts curriculum, the mission of the Criminal Justice Program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

Required General Education courses:

- PSY 255
- SOC 101
- SOC 330

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 360</td>
<td>Race, Gender, Ethnicity, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 361</td>
<td>Juvenile Justice and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 445</td>
<td>Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 460</td>
<td>Victimology and Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>Criminal Justice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 255</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis

Complete one emphasis from the following

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Studies Emphasis (14-16)</td>
<td></td>
</tr>
<tr>
<td>BUS 388</td>
<td>3</td>
</tr>
<tr>
<td>CIS 120</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 322</td>
<td>2</td>
</tr>
<tr>
<td>CRJ 352</td>
<td>2</td>
</tr>
<tr>
<td>CRJ 451</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>2-4</td>
</tr>
<tr>
<td>CIS 160</td>
<td></td>
</tr>
<tr>
<td>CIS 170</td>
<td></td>
</tr>
<tr>
<td>GPH 200</td>
<td></td>
</tr>
<tr>
<td>GPH 271</td>
<td></td>
</tr>
</tbody>
</table>

| Law Enforcement Emphasis (13-14 hrs)  |       |
| CRJ 320                               | 3     |
| CRJ 322                               | 2     |
| CRJ 351                               | 3     |
| CRJ 420                               | 3     |
| Choose one of the following:          | 2-3   |
| CRJ 352                               |       |
| CRJ 451                               |       |
| HS 165X                               |       |

Prerequisite required.
### Criminal Justice Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 360X</td>
<td>Introduction to Social Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours: 13-14

### Legal Studies Emphasis (13-14)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Criminal Courts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CRJ 300</td>
<td>Legal Writing and Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CRJ 352</td>
<td>Cybercrime</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 322</td>
<td>Policing with Digital Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 430</td>
<td>White Collar Crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 451</td>
<td>Legal Issues in Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 430</td>
<td>Seminar in Early Modern Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 440</td>
<td>Seminar in Modern Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 200</td>
<td>Law, Justice and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Urban Sociology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours: 13-14
General Studies Major

The General Studies major is designed to provide a wide exposure to the liberal arts rather than a concentration in one department or division. This major provides an interdisciplinary program that may be suited for those transferring from a Bible school or community college.

Requirements total 60 hours, which are distributed among three divisions. The following courses are excluded: ENG 214, ENG 241X, ENG 441X, HPW 180, HPWA activities classes, Muz 214, applied music, and music organizations. Students must also meet general education requirements. The number of hours within the major that meet general education requirements depends on the three divisions selected.

Prioritize three divisions, as follows, from the College's academic divisions.

<table>
<thead>
<tr>
<th>Division</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division 1</td>
<td>Complete 30 hours, with a minimum of 12 hours in 300-level or above courses</td>
</tr>
<tr>
<td>Division 2</td>
<td>Complete 18 hours, with a minimum of 6 hours in 300-level or above courses</td>
</tr>
<tr>
<td>Division 3</td>
<td>Complete 12 hours, with a minimum of 3 hours in 300-level or above courses</td>
</tr>
</tbody>
</table>

Division of Biblical, Religious, and Philosophical Studies
- Bible
- Biblical and Religious Studies
- Christian Ministries
- Greek and Hebrew
- Philosophy

Division of Education
- Education

Division of Humanities
- Art
- English
- Geography
- History
- Humanities
- Modern Foreign Language (e.g., Spanish)
- Music

Division of Science, Technology, and Health
- Biology
- Chemistry
- Computer Information Systems
- Health Sciences
- Human Performance and Wellness
- Mathematics
- Physics and Physical Science

Division of Social Sciences
- Business
- Communication and Graphic Design
- Political Science
- Psychology
Humanities Major

The Humanities major is designed to provide a comprehensive foundation in the areas of art, English, foreign languages, philosophy, and music. The major is useful for students who want to pursue graduate programs in one of the areas in the humanities or a career in law, theology, government work, research, creative writing, or library work.

Requirements total 60 hours. Up to 20 hours required in the major may be used to meet general education requirements. The following courses are excluded: ENG 214, ENG 241X, ENG 441X, MUZ 214, applied music, and music organizations. The Humanities Major will not be granted as a third major in conjunction with a combination of two of the following majors: English, History, Music, Philosophy. In addition, courses applied toward the Humanities Major may not be used to count toward any minors.

- 21 hours (9 hours at 300-level or above), all in one of the following disciplines: English, History, Music, or Philosophy
- 15 hours (6 hours at 300-level or above), all in second choice of one of the following disciplines: English, History, Music, or Philosophy
- 12 elective hours (3 hours at 300-level or above), all in third choice of one of the following disciplines: English, History, Music, or Philosophy, Art, or a single foreign language

Social Science Major

The Social Science major is designed to provide a broad foundation in the areas of business, history, political science, psychology, and sociology, and to help develop a Christian worldview. It also functions as a stepping-stone to graduate programs in the social sciences.

Requirements total 60 hours. Up to 15 hours required in the major may be used to meet general education requirements.

- 21 hours (9 hours at 300-level or above) in either the Business Department, Communication Department, Education Division, History Department, Human Performance and Wellness Department (excluding HPW 180 and activities courses), Psychology Department, the area of Political Science or the area of Sociology
- 15 hours (6 hours at 300-level or above) in second choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in third choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in any of the five remaining departments or areas of study listed above
- A capstone course must be taken in the 21 or 15 hour department to fulfill the general education requirement of IDS 499X.

Political Science Minor

Requirements total a minimum of 24 hours. This includes 9 hours of required courses and completion of Track A (16 hours) or Track B (15 or 16 hours). Three of the hours meet general education requirements.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 111</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>or POL 252</td>
<td>Comparative Government</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POL 361</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POL 382</td>
<td>Political Theory</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

Select one of the following: 15-16

- **Track A**: American Studies Program semester, Washington D.C.
- **Track B**: Selected political science-related courses from Au Sable Institute May Term, Summer Semester I or Summer Semester II: Great Lakes, Pacific Rim, East Coast, or Africa. See Director of Division of Social Sciences for approved political science-related courses.
- **Track C**: Choose from the following: IDS 200, any political science elective course from Trinity or Au Sable Institute catalog. See Director of Division of Social Sciences for approved political science-related courses at Au Sable

Total Hours: 24-25

Pre-Law Minor

Requirements total 24 hours. This includes 12 hours of electives and 12 hours of skills courses.

**Elective Courses**

Select 12 hours of the following: 12
BUS 201  Introduction to Business Law
IDS 200  Law, Justice and Culture
POL 250  American Government
POL 255  Constitutional Law
POL 375  Topics in Law and Government
POL 382  Political Theory
POL 445  Internship
PH 381  History of Western Thought I
PH 382  History of Western Thought II
SOC 324  Criminology

**Skills Courses**
Select at least one from each category: 12

- **Writing:**
  - COM 240X  Writing for the Media I
  - ENG 111  Critical Thinking and Writing (Honors) ¹
  - ENG 336  Creative Writing

- **Analytical Reasoning and Research:**
  - COM 230  Advanced Public Speaking
  - PH 170  Logic
  - PSY 285X  Statistics

  Any 300-400 level course with a major research paper (15 pages or more) as a component

**Total Hours** 24

¹ ENG 111 must be taken as an honors course for this minor.

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**Sociology Minor**
Requirements total a minimum of 25 hours.

**Required Courses**
SOC 101  Introduction to Sociology 3
SOC 285X  Statistics 4
SOC 330  Race and Ethnic Relations 3

**Elective Courses**
Select 15 hours of electives in Sociology ¹ 15

**Total Hours** 25

¹ 9 hours must be at 300 or 400 level

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**Biblical Studies Department**
The goal of the Biblical Studies Department is to help students grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning. Faculty members are committed to studying the Bible in its historical and cultural context and applying it to present-day ethical issues. Students will study various theological options and points of view of the larger Christian community and be encouraged to arrive at their own conclusions based on careful study and scholarship. Faculty members will endeavor to model Christian character and lifestyle in their dealings with the students both in and outside the classroom.

**Majors**
- Biblical Studies Major (p. 109)

**Minors**
- Biblical Studies Minor (p. 114)
- Religious Studies Minor (p. 114)

**Majors**
- Pre-Seminary Major (p. 111)
- Advance: Pre-Seminary Major (p. 113)
Courses

BI 101 Understanding the Old Testament - 3 Hours
A survey of the setting, history and literature of the Old Testament. Emphasis is given to major Old Testament themes, including covenant, salvation, worship, wisdom, justice and righteousness, and messianic hope. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BI 111 Understanding the New Testament - 3 Hours
A survey of the setting, history, and literature of the New Testament. Emphasis is given to major New Testament themes, including the person and work of Jesus Christ, the ministry of the Holy Spirit, the theology of Paul, and the Christian in society. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BI 210 Biblical Interpretation - 3 Hours
This course is designed to acquaint the student with a basic understanding of the principles of biblical interpretation as well as the primary tools of biblical research. The student will then apply these principles and tools to the study of a selected New Testament epistle. Prerequisite: BI 101 or BI 111. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BI 221X Intermediate Greek - 3 Hours
Building on the foundation laid in GR 121-GR 122 this course equips students for applied exegesis of the Greek New Testament. Emphasis is placed on exegetical method and practical application, with the goal of building lifelong habits for the use of Greek in interpreting the New Testament. Prerequisites: GR 121-GR 122. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with GR 221X. Delivery mode: Deerfield traditional undergraduate.

BI 222X Intermediate Greek - 3 Hours
Continuation of BI 221X/GR 221X. Prerequisite: BI 221X or GR 221X. Offered on demand for Deerfield traditional undergraduate. Cross-listed with GR 222X. Delivery mode: Deerfield traditional undergraduate.

BI 275 Teaching the Bible - 3 Hours
A study of theories and methods of teaching the Bible utilizing instructional objectives. Students will prepare and present lesson plans to demonstrate their proficiency in the stating and accomplishing of appropriate educational objectives. Prerequisite: BI 210. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BI 289 Topics in the Bible - 2 Hours
A topics course in Bible offered at an extension site. (A matriculated Trinity College student may not take an extension course for credit.) Delivery mode: Deerfield traditional undergraduate.

BI 302 Pentateuch - 3 Hours
A study of the content, theology, and criticism of the Pentateuch. Emphasis will be on major themes like creation, fall, salvation, election, covenant, ethics and worship. A selection of the most important chapters of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives. Prerequisites: BI 101, BI 210. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BI 304 Old Testament Prophetic Books - 3 Hours
A study of the historical setting and message of the Old Testament prophets. The course will survey all the prophetic books briefly, and focus in some detail on Isaiah, Jeremiah, Daniel, Hosea, and Zechariah. Selected passages will be exegeted in class using methods taught in BI 210 Biblical Interpretation. Prerequisites: BI 101, BI 210. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BI 306 Old Testament Poetic Books - 3 Hours
A study of the poetic books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Emphasis will be on major themes like praise, lament, messianic hope, the fear of the Lord, the problem of suffering and the nature of wisdom. A selection of representative psalms and the most important chapters in Wisdom Literatures will be exegeted in detail and developed from a theological and literary perspective. Prerequisites: BI 101, 210. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BI 312 Life of Christ - 3 Hours
A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to the uniqueness of each of the four Gospels, to the development in Jesus’ ministry, and to the topic of Messiahship, kingdom of God, discipleship, and controversy. Prerequisites: BI 111, 210. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BI 313 New Testament Church - 3 Hours
A study of early Christianity based on the Book of Acts and the New Testament epistles. Attention is given to the historicity of Acts, the careers of Peter and Paul, and the dynamics that spread the church into the Roman world. Prerequisites: BI 111, 210. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BI 321 The End Times - 3 Hours
A study of eschatology in its historical, hermeneutical, and theological context. Consideration will be given to issues of interpretation and theology with an exegetical emphasis on the book of Revelation. Prerequisites: BI 101, 210. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BI 334 Old Testament Theology - 3 Hours
An examination of the message of the Old Testament, with special emphasis on Jesus in the Old Testament and topics such as law and grace, Israel and the church, promise and fulfillment, and covenant and faith. Prerequisites: BI 101, 210. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 335</td>
<td>Theology of the General Epistles - 3 Hours</td>
<td></td>
<td>A study of major theological themes of the general epistles including Christology, Soteriology, and Sanctification. Prerequisite: BI 111, BI 210 recommended. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BI 336</td>
<td>Theology of the Pauline Epistles - 3 Hours</td>
<td></td>
<td>A study of major theological themes of the Pauline literature including Soteriology, Ecclesiology, and Theology proper. Prerequisite BI 111 required, BI 210 recommended. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible - 1-3 Hours</td>
<td></td>
<td>A study of an individual book or topic in Old Testament or New Testament. May be repeated for different books or topics. Prerequisites: BI 101 or BI 111 and BI 210. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BI 362</td>
<td>Messiah in the Old Testament - 3 Hours</td>
<td></td>
<td>A study of the concept of promise and fulfillment as it applies to the major texts in the Old Testament that deal with the messianic hope and an examination of the various ways these texts are quoted and used in the New Testament. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BI 390</td>
<td>Experiential Learning in Biblical Studies - 0 Hours</td>
<td></td>
<td>This course will fulfill the professional experience general education requirements for students in Biblical Studies. Students may write and present a paper at a professional conference, write and present a paper from any BI 300 or 400 level course to the TC Biblical Studies Department faculty or serve as tutor in one of these courses: BI 101, BI 111, BI 210, BRS 231, GR 121-122. Requires approval of one of the full time faculty members of the department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BI 400</td>
<td>Romans - 3 Hours</td>
<td></td>
<td>A study of the background, content, and theology of Paul's letter to Rome; emphasis is placed on the development of major themes of the book. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BI 415</td>
<td>Theological Issues - 3 Hours</td>
<td></td>
<td>An examination of theological issues within selected categories of systematic theology with an emphasis on the key doctrines in each category as viewed from differing theological perspectives. Delivery mode: REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BI 430</td>
<td>The Book of Acts - 3 Hours</td>
<td></td>
<td>A study of the background, content, and theology of the early church as found in Acts. Emphasis is placed on the development of the early church, the missionary journeys, and the relationship of the gospels and epistles to the historical events in Acts. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BI 450</td>
<td>Independent Study - 1-4 Hours</td>
<td></td>
<td>Advanced study in special topics for students who have demonstrated ability in biblical studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BI 452</td>
<td>Biblical Studies Seminar - 3 Hours</td>
<td></td>
<td>An in-depth study of selected problems and recent developments in biblical studies. Attention will be given to tools, principles, and practice of research and writing in biblical studies. May be repeated for different topics. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biblical Studies major. Prerequisite: BI 101 or BI 111, BI 210. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice - 3 Hours</td>
<td></td>
<td>A study of the call of the gospel and responses to it in various aspects of society, seeing these as integral to faith. A survey of several important problems and areas of need in modern society where the Christian is called to act, this course is intended to stimulate thought regarding Christian discipleship and involvement in the world. Some of these problems will not have simple answers, and perhaps more questions will be raised than answers found, but it is hoped the process will lead to increased social consciousness and involvement as an expression of being a follower of Christ. This course fulfills the IDS 499X Integrative Thought Capstone for students in the Biblical Studies major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine - 3 Hours</td>
<td></td>
<td>A study of the major doctrines of Christianity as taught in the Bible, with some emphasis on the development of doctrines in the history of the church and the various options held by the Christian church. Prerequisite: BI 101 or BI 111. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.</td>
</tr>
<tr>
<td>BRS 321X</td>
<td>American Church History - 3 Hours</td>
<td></td>
<td>A survey of the history of Christianity in America from the colonial period to the present. Special attention is given to the Protestant evangelical tradition. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HI 321X. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BRS 322X</td>
<td>Topics in Church History - 3 Hours</td>
<td></td>
<td>An examination of selected themes, topics, or periods in the history of the Christian church since 400 A.D. with a particular emphasis on the relationship between church history and social, intellectual, political, and cultural history. May be repeated for credit if topic concentration differs. Topics have included Reformation and Puritanism. Offered on demand for Deerfield traditional undergraduate. Cross-listed with HI 322X. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences - 3 Hours</td>
<td></td>
<td>An examination of the concept of “evidence” and a rigorous study of the historical events and documents upon which Christianity rests, as well as a comprehensive overview of the presuppositions and conceptions that are inimical to orthodox Christianity and how they may be handled. Prerequisite: Any two of the general education requirement courses (BI 101, BI 111, or BI 210). Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.</td>
</tr>
</tbody>
</table>
BRS 336 Topics in Contemporary Theology - 3 Hours
A consideration of specific theologians and theological movements within 20th-century Christian thought. The course may include studies in neo-orthodoxy, third world theologies, process theology, theologies of hope, as well as consideration of the current evangelical spectrum of thought and practice. Prerequisites: BI 101 or BI 111, BRS 231. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 338 Theological and Sociological Foundations of Evangelism - 3 Hours
A study of the theology of evangelism and contemporary sociological factors of conversion. This course will examine the gospel message and biblical reasons for doing evangelism, as well as consider issues in understanding why people convert in order to formulate an evangelical understanding of evangelism. The course will give consideration to contemporary evangelistic methods and evaluate them in light of the material presented in class. Students will be challenged to make evangelism a component of daily life whether in a vocational ministry or a secular occupation. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BRS 340X History of Christianity - 3 Hours
A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Cross-listed with HI 340X. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BRS 350 Topics in Biblical and Religious Studies - 1-3 Hours
A study of selected biblical or religious topics. May be repeated for different topics. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 359 Topics for Honors Students - 3 Hours
Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BRS 360X Foundations of Intercultural Ministries - 3 Hours
An examination and exploration of biblical and cultural issues related to a student’s preparation for intercultural ministry. Students will pursue an understanding of these issues through research, interviews, and discovery learning experiences. The course is designed as an essential element in the student’s process of preparing for CM 445 Internship in Intercultural Ministries. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with CM 360X. Delivery mode: Deerfield traditional undergraduate.

BRS 363X Survey of Religious Diversity - 3 Hours
A survey of the world’s major religions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Cross-listed with PH 363X. Delivery mode: Deerfield traditional undergraduate, online.

BRS 377X Music in Worship - 3 Hours
The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with MUW 437X. Delivery mode: Deerfield traditional undergraduate.

BRS 379X Independent Study - 1-4 Hours
Advanced study in special topics for students who have demonstrated ability in religious studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
### Biblical Studies Major

The Biblical Studies major is designed to prepare students to grasp the message of the Bible, interpret the Scriptures accurately and integrate faith with the world. The major prepares students for positions of lay leadership in church and society, for graduate study at a seminary or university, or for a variety of Christian ministries at home or abroad.

Biblical Studies students must maintain a 2.5 GPA in all courses (50 hours) required for the major. Transfer students must take a minimum of 15 hours of upper-division courses in the Division of Biblical, Religious, and Philosophical Studies at Trinity.

Requirements total 50 hours. This includes 26 hours from the Biblical Studies required courses and 24 hours of electives in Biblical Studies and cognate areas. Up to 15 hours required in the major may be used to meet general education requirements.

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BI 390</td>
<td>Experiential Learning in Biblical Studies</td>
<td>0</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>GR 122</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following as a capping course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 334</td>
<td>Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>BI 452</td>
<td>Biblical Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Elective Courses

**Old Testament:**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 302</td>
<td>Pentateuch</td>
<td>3</td>
</tr>
<tr>
<td>BI 304</td>
<td>Old Testament Prophetic Books</td>
<td>3</td>
</tr>
<tr>
<td>BI 306</td>
<td>Old Testament Poetic Books</td>
<td>3</td>
</tr>
<tr>
<td>BI 308</td>
<td>Old Testament Historical Books</td>
<td>3</td>
</tr>
<tr>
<td>BI 334</td>
<td>Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 362</td>
<td>Messiah in the Old Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

**New Testament:**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 221X</td>
<td>Intermediate Greek</td>
<td>3</td>
</tr>
<tr>
<td>BI 222X</td>
<td>Intermediate Greek</td>
<td>3</td>
</tr>
<tr>
<td>BI 312</td>
<td>Life of Christ</td>
<td>3</td>
</tr>
<tr>
<td>BI 313</td>
<td>New Testament Church</td>
<td>3</td>
</tr>
<tr>
<td>BI 321</td>
<td>The End Times</td>
<td>3</td>
</tr>
<tr>
<td>BI 335</td>
<td>Theology of the General Epistles</td>
<td>3</td>
</tr>
<tr>
<td>BI 336</td>
<td>Theology of the Pauline Epistles</td>
<td>3</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional courses:**

Select a total of 12 hours from supporting courses from Old Testament and New Testament electives and from the cognate courses below. A maximum of 6 hours can be chosen from cognate courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 321X</td>
<td>American Church History</td>
<td>3</td>
</tr>
<tr>
<td>BRS 322X</td>
<td>Topics in Church History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognates (choose up to two):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 336</td>
<td>Topics in Contemporary Theology</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>BRS 350</td>
<td>Topics in Biblical and Religious Studies</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
</tr>
<tr>
<td>BRS 437X</td>
<td>Music in Worship</td>
</tr>
</tbody>
</table>

Total Hours 50
Pre-Seminary Major

The Pre-Seminary (Biblical Studies/Christian Ministries) Major maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies at a seminary of their choice. Students who proceed to graduate studies at Trinity Evangelical Divinity School can qualify for advanced standing in the MDiv program due to agreements between Trinity College and Trinity Evangelical Divinity School.

Requirements:
Requirements total 60 hours. This includes 35 hours from the Biblical Studies required courses/cognate areas, 19-22 hours from Christian Ministries and 3-6 hours of additional general education courses.

Goals:

- **Preparation for Graduate Studies.** The Pre-Seminary graduate should be equipped with the necessary academic and research skills to meet requirements and apply for graduate program studies in biblical and theological areas.

- **Personal Maturity.** The Pre-Seminary graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.

- **Cultural Engagement.** The Pre-Seminary graduate should be able to study the Bible in its historical and cultural context and apply it to present-day ethical issues.

- **Biblical Philosophy.** The Pre-Seminary graduate should be able to grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 452</td>
<td>Biblical Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or BI 453</td>
<td>Seminar in Discipleship and Justice</td>
<td></td>
</tr>
<tr>
<td>or BI 334</td>
<td>Old Testament Theology</td>
<td></td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>GR 122</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 222</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 223</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>IDS 303</td>
<td>Cross Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>or CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses (6 hours)**

- Old Testament (choose one)
  - BI 302 | Pentateuch                        | 3     |
  - BI 304 | Old Testament Prophetic Books     | 3     |
  - BI 306 | Old Testament Poetic Books        | 3     |
  - BI 308 | Old Testament Historical Books    | 3     |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 334</td>
<td>Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 362</td>
<td>Messiah in the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 321</td>
<td>The End Times</td>
<td>3</td>
</tr>
<tr>
<td>BI 335</td>
<td>Theology of the General Epistles</td>
<td>3</td>
</tr>
<tr>
<td>BI 336</td>
<td>Theology of the Pauline Epistles</td>
<td>3</td>
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</tbody>
</table>

**New Testament (choose one)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 334</td>
<td>Old Testament Theology</td>
<td>3</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 362</td>
<td>Messiah in the Old Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

**Recommended Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 60

\[1\] PSY 140 is a prerequisite for PSY 337
Advance: Pre-Seminary Major

The Advance: Pre-Seminary Studies major is designed for high-academic capacity students sensing an early call to pastoral ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies in a seamless BA/Master of Divinity program between Trinity College and Trinity Evangelical Divinity School. The program can be accomplished in five years:

- Two years at Trinity College with an emphasis on general education and initial ministry courses.
- The middle year (three) has shared course load between college and divinity school.
- The remaining two years are in the normal MDiv program at TEDS.

Requirements:

Requirements total 47 hours. This includes 26 hours from Biblical Studies required courses/cognate areas (including Greek), 15-18 hours from Christian Ministries and 3-6 hours of additional general education courses.

Trinity College Requirements (124 hours):

- 47 hours for General Education. It is the expectation that students will have a sub-score of 25 or higher in Math, foreign language requirement is met by taking Greek and select courses will meet requirements in Religious and Ethnic Diversity category.
- 47 hours for college requirements for the Advance: Pre-Seminary Studies degree.
- 30 hours from Trinity Evangelical Divinity School MDiv program (6 hours taken each semester the third year; 3 hours taken during summer after third year; remaining hours received from TEDS the fourth year to meet requirements for the college.)
- BA Degree in Pre-Seminary Studies.

Trinity Evangelical Divinity School Requirements (94 program hours):

- 15 hours taken at TEDS during third year/summer following.
- 13-16 hours possible for the Advanced Placement MDiv Program from college studies.
- 63-66 hours taken fourth and fifth years at TEDS. (15 hours apply to undergraduate BA.)

Goals:

- **Preparation for Graduate Studies.** The Advance: Pre-Seminary Studies graduate should be equipped with the necessary academic and research skills to meet requirements of continuing in the MDiv program of Trinity Evangelical Divinity School.
- **Personal Maturity.** The Advance: Pre-Seminary Studies graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **Cultural Engagement.** The Advance: Pre-Seminary Studies graduate should be able to study the Bible in its historical and cultural context and apply it to present-day ethical issues.
- **Biblical Philosophy.** The Advance: Pre-Seminary Studies graduate should be able to grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Required Courses:</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td></td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td></td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td></td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td></td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td></td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 363X</td>
<td></td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td></td>
<td>Elementary Greek</td>
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</tr>
<tr>
<td>CM 180</td>
<td></td>
<td>Christian Character Development</td>
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</tr>
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<td>CM 201</td>
<td></td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 222</td>
<td></td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 223</td>
<td></td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 342</td>
<td></td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 381</td>
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<td>Introduction to Preaching</td>
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</tr>
<tr>
<td>CM 480</td>
<td></td>
<td>Christian Ministries Integrative Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
Biblical Studies Minor

The Biblical Studies Minor is designed to give interested Trinity students a strong biblical and theological background in Scripture and its application to life in today’s world. Requirements for this minor are 24 credit hours, including required courses (12 hours), upper-level Bible courses (6 hours), and elective courses (6 hours).

**Required Courses**

- BI 101 Understanding the Old Testament 3
- BI 111 Understanding the New Testament 3
- BI 210 Biblical Interpretation 3
- BRS 231 Christian Doctrine 3

**Bible Elective Courses**

Select two upper-level (300 or 400) BI courses or BI 275 6

**Elective Courses**

Select 6 hours of any BI, BRS, or GR courses 6

Total Hours 24

Religious Studies Minor

The Religious Studies Minor is designed to help Trinity students gain an understanding of the religious environment of Western culture. The Religious Studies Minor is well suited for students who will frequently encounter people from other faith expressions while pursuing their careers in business, journalism, ministry, and public school education. Requirements for the Religious Studies Minor total 24 hours, including 9 hours of required courses and 15 hours of electives.

**Required Courses**

- BRS 231 Christian Doctrine 3
- BRS 330 Christian Evidences 3
- BRS/PH 363X Survey of Religious Diversity 3

**Elective Courses**

Select 15 hours of the following: 15

- BRS 321X American Church History
- BRS 322X Topics in Church History
- BRS 336 Topics in Contemporary Theology
- BRS 338 Theological and Sociological Foundations of Evangelism
- BRS 340X History of Christianity
- BRS 350 Topics in Biblical and Religious Studies
- BRS 360X Foundations of Intercultural Ministries
- BRS 430 Advanced Topics in Religious Studies 1
- BRS 450 Independent Study

Total Hours 24

1 May be cross-listed with TEDS courses
Department of Biology and Chemistry

The mission of the Department of Biology and Chemistry is multifaceted. The program offers courses that prepare science majors for a wide variety of career choices in the areas of medicine, education, industry, and postgraduate work. It also complements the liberal arts approach to learning by offering courses intended specifically for non-science majors. The curriculum is designed to provide students with both a broad understanding of the field of biology and specific knowledge in the dynamic disciplines within the field. It also emphasizes development of technical, communication, and analytical skills. The faculty endeavors to cultivate within students a Christian perspective on bioethical issues, as well as an aesthetic appreciation of and an attitude of stewardship toward the natural world. Above all, we seek to bring students toward a deeper understanding of God as he is revealed in his creation.

Students in the Biology/Pre-Medical program should be aware of unique opportunities for conferences, internships, and experiences associated with the Center for Bioethics and Human Dignity (http://www.cbhd.org) on Trinity’s campus, as well as the MA in Bioethics Dual Degree through Trinity Graduate School.

Majors

- Biology Major (p. 120)
  - Biology Major/Pre-Medical Emphasis (p. 121)
  - Biology Major/Pre-Physician Assistant Emphasis (p. 123)

- Biology/Secondary Education Major (p. 125)

Minors

- Bioethics Minor (p. 126)

Courses

Subjects in this department include: Biology (BIO) (p. 115) and Chemistry (CH) (p. 118)

Biology (BIO)

**BIO 103 Introductory Biology - 4 Hours**

A general survey of the basic principles of biology with an emphasis on humanity and humanity’s role in nature. The scientific method, evolutionary theory, and Christianity as the basis of understanding nature and its problems are considered. Laboratory is included. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Laboratory fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 105S Environmental Biology - 4 Hours**

Students will become familiar with the way in which organisms interact with their environment. Topics include the nature of an ecosystem, the definition and biology of a population, the structure of communities, and the process of succession. Field studies and lab work scheduled for Wednesday and Thursday afternoons (4 hours). An overnight field trip may be required. Prerequisite: BIO 103 or BIO 140 or equivalent or permission of instructor. Not open to Biology majors for credit toward a major in Biology. Laboratory/Field work fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 111 General Biology - 4 Hours**

A concentrated study of the principles and fundamentals of biology. Basic biochemistry, cellular structure and function, energetics, concepts of basic molecular biology, and genetics are included. Laboratory is included. This course is open to majors in the Division of Science and Technology only by consent of the instructor. Prerequisite or corequisite: CH 103 or CH 111 or consent of department. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 112 Biology: Plant and Animal Kingdoms - 4 Hours**

A concentrated study of the principles and fundamentals of biology, ecology, and evolutionary biology are studied. Also examined are the diversity, morphology, physiology, and reproduction of microorganisms, plants, and animals. Laboratory is included. This course is open to majors in the Division of Science and Technology only by consent of the instructor. Prerequisite or corequisite: CH 111 or consent of department. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 140 Survey of Human Anatomy and Physiology - 4 Hours**

A study of human anatomy and physiology. Laboratory is included. This course is open to majors in the Human Performance and Wellness Department only or by consent of the instructor. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Consent of Instructor required. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 145 Human Biology - 4 Hours**

A study of basic principles of biology, cells, genetics, anatomy and physiology, and the human impact on the environment. Special emphasis will be given to understanding anatomy and physiology as it pertains to the workings of the human body and its response to disease. This course is suitable for nonscience majors and includes laboratory experience. Not for credit toward a major in biology. Laboratory fee. Delivery mode: REACH/Excel adult undergraduate.

**BIO 140 Survey of Human Anatomy and Physiology - 4 Hours**

A study of human anatomy and physiology. Laboratory is included. This course is open to majors in the Human Performance and Wellness Department only or by consent of the instructor. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Consent of Instructor required. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 150 Laboratory Methods in Biology - 1-3 Hours**

This course is designed to meet the needs of the student who desires laboratory experience in a particular area of biology additional to that available as part of the regularly offered coursework. The area of study will vary with the needs of the student. Prerequisites: at least one introductory course in the biology and consent of the department chair. Laboratory fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**BIO 201X Physiology of Exercise - 3 Hours**

A systematic approach to the study of the function of the human body during physical activity and recovery. Emphasis is placed on how the physiology of the sedentary body responds and adapts to both acute and chronic workloads. The course includes application of these principles to exercise prescription for the achievement of optimal fitness and athletic performance. Laboratory is included. Prerequisites: BIO 140 or BIO 340-BIO 341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HS 201X, HPW 201X. Delivery mode: Deerfield traditional undergraduate.
BIO 210 Ecology and Field Biology - 4 Hours
A study of the fundamental principles and concepts of ecology emphasizing the ecosystem approach. Introduction to the principles and concepts pertaining to the ecosystem, including energy flow, nutrient cycling, limiting factors, ecological development, and organismic, population, and community ecology. The structure and characteristics of various terrestrial and aquatic ecosystems, environmental problems, and resource management are also included. Laboratory and field work are included. Prerequisites: BIO 111, 112 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 220 General Botany - 4 Hours
The taxonomy, anatomy, physiology, and ecology of vascular and nonvascular plants will be studied. Emphasis will be placed on the relationship of the cellular, organismal, and gross structures of vascular plants with development and function in time and environment. Laboratory is included. Prerequisites: BIO 111 and CH 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 250 Advanced Laboratory Methods in Biology - 1-3 Hours
This course is designed to provide the student with advanced laboratory experience in a particular area of interest in the biology beyond that offered as part of the regularly scheduled coursework. The field of study will vary with the needs of the student. Prerequisites: at least one introductory course in biology and consent of the department chair. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 285X Statistics - 4 Hours
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests, including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate. Computer fee. Cross-listed with MA 285X, PSY 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate.

BIO 300 Environmental Conservation - 3 Hours
An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. Delivery mode: REACH/Excel adult undergraduate.

BIO 305 Scientific Applications - 1-4 Hours
In-depth instructional or laboratory experience designed to enhance the student's expertise, critical thinking, laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 306 Scientific Applications Professional Experience - 1-4 Hours
In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student's expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Satisfies the Professional Experience requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 310 Microbiology - 4 Hours
A study of the taxonomy and identification, structure, nutrition and growth, physiology, metabolism, genetics, host-microbial interactions, immunology, ecology, epidemiology, and control of microorganisms and viruses. Laboratory is included. Prerequisites or corequisites: BIO 111, CH 111-CH 112. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 315 Genetics - 4 Hours
A study of the basic principles of heredity, including classical, cytological and population genetics. In addition, the course will emphasize the analysis of genes at the molecular level and the study of gene expression. Laboratory is included. Prerequisite: BIO 111, BIO 112. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 320 Immunology - 3 Hours
A study of the cellular and molecular nature of innate and adaptive immune systems, including immunoglobulins, humoral and cell-mediated immune responses, immunopathology, immunobiology, and cancer biology. Prerequisites: BIO 111 and CH 112. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 321 Immunology Case Studies Laboratory - 1 Hour
A problem-based discussion/laboratory course exploring the use of contemporary immunological laboratory procedures and the application of immunological theory and practical knowledge to clinical diagnosis of immunological diseases. Clinical case studies will be used as the discussion vehicle. Course must be taken in conjunction with BIO 320 Immunology. Offered spring semester of odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 330 Animal Physiology - 4 Hours
A detailed study of the physiological processes of animals. Laboratory is included. Prerequisites: BIO 111, BIO 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 340 Human Anatomy and Physiology I - 4 Hours
An in-depth study of the anatomical and physiological features of the following human body systems: integumentary, skeletal, muscular, nervous, circulatory, digestive/metabolic, lymphatic, and endocrine. Relevant clinical information and pathology are discussed. A strong emphasis is placed on experimental study and analysis of physiological processes. This course is suitable for premedical students, health sciences students, students wishing to pursue graduate studies in science, and education majors with a science emphasis. Laboratory is included. Prerequisites or corequisites: BIO 111 and CH 103 or CH 111-CH 112, or consent of instructor. Laboratory fee. Offered each year for Deerfield traditional undergraduate. Both semesters must be completed in order to apply to major. Delivery mode: Deerfield traditional undergraduate.
BIO 341 Human Anatomy and Physiology II - 4 Hours
An in-depth study of the anatomical and physiological features of the following human body systems: integumentary, skeletal, muscular, nervous, circulatory, digestive/metabolic, lymphatic, and endocrine. Relevant clinical information and pathology are discussed. A strong emphasis is placed on experimental study and analysis of physiological processes. This course is suitable for premedical students, health sciences students, students wishing to pursue graduate studies in science, and education majors with a science emphasis. Laboratory is included. Prerequisites or corequisites: BIO 111 and CH 103 or CH 111-112, or consent of instructor. Laboratory fee. Offered each year for Deerfield traditional undergraduate. Both semesters must be completed in order to apply to major. Delivery mode: Deerfield traditional undergraduate.

BIO 350 Topics In Biology - 1-4 Hours
Selected topics in biology. May be repeated for credit with different topics. Prerequisites: BIO 111, BIO 112, or consent of the instructor. Laboratory fee may be required depending on topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 359 Topics for Honors Students - 3 Hours
Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 400 Origins and Evolution - 3 Hours
A critical examination of the empirical and theoretical bases for the theories of the origin of life and biological evolution. The scriptural account of creation and the various schools of thought on creation and evolution are considered. Prerequisites: BIO 111, 112 or consent of the instructor. Offered spring semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

BIO 405 Advanced Scientific Applications - 1-4 Hours
Advanced instructional, clinical, field study, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 406 Advanced Scientific Applications Professional Experience - 1-4 Hours
Advanced instructional, clinical, field study, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Satisfies the Professional Experience Requirement. Laboratory fee may be required. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

BIO 410 Biology Seminar - 1 Hour
This course includes presentations and discussions of selected papers, topics of current interest in the field, and senior research projects by students and invited speakers. Starting in the student's second year in the Biology program, this course must be taken each semester it is offered until graduation or changing of majors. The student will audit all semesters except one. During the spring semester of the student's senior year, the course must be taken for credit and a senior seminar presentation will be required. Prerequisite: major in the Division of Science and Technology, and Health, or consent of instructor. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biology, Biology/Pre-Medical, Biology/Pre-Physician Assistant, and Biology/Secondary majors. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 415 Molecular Genetics - 4 Hours
This course will offer a detailed study of the analysis and manipulations of genes at the molecular level, including control of gene expression, study of genome structure, and molecular evolution. Course will include reading and discussion of current literature relevant to the field of molecular genetics and instruction in the use of biological databases. The application of molecular genetics to analyze the human genome will be considered. Prerequisites: BIO 315, CH 203 or CH 212. Suggested prerequisite or corequisite: CH 320 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 420 Cell and Molecular Biology - 4 Hours
A detailed study of the organization, physiology, metabolism, and molecular biology of the cell. Laboratory included. Prerequisites: BIO 111, BIO 112 and CH 320. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 430 Developmental Biology - 4 Hours
A study of the nature of basic developmental processes of animals at the classical, experimental, and molecular level. Prerequisites: BIO 111, BIO 340, BIO 341. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 440 Microbial Physiology - 4 Hours
A study of microorganisms (with the emphasis on bacteria) and their nutritional requirements, metabolism, ultrastructure, genetics, and taxonomy. Laboratory included. Prerequisite: BIO 310. One semester of organic chemistry is recommended. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 450 Independent Study - 1-3 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 460 Comparative Vertebrate Anatomy - 4 Hours
A comparative study of the anatomy, morphology, and functions of vertebrates. Laboratory is included. Prerequisites: BIO 111, BIO 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
BIO 470 Undergraduate Research - 1-4 Hours
A laboratory course involving investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in biology seminar (BIO 410). Prerequisites: BIO 111 and at least one of the following: BIO 310, BIO 340, BIO 341, BIO 420. Instructor’s consent by signature required. May be repeated for credit. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BIO 474X Introduction to Bioethics - 3 Hours
An overview of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical-theological discussion of human nature, medicine, and healing, and as a context for the rise of the new bioethics. Prerequisite: PH 180 or consent of instructor. This course is taught at the Trinity Graduate School (BE 5000). Offered fall semester for Deerfield traditional undergraduate. May substitute Undergraduate Bioethics Institute (offered in July, register in May Term). Cross-listed with BE 475X and PH 474X. Delivery mode: Deerfield traditional undergraduate.

BIO 475X Topics in Bioethics: - 1-3 Hours
Selected courses taught either at the College or at the Trinity Graduate School. May be repeated for credit with a different topic. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference for Deerfield traditional undergraduate. Cross-listed with BE 475X and PH 475X. Delivery mode: Deerfield traditional undergraduate.

Chemistry (CH)
CH 101 Contemporary Chemistry - 4 Hours
A study of the fundamental principles of chemistry, chemical activity of elements and compounds, principles of organic chemistry, and principles of biochemistry. Material to be studied includes problems of the environment, energy, population, air pollution, water pollution, solid wastes, pesticides, food additives, and drugs. Consideration is given to the moral, ethical and political implications in making decisions concerning these problems. This course is for nonscience majors and cannot be used by Biology, Health Sciences, or Chemistry majors to fulfill major or general education requirements. Laboratory included. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 103 Introduction to Chemistry - 4 Hours
A one-semester survey of fundamental concepts, including atomic structure, chemical bonding, periodic properties, the solid, liquid and gaseous states, and solutions. Application of all these concepts to the health sciences will be emphasized. This course is intended primarily for Health Sciences majors but may be used to fulfill the general education requirement for non-majors if the student has had substantial background in chemistry. Laboratory is included. Laboratory fee. Consent of instructor required. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 111 General Chemistry I - 4 Hours
First course of a two-course sequence in General Chemistry for science majors. A study of fundamental concepts including atomic structure, bonding, molecular theory, the solid, liquid, and gaseous states, and solutions. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only by consent of the instructor. Prerequisite: proficiency in algebra, high school chemistry. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 112 General Chemistry II - 4 Hours
A continuation of CH 111. Kinetics, equilibrium, acid base topics, and chemical thermodynamics are studied. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only by consent of the instructor. Prerequisite: CH 103 or CH 111 or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 150 Laboratory Methods in Chemistry - 1-3 Hours
This course is designed to meet the need of the student who requires or desires a laboratory experience in chemistry additional to that available as part of the regularly offered coursework. The area of study will vary with the needs of the student. Prerequisite: at least one introductory course in chemistry and consent of the Chemistry Department Chair. Laboratory fee. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

CH 203 Essentials of Organic Biochemistry - 4 Hours
A one-semester survey of organic functional groups and reactions. Emphasis will be placed upon those compounds that play an important role in the biochemistry of the living cell. Laboratory is included. Prerequisite: CH 103 or CH 112. Laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 211 Organic Chemistry I - 4 Hours
A study of the structure, nomenclature, and reactions of the common classes of organic compounds. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 212 Organic Chemistry II - 4 Hours
A continuation of CH 211. Interpretation of NMR and IR spectra is studied. Laboratory is included. Prerequisite: CH 211. Laboratory fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 305 Scientific Applications - 1-4 Hours
In depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student’s expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of instructor. Instructor’s consent by signature required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
CH 306 Scientific Applications Professional Experience - 1-4 Hours
In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student's expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor's consent by signature required. Satisfies the Professional Experience requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 311 Quantitative Analysis - 4 Hours
A study of quantitative methods of inorganic analysis. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 312 Instrumental Analysis - 4 Hours
A study of instrumental methods of chemical analysis with stress on spectral, chromatographic, and electroanalytical methods. Laboratory is included. Prerequisite: CH 311. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 320 Biochemistry - 3 Hours
Structure, biosynthesis, and metabolism of common classes of biochemical compounds are studied. Prerequisites: CH 203 or CH 212, and BIO 111, or consent of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 340 Laboratory in Chemistry - 1 Hour
Laboratory courses in inorganic, organic, organic qualitative analysis, and biochemistry. Prerequisite: CH 311 or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 350 Topics in Chemistry - 1-4 Hours
Selected topics in chemistry. May be repeated for credit with different topics. Prerequisite: CH 112 or consent of instructor. Laboratory fee may be required depending on topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 405 Advanced Scientific Applications - 1-4 Hours
Advanced instructional, clinical, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 406 Advanced Scientific Applications Professional Experience - 1-4 Hours
Advanced instructional, clinical, or laboratory experience designed to enhance the student's expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor's consent by signature required. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered each semester. Delivery mode: Deerfield traditional undergraduate.

CH 410 Chemistry Seminar - 1 Hour
Reports of current research, selected themes, research methods, and writing in chemistry shall be considered. Prerequisites: chemistry major, CH 112 or consent of the instructor. May be repeated for credit. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Chemistry and Chemistry/Pre-medical majors. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 411 Inorganic Chemistry - 3 Hours
An introduction to the concepts and chemical systems of inorganic chemistry, including atomic structure, the periodic table, molecular structure and bonding ionic crystals, chemistry of the transition elements, coordination compounds, noble gases, and acid-base theories. Includes a substantial amount of oral presentation. Prerequisites: CH 212, CH 311 or consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 412 Physical Chemistry I - 4 Hours
This course contains a general overview of the principles of thermodynamics, kinetics, quantum mechanics, and statistical thermodynamics with particular stress on biochemical and biological applications. Laboratory is included. Prerequisites: CH 411, MA 121, and CH 311, or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 421 Physical Chemistry I - 4 Hours
An introduction to the topics of physical chemistry. Laboratory is included. Prerequisites: CH 411, MA 221, and PHY 112, or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 422 Physical Chemistry I - 4 Hours
A continuation of CH 421. Laboratory is included. Prerequisite: CH 421. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 442 Undergraduate Research - 1-4 Hours
This is a laboratory course involving investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in Chemistry Seminar CH 410. Prerequisites: CH 340 and instructor's consent by signature required. May be repeated for credit. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CH 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
# Biology Major

The Biology major is designed to provide students with a versatile, broad-based degree that includes environmental biology, botany, zoology, and microbiology. Students with this degree might pursue careers in agriculture, forestry, industry or research in a variety of different settings.

Major requirements total 50 hours. This includes 28 hours of required Biology courses, 15 hours of supporting courses, 6 hours of Bioethics courses, and 1 hour professional experience.

## Required Courses for General Education
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
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## Required Biology Courses
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: Plant and Animal Kingdoms</td>
<td>4</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td>3</td>
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<td>BIO 321</td>
<td>Immunology Case Studies Laboratory</td>
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<td>BIO 400</td>
<td>Origins and Evolution</td>
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</tr>
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<td>BIO 410</td>
<td>Biology Seminar</td>
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<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
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<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
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## Required Supporting Courses
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<tr>
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</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
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<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
<td>4</td>
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<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CH 320</td>
<td>Biochemistry</td>
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## Required Bioethics Courses
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
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<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
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</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics:</td>
<td>3</td>
</tr>
<tr>
<td>or BE 477X</td>
<td>Undergraduate National Conference</td>
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## Required Professional Experience

Select one of the following:
<table>
<thead>
<tr>
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<tr>
<td>BIO 306</td>
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<tr>
<td>BIO 470</td>
<td>Undergraduate Research</td>
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<td>CH 306</td>
<td>Scientific Applications Professional Experience</td>
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<td>CH 406</td>
<td>Advanced Scientific Applications Professional Experience</td>
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<tr>
<td>CH 442</td>
<td>Undergraduate Research</td>
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</tr>
<tr>
<td>BIO 406</td>
<td>Advanced Scientific Applications Professional Experience</td>
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</tbody>
</table>

Total Hours 62
# Biology Major/Pre-Medical Emphasis

The Biology/Pre-Medical emphasis major is designed to provide students interested in medical school, graduate school, or other health professions with the rigorous scientific background necessary to prepare them for entrance into their chosen field, combined with a strong grounding in bioethics and a liberal arts education from a Christian viewpoint.

## Pre-Medical Students

Students in the Biology/Pre-Medical program should be aware of unique opportunities for conferences, internships, and experiences associated with the Center for Bioethics and Human Dignity (http://www.cbhd.org) on Trinity's campus, as well as the MA in Bioethics Dual Degree through Trinity Graduate School.

Major requirements total a minimum of 55 hours. This includes 25 hours in the required Biology courses, 23 hours in supporting courses, 6 hours of Bioethics courses, and 1 hour professional experience.

### Required Courses for General Education

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<td>CH 111</td>
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<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
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### Required Biology Courses

**Core:**

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<td>BIO 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
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**Required Supporting Courses:**

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<tr>
<td>CH 320</td>
<td>Biochemistry</td>
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<tr>
<td>PHY 111</td>
<td>General Physics I</td>
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<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Bioethics Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics:</td>
<td>3</td>
</tr>
<tr>
<td>or BE 477X</td>
<td>Undergraduate National Conference</td>
<td></td>
</tr>
</tbody>
</table>

**Required Professional Experience:**

Select one of the following:  1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 306</td>
<td>Scientific Applications Professional Experience</td>
<td></td>
</tr>
<tr>
<td>BIO 406</td>
<td>Advanced Scientific Applications Professional Experience</td>
<td></td>
</tr>
<tr>
<td>BIO 470</td>
<td>Undergraduate Research</td>
<td></td>
</tr>
<tr>
<td>CH 306</td>
<td>Scientific Applications Professional Experience</td>
<td></td>
</tr>
<tr>
<td>CH 406</td>
<td>Advanced Scientific Applications Professional Experience</td>
<td></td>
</tr>
<tr>
<td>CH 442</td>
<td>Undergraduate Research</td>
<td></td>
</tr>
</tbody>
</table>

**Electives (highly recommended additional courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>BIO 321</td>
<td>Immunology Case Studies Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>Animal Physiology</td>
<td></td>
</tr>
</tbody>
</table>
BIO 460  Comparative Vertebrate Anatomy

Total Hours  67
Biology Major/Pre-Physician Assistant Emphasis

This program has been designed to combine a solid theoretical foundation in the sciences with clinical education experiences to prepare students for admission into post-graduate professional physician assistant programs.

Major requirements total a minimum of 57 hours. This includes 25 hours in the required Biology courses, 28 hours in supporting courses, 3 hours of Bioethics courses, and at least one hour of clinical (professional) experience.

Required Courses for General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Courses for Major

Required Biology Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: Plant and Animal Kingdoms</td>
<td>4</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 430</td>
<td>Developmental Biology</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>HS 360</td>
<td>General Medical Conditions in the Physically Active</td>
<td>3</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Bioethics Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td></td>
</tr>
</tbody>
</table>

Required Clinical Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 480</td>
<td>Professional Rotation in Health Sciences</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Electives

Highly Recommended (Required by many physician assistant schools):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 165X</td>
<td>Responding to Emergencies and Sport Safety Training (First Aid and CPR Certification)</td>
<td></td>
</tr>
</tbody>
</table>

Select at least one of the following psychology courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td></td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development</td>
<td></td>
</tr>
</tbody>
</table>

Recommended (Required by some physician assistant schools):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td></td>
</tr>
<tr>
<td>or ENG 240X</td>
<td>Writing for the Media I</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 69-74

Minimum Requirement is 1000 hours and may be more depending on the physician assistant program.
Clinical hours must be supervised by a licensed health care practitioner with emphasis given to hours supervised by a physician or physician assistant. Some programs require more than one site. Clinical hours must include patient contact. Registration for HS 480 credit must occur prior to the clinical experience. This requirement satisfies the professional experience requirement. Requirements for acceptance vary among physician assistant schools. By the first semester of the sophomore year, students should contact possible physician assistant schools for information regarding prerequisite coursework required for admission. Courses may then be selected from the recommended courses.
# Biology/Secondary Education Major

The biology secondary education major is designed to prepare students to meet the ever-expanding need for qualified science teachers. The major emphasizes communication as well as quantitative and analytical thinking skills. It also fosters in tomorrow's teachers an aesthetic appreciation of the natural world and a deeper understanding of God as He is revealed in his creation. Graduates are eligible for an Illinois Professional Educator License at the high school level (grades 9-12).

## Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

Major requirements total 95 hours. This includes 27 hours of required Biology courses, 4 hours of Biology electives, 20 hours of supplemental courses, and 44 hours of professional education and required supporting courses.

### Required Biology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Biology: Plant and Animal Kingdoms</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Ecology and Field Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>CH 320</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Biology Courses

Select one of the following: 4 hours

- BIO 315 Genetics
- BIO 330 Animal Physiology
- BIO 340 Human Anatomy and Physiology I
- BIO 341 Human Anatomy and Physiology II
- BIO 430 Developmental Biology
- BIO 460 Comparative Vertebrate Anatomy

### Supplemental Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 310</td>
<td>General Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED 311</td>
<td>General Teaching Methods Pre-Clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 361</td>
<td>Teaching Biology in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-clinical Experience</td>
<td>2</td>
</tr>
<tr>
<td>ED 380</td>
<td>Diversity in Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 381</td>
<td>Diversity Pre-clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>12</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
<td>1</td>
</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>
Bioethics Minor

Requirements total 25-26 hours. This includes 18 hours of required courses and 7-8 hours of Bioethics courses taken either at Trinity College or Trinity Graduate School. Bioethics credit may also be earned by enrolling in the Bioethics Conference institutes and wrap-around courses offered each summer (usually in mid-July). Students may register for these courses during May term. Three of the required hours meet general education requirements.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 477X</td>
<td>Undergraduate National Conference</td>
<td></td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select 7-8 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
</tr>
<tr>
<td>BE 6400</td>
<td>Readings in Bioethics</td>
</tr>
<tr>
<td>BE 6700</td>
<td>Personhood in Theological &amp; Philosophical Perspective</td>
</tr>
<tr>
<td>BE 7700</td>
<td>Bioethics Seminar</td>
</tr>
</tbody>
</table>

Total Hours: 22-23

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1. BIO 474X (graduate course BE 5000) and BIO 475X (graduate course BE 7700) have reduced in-course requirements for undergraduates. Courses taken under the BE ___ designation remain at the graduate level in course content but are designated on the transcript as fulfilling the undergraduate requirements for a minor. If applied toward a minor and/or toward the required hours for graduation, the course(s) may not subsequently be applied toward a graduate degree.

2. Elective courses that may be taken at Trinity Graduate School under the BE designation
Business Department

Within the total concept of the liberal arts tradition, the Business Department of Trinity International University is committed to prepare business leaders of integrity who hold fast to the Word of God. The department will achieve this goal by focusing its efforts on a high-quality, Christ-centered education that features a strong academic emphasis, a nurturing of individual student needs, and a dynamic practical application of the latest business concepts.

Majors

- Business Major (p. 132)

Minors

- Business Minor (p. 135)
- Leadership Minor (p. 135)
- Nonprofit Management Minor (p. 136)
- Practical Leadership Endorsement (p. 136)

Courses

BUS 103 Introduction to Economics - 3 Hours
This is a survey course in economics. Issues of supply and demand, national income accounting, money and banking, market structures, and contemporary economic issues are studied. Both microeconomic and macroeconomic principles are presented. Offered each semester and online as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 111 Principles of Management - 3 Hours
This course exposes students to the general principles of management including planning, organizing, leading, and controlling organizational efforts. Special consideration is given to ethical responsibility and the role of management within the broader social context. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 113 Principles of Marketing - 3 Hours
Students in this course will be exposed to the principle concepts in marketing, including planning, consumer behavior, segmenting, and positioning. The course will also cover tactical considerations for products, pricing, channels of distribution, and promotion - advertising, professional selling, sales promotion, and public relations. Special concerns in international marketing and ethical decision-making will be woven throughout course content. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 115 Human Resources Management - 3 Hours
Personnel processes considered within a framework of manpower resources development and utilization. Role functions and activities of the Human Resources Department outlined and discussed (e.g., recruitment, selection, training). Impact of Human Resource function on both the organization (management) and the individual is discussed. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 170X Leadership Dynamics - 3 Hours
This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Prerequisite: Permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with PSY 170X. Delivery mode: Deerfield traditional undergraduate.

BUS 181 Survey of International Business - 3 Hours
A survey of business in a global economy. Topics covered include the economic, political, and cultural factors determining the business environment, foreign direct investment, human resource management of foreign labor, international law, international marketing, international trade, international finance and strategic planning in a global economy. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 201 Introduction to Business Law - 3 Hours
This course provides an overview of the general principles of law as applied to commercial situations. Emphasis is given to contracts, negotiable instruments, personal and real property, and trade regulations. Prerequisite: Sophomore standing. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 202 Introduction to Management Information Systems - 3 Hours
This course introduces students to various information technologies (such as data resource management and networks) and business applications (such as enterprise business systems and electronic commerce systems). It also presents strategies and solutions for addressing IT-related issues within an organization. It concludes by studying a variety of broader management challenges within IT. Delivery mode: Deerfield traditional undergraduate.

BUS 207 Microeconomics - 3 Hours
An analysis of market behavior emphasizing the determinants of demand and supply. Emphasis is placed on potential advantages, disadvantages, and limitation of the market system in providing goods and services in an economically efficient manner. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 208 Macroeconomics - 3 Hours
An introduction and survey of the nature of economic problems and analysis. Different methods of organizing society are discussed, with an emphasis placed on U.S. institutions and experience. Prerequisite: BUS 207 or permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 214 Nonprofit Management - 3 Hours
This course covers the theories and principles for managing nonprofit organizations. This includes practices such as strategy formulation, goal setting, staffing, organizing, implementation, and evaluation. Delivery mode: REACH/Excel adult undergraduate.

BUS 221 Principles of Accounting I - 3 Hours
An introduction to principles and procedures, including basic concepts of the accounting cycle and related activities. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
BUS 222 Principles of Accounting II - 3 Hours
For students with an emphasis in Accounting. BUS 222 builds on the concepts in BUS 221. The course covers accounting methods for various components of the balance sheet, income statement, and statement of cash flows with an emphasis on evaluating financial performance. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 223 Managerial Accounting and Analysis - 3 Hours
For students not emphasizing in accounting. BUS 223 builds on topics from BUS 221 and focuses on the use of accounting information for decision making for management. Topics include cost/volume/profit analysis, forecasting, budgeting, product costing, cost allocation, and performance evaluation. Prerequisite: BUS 221. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 301 Legal Environment of Organizations - 3 Hours
This course provides a basic understanding of the law as it relates to both for-profit and nonprofit organizations. It studies the legal process, the fundamentals of criminal and tort law, law enforcement, society and the law, contracts, agency, and property and employment law. Delivery mode: REACH/Excel adult undergraduate.

BUS 302 Project Management - 3 Hours
This course introduces students to the nature, tasks, and challenges of project management. This includes studying the various phases of project management (project definition, project planning, project execution, project control, and project close-out) and learning the skills that are necessary to navigate each phase successfully. Delivery mode: REACH/Excel adult undergraduate.

BUS 303 Topics in Management - 3 Hours
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 111. Delivery mode: Deerfield traditional undergraduate.

BUS 310 Personal Finance - 3 Hours
This course focuses on equipping students to make informed personal choices in spending, investing, borrowing, savings and giving. Topics include financial goal setting, money management, consumer credit, housing decisions, investments, income tax management, and retirement planning. Open to business and non-business majors. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 313 Topics in Economics - 3 Hours
Selected topics as announced, including such fields as Public Finance, Labor Economics, and Current Issues. Prerequisites: BUS 207, BUS 208. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 319 Investments - 3 Hours
Students in this course will learn about investments from the perspective of the individual and the investment manager. Topics covered include financial instruments (stocks, bonds, options, futures), securities markets, portfolio development and diversification, security analysis and valuation, international markets and special considerations such as taxes and inflation. Course participants will be challenged to apply course concepts in a market simulation. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 321 Financial Reporting I - 3 Hours
Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester even-numbered years. Delivery mode: Deerfield traditional undergraduate.

BUS 322 Financial Reporting II - 3 Hours
A continuation of BUS 321. The focus is on valuation for long-term liabilities and stockholders’ equity, including deferred taxes, pension, leases, long term investment and debt, earning per share, and equity based compensations. Prerequisite: BUS 321. Offered spring semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 323 Individual Income Taxation - 3 Hours
Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 325 Accounting for Business Combinations and Consolidations - 3 Hours
This course covers the rationale and accounting methodologies for business combinations and for consolidating financial statements with controlling interests. Other inter-corporate accounting issues such as intercompany transactions, foreign currency transactions, and translations are covered. Prerequisites: BUS 221, BUS 222. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 326 Cost Accounting - 3 Hours
Concepts and application of cost accounting, procedures, reporting and evaluation of such applications. The course views the cost accounting function (process) as an essential and powerful activity in the business environment. Essential to adequately prepare for the uniform CPA and CMA examinations. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 327 Theory and Practice of Auditing - 3 Hours
An introduction to principles and procedures, including basic concepts of the auditing cycle and related activities. Emphasis is placed on the attest function, professional standards and ethics, and sampling techniques. Prerequisites: BUS 221, BUS 222. Offered fall semester even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 328 Quantitative Skills for Managers - 3 Hours
An introduction to the financial and data analysis skills needed by managers. Basic principles of accounting, budgeting, and finance will be covered. Students will learn how to gather, organize, analyze, and present data that are useful for evaluation and decision making in organizations. Delivery mode: REACH/Excel adult undergraduate.

BUS 329 Topics in Accounting - 3 Hours
Selected topics as announced. Course may be repeated with different topic. Prerequisites: BUS 221, BUS 222, or permission of instructor. Computer fee may be required for some topics. Delivery mode: Deerfield traditional undergraduate.
BUS 331 Consumer Behavior - 3 Hours
This course focuses on the practical application of social psychological research designed to understand, predict, and influence consumer behavior. Issues covered include persuasion, promotional strategy, sales and marketing planning, personal selling, perception, motivation, nonverbal communication, attitudes, decision-making, learning, compliance, psychographics, and geo-demographics. Delivery mode: Deerfield traditional undergraduate.

BUS 332 Topics in Marketing - 3 Hours
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 113, or permission of instructor. Computer fee for some topics. Delivery mode: Deerfield traditional undergraduate.

BUS 333 Sales Principles and Practices - 3 Hours
This skills-based course focuses on the role of ethical professional selling in organizational and interpersonal interactions. Students are exposed to the different steps in the selling cycle including prospecting, needs assessment, presentation, objection handling, and closing. Prerequisite: BUS 113. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BUS 334 Advertising - 3 Hours
Students in this course will be exposed to the key concepts in advertising, including audience and strategy definition, the creative process, media choices, and campaign development. Course content will also cover creative considerations for different media, including broadcast, print, and Web. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BUS 340 Visionary Leadership - 3 Hours
This course introduces students to a comprehensive framework for understanding the nature and tasks of visionary leadership which includes such activities as clarifying one's own values, envisioning the future, fostering teamwork, and recognizing follower contributions. Throughout this course, students will construct a holistic leadership plan for a project of their choice. Delivery mode: REACH/Excel adult undergraduate.

BUS 341 Leading Teams - 3 Hours
This course teaches students how to lead effectively within a variety of team settings. This includes studying the characteristics of effective teams, the processes of teamwork, common problems teams face, and solutions for solving team problems. Delivery mode: REACH/Excel adult undergraduate.

BUS 346 Organizational Behavior - 3 Hours
Examines the way individuals, groups, and structures impact the functioning of people within organizations. Course topics include job satisfaction, stress, motivation, decision making, team building, leadership, innovation, and organizational communication. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 350 Topics in Human Resources - 3 Hours
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 115. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 351 Organizational Development - 3 Hours
This course exposes students to the theory and practice of the discipline of organizational development to affect change. Emphasis is placed on the development of constituency-led changes. Delivery mode: online, REACH/Excel adult undergraduate.

BUS 352 Compensation and Benefits - 3 Hours
Theory and practice of compensation and benefits within the organization. Linking compensation and benefits to strategic goals. Includes performance appraisal, compensation, incentive and benefit practices, and legal/regulatory overview. Prerequisite: BUS 115 or permission of instructor. Offered fall semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BUS 353 Management of Change and Strategic Planning - 3 Hours
Theory, analysis, and application of intervention methods and procedures to effect change within the organization. Leadership roles in effecting change. Prerequisite: BUS 115 or permission of instructor. Offered spring semester odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 355 Personnel Evaluation and Coaching - 3 Hours
This course overviews the systematic analysis of employee performance in organizations to identify performance strengths and deficits, to diagnose causes of problems, and to specify solutions. It covers management tools for employee evaluation, such as interviews, self-appraisals, "360 degree feedback,” and supervisor ratings for the purposes of job placement, performance appraisal, employee development, awarding merit pay increases, promotion, or employee termination. The course covers internal and external coaching for employee development, for enhancing employee effectiveness, motivation, morale, and productivity, or for intervening with problem employees. Delivery mode: REACH/Excel adult undergraduate.

BUS 356 Training and Development - 3 Hours
This course provides an analysis of the relationship of training and development to the practical implementation of organizational goals and strategies. It includes an overview of the principles and practices of training design, teaching techniques, and learning principles used by trainers and supervisors in business, effective training technology, and presentation skills. Delivery mode: REACH/Excel adult undergraduate.

BUS 360 Managerial Accounting - 3 Hours
The acquisition, analysis, and reporting of accounting information is examined from the perspective of effective management decision-making with special emphasis on the planning and control responsibilities of practicing managers. Delivery mode: REACH/Excel adult undergraduate.

BUS 371 Board Governance and Volunteer Management in Nonprofit Organizations - 3 Hours
This course studies the selection, roles, and responsibilities of nonprofit boards. A particular emphasis will be given to understanding the relationship between the organizational executive and the board in addressing managerial challenges. It also addresses the theory and principles of the management of volunteers in a variety of nonprofit settings. Delivery mode: REACH/Excel adult undergraduate.
BUS 372X Nonprofit Management - 3 Hours
This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Offered fall semester even-numbered years for Deerfield traditional undergraduate; online as scheduled. Cross-listed with CM 372X. Delivery mode: Deerfield traditional undergraduate, online.

BUS 373X Nonprofit Financial Management - 3 Hours
This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and measurement in tax-exempt corporations. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. Offered spring semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Cross-listed with CM 373X. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

BUS 376 Nonprofit Marketing - 3 Hours
This course covers the basic processes and practices of marketing as applied to a variety of nonprofit settings. Topics include marketing planning, implementation, and evaluation. Delivery mode: REACH/Excel adult undergraduate.

BUS 378X Servant Leadership - 3 Hours
This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying authentically, building community, providing leadership and sharing leadership. Prerequisite: BUS 170X/PSY 170X, PSY 220, and permission of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with LR 378X. Delivery mode: Deerfield traditional undergraduate.

BUS 388 Digital Analytics - 3 Hours
Students in this course will explore the different tools available for evaluating online and digital performance. Topics include text analytics, database analysis, digital analytics, online monitoring, and online behaviors. Emphasis will be on the application of analytic analysis including Search Engine Optimization and website effectiveness. Prerequisite: COM 281. Delivery mode: Deerfield traditional undergraduate.

BUS 390 Entrepreneurship and New Venture Creation - 3 Hours
Students in this course will be exposed to concepts in new venture creation for Entrepreneurial, Intrapreneurial, Social, and Non-Profit organizations. Specific concepts will cover idea generation, opportunity recognition, initiative taking, planning, financing, and functional area management. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 391 Entrepreneurial Accounting and Finance - 3 Hours
This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning. Offered spring semester even-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 392 Social Entrepreneurship - 3 Hours
This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start up, organization, and financing of enterprises with social purposes. The role of entrepreneurial activity as a means to generate economic growth and to alleviate poverty will also be covered. Offered fall semester odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 411 Financial Management - 3 Hours
An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Prerequisites: knowledge of spreadsheet software and BUS 222 and MA 285X. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 421 Corporation Taxation - 1 Hour
An introduction to principles and procedures of federal income taxation of corporations. Emphasis on corporate formation, corporate operating activities and liquidations, divisions and reorganizations. Prerequisites: BUS 221, 222. Offered spring semester even-numbered years, in conjunction with BUS 422 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 422 Not-for-Profit Accounting - 2 Hours
Study of accounting procedures for nonprofit organizations including state and local governments, healthcare, colleges, and universities. The course will cover fund accounting for revenues, expenditures, disclosures, and auditing standards for government and not-for-profit industries. Offered spring semester, even-numbered years in conjunction with BUS 421 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 423 Management Information Systems - 3 Hours
Study of organizational systems that capture information from the major business processes and transaction cycles. The students will learn how various information technologies and business applications such as enterprise business systems, serve as the basis for the functional areas of accounting and business. Students will also learn strategies and solutions for addressing IT related issues within an organization. Offered fall semester, odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
BUS 425 Accounting Research and Analysis - 2 Hours
This course exposes students to research techniques commonly used in accounting, including business research, tax research, and academic research. Research contexts focus on tax law, financial accounting standards, and auditing. Successful students should become proficient in electronic search skills, which include identifying key search terms, integrating information from multiple sources, and culling relevant data from voluminous databases. Emphasis will be placed on identifying issues in complex business environments, data interpretation and analysis, and offering sound and insightful alternatives and solutions. Delivery mode: Deerfield traditional undergraduate.

BUS 426 Strategic Planning - 3 Hours
Utilizing case studies, students will develop and improve skills in the critical areas of applied organizational research and management of the strategic and operational planning process. Delivery mode: REACH/Excel adult undergraduate.

BUS 433 Marketing Strategy - 3 Hours
An analysis of the conceptual and theoretical developments related to marketing management and an appraisal of these developments in terms of their ability to facilitate understanding, production, and control of marketing. Application of the theoretical foundations will be made through case studies. Prerequisites: BUS 113 and junior or senior standing. Offered spring semester alternate years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

BUS 440 Seminar in Management Policy - 3 Hours
A capstone course using the case study method to integrate the various disciplines of economics and management. Special emphasis is placed on the development of an analytical framework for building consistent and effective business strategy and policy in domestic and international environments. Prerequisites: BUS 111, BUS 113, BUS 115, BUS 221, and senior standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

BUS 445 Management Internship - 1-6 Hours
An integration of a business theory with practical experience in an organization. Appropriate internship experiences should provide students with the opportunity to practice, observe, and reflect upon the application of curricular concepts in organizational life. Particular topics for the program will be determined by the job, but must include managerial or related experiences. Before starting a practicum, the student must fill out an internship contract and personally meet with the internship coordinator to discuss academic assignments and expectations. At least 45 hours of work at the internship site must be completed for each hour of academic credit. The course may be repeated for up to twelve total hours of credit. Satisfies the professional experience requirement for business majors. Prerequisites: BUS 111, BUS 113, BUS 115, BUS 221, permission of instructor, junior or senior standing, and approval of internship coordinator or department chair. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 470X Leadership Dynamics Practicum - 3 Hours
An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Particular practicum experiences must be approved by the chair of either Business or Psychology department. Enrollment is contingent upon completion of the College's internship contract, including the stipulation of course requirements. May be repeated for up to twelve hours of total credit. Prerequisite: junior or senior standing and enrollment in an academic leadership program; the OL emphases, minors in either leadership or the practical leadership endorsement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

BUS 471 Leadership and Organizational Culture - 3 Hours
This course provides students with multiple perspectives on how to define and to analyze organizational culture. In light of this knowledge, students will learn how to adapt their leadership style to a variety of organizational settings and cultures. Delivery mode: REACH/Excel adult undergraduate.

BUS 481 Organizational Ethics - 3 Hours
This course examines the nature of ethics and ethical decision making in both for-profit and nonprofit organizations. Students will also learn to apply passages and principles from the Bible to organizational case studies. Delivery mode: REACH/Excel adult undergraduate.

BUS 490 Seminar in Business and Management Ethics - 3 Hours
An integration of Christian ethics particularly in the context of business and management situations. Students will be exposed to ethical decision-making considerations and will be challenged to apply them to case studies. Prerequisite: junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Business major. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
Business Major

The Business major is designed to equip students with practical skills based on a strong academic foundation for success in business and other organizations. The major prepares graduates for administrative careers in businesses or nonprofit organizations, as well as for potential graduate work. Emphases include accounting, entrepreneurship, general business, human resources, management, marketing, ministry and nonprofit management, organizational leadership, and social entrepreneurship.

Requirements total 58 hours for the Accounting, Human Resources, Management, Marketing, Nonprofit and Ministry management, and General Business emphases, and 60 hours for the Organizational Leadership emphasis. Of the above totals, 46 hours are a Business Core (required courses). All Business majors must demonstrate proficiency in algebra and in general computer skills, spreadsheet and word processing applications.

In addition to the Business Core, students must choose at least one area of emphasis. Additional areas of emphasis may be added if the courses in each of the additional areas represent at least 9 hours of coursework beyond the original area of emphasis.

Algebra proficiency may be demonstrated by

- ACT Math Score of 18 or higher
- Successful college-level CLEP exam
- Successful completion of MA 120 or other college-level algebra course

Computer skills proficiency may be demonstrated by

- Successful college-level CLEP exam
- High school transcript documenting successful completion of a computer skills course
- Completion of CIS 110 or other college-level computer skills course

### Business Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 181</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 222</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 223</td>
<td>Managerial Accounting and Analysis (recommended for non-accounting students)</td>
<td>3</td>
</tr>
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</table>

### Required Accounting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 321</td>
<td>Financial Reporting I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Accounting Emphasis

Select one emphasis from the following. 12-14 hours

| Total Hours | 58-60 |

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1 MA 120 is a required prerequisite if algebra proficiency not met. CIS 110 is a required prerequisite if computer skills proficiency not met.

2 MA 285X may be used for general education credit in Mathematics with an ACT of 22 or greater (520 on SAT). Student must have a C or better for this course to count toward a Business major.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 322</td>
<td>Financial Reporting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 326</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Accounting Emphasis with CPA Readiness Track**

**Required Course for Business Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 222</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Accounting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BUS 321</td>
<td>Financial Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Financial Reporting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 326</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Requirements for Students Completing the CPA Readiness Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 327</td>
<td>Theory and Practice of Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 425</td>
<td>Accounting Research and Analysis</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 4 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325</td>
<td>Accounting for Business Combinations and Consolidations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 421</td>
<td>Corporation Taxation</td>
<td>2</td>
</tr>
<tr>
<td>BUS 422</td>
<td>Not-for-Profit Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

Highly Recommended (for students preparing for the CPA exam):

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 325</td>
<td>Accounting for Business Combinations and Consolidations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 327</td>
<td>Theory and Practice of Auditing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 421</td>
<td>Corporation Taxation</td>
<td>2</td>
</tr>
<tr>
<td>BUS 422</td>
<td>Not-for-Profit Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 27

**Entrepreneurship Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 390</td>
<td>Entrepreneurship and New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 391</td>
<td>Entrepreneurial Accounting and Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
<td>6</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
<td>3</td>
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</tbody>
</table>

Total Hours 12

**General Business Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three other upper-division business courses (BUS 3xx or BUS 4xx)

Total Hours 9

**Human Resources Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 170X</td>
<td>Leadership Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3</td>
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</table>
### Management Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170X</td>
<td>Leadership Dynamics</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
</tr>
<tr>
<td>BUS 319</td>
<td>Investments</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
</tr>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>BUS 433</td>
<td>Marketing Strategy</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
<tr>
<td>or COM 332</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
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</table>

**Total Hours**: 12

### Marketing Emphasis

**Select at least three of the following**: 9

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
</tr>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
</tr>
</tbody>
</table>

**Total Hours**: 12

### Ministry and Nonprofit Management Emphasis

*(for students preparing for management within nonprofit social services or church-related organizations)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 372X</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least two of the following:

<table>
<thead>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
</tr>
</tbody>
</table>

**Total Hours**: 12

### Organizational Leadership Emphasis

The Organizational Leadership Emphasis (OLE) is a Business major emphasis shared with the Psychology major and has the same purpose and philosophy as described in the Leadership minor (LM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170X</td>
<td>Leadership Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 378X</td>
<td>Servant Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470X</td>
<td>Leadership Dynamics Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
</tbody>
</table>
**Social Entrepreneurship Emphasis**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 391</td>
<td>Entrepreneurial Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 392</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

Select at least two of the following depending upon your area of social interest:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
<td>1</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>1</td>
</tr>
<tr>
<td>BUS 372X</td>
<td>Nonprofit Management</td>
<td>1</td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
<td>1</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>1</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours** 12

**Leadership Minor**

The Leadership minor has been created for qualified students who seek to grow their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice, the minor gives students an opportunity to develop and refine their philosophy of leadership and prepare to be successful as Servant Leaders. This minor is not available to Business or Psychology majors who choose the Organizational Leadership Emphasis located within their respective majors. Permission of either the chair of the Business Department or the chair of the Psychology Department required.

**Required Courses**

Students are responsible to meet all prerequisites if applicable.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 12

1 BUS 470X counts toward BUS core and replaces BUS 445 for those who complete the Organizational Leadership Emphasis

**Business Minor**

Students wishing to minor in Business must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 24
**Nonprofit Management Minor**

**Leadership Practica**
Select one of the following options: 3-4

- **Option 1:**
  - BUS/PSY 470X  Leadership Dynamics Practicum 2

- **Option 2:**
  - LR 440  Practical Leadership Capstone 2

Select 3 credit hours in the following, repeating as necessary.

- LR 220  Practicum in Advanced Leadership (May be repeated as necessary) 1,2,3
- LR 420  Practicum in Advanced Leadership (May be repeated as necessary) 1,2,3

**Elective Courses**
Select at least one elective from one category and two from the other: 9

- **Organizational Leadership:**
  - BUS 346  Organizational Behavior
  - BUS 353  Management of Change and Strategic Planning
  - BUS 372X/CM 372X  Nonprofit Management
  - COM 334  Group and Organizational Communication
  - PSY 230  Crisis Intervention
  - PSY 305  Organizational Psychology 2
  - PSY 355  Group Dynamics 2

- **Interpersonal and Intercultural Leadership:**
  - BRS 360X  Foundations of Intercultural Ministries
  - CM 260  Introduction to Intercultural Ministry
  - CM 335  Strategies for Discipling Ministries
  - CM 342  Relational Skills for Ministry
  - COM 330  Intercultural Communication
  - COM 332  Interpersonal Communication
  - PSY 356  Conflict Management 2

**Total Hours** 24-25

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1. Requires involvement in on-campus or other recognized leadership activities and permission of the Division Director of Social Sciences.
2. Prerequisite necessary. See course description.
3. Students who earn three or more credit hours of LR 220 and/or LR 420 must take LR 440, Practical Leadership Capstone.

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**Nonprofit Management Minor**

Requirements total a minimum of 24 hours. Certain courses are cross-listed with the Christian Ministries Department.

- **BUS 111**  Principles of Management 3
- **BUS 113**  Principles of Marketing 3
- **BUS 115**  Human Resources Management 3
- **BUS 346**  Organizational Behavior 3
- **BUS 352**  Compensation and Benefits 3
- **BUS 353**  Management of Change and Strategic Planning 3
- **BUS 372X**  Nonprofit Management 3
- **BUS 373X**  Nonprofit Financial Management 3

**Total Hours** 24

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**Practical Leadership Endorsement**

The endorsement in Practical Leadership indicates qualified students have been involved in significant on-campus leadership activities that have been supplemented with formal classroom instruction. The endorsement is not available to Business or Psychology majors who have chosen the Organizational Leadership emphasis located within their respective majors. Permission of Director of the Division of Social Sciences required.

**Required Courses**
Select one of the following options:  

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 170X</td>
<td>Leadership Dynamics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 173</td>
<td>Emerging Kingdom Leadership I</td>
</tr>
<tr>
<td>LR 174</td>
<td>Emerging Kingdom Leadership II</td>
</tr>
<tr>
<td>LR 440</td>
<td>Practical Leadership Capstone</td>
</tr>
</tbody>
</table>

**Practica**  
Students are responsible to have three separate practica, repeating the following as necessary:  

<table>
<thead>
<tr>
<th>Practica</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 220</td>
<td>Practicum in Advanced Leadership</td>
</tr>
<tr>
<td>LR 420</td>
<td>Practicum in Advanced Leadership</td>
</tr>
</tbody>
</table>

**Elective Courses**  
Select two of the following. Students are responsible to meet all prerequisites if applicable.  

<table>
<thead>
<tr>
<th>Elective Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Ministries</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
</tr>
<tr>
<td>LR 378X</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
</tr>
</tbody>
</table>

**Leadership Theory Courses**  
Students are responsible to meet all prerequisites if applicable. Select one of the following:  

<table>
<thead>
<tr>
<th>Leadership Theory Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Ministries</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
</tr>
</tbody>
</table>

**Leadership Application Courses**  
Students are responsible to meet all prerequisites if applicable. Select one of the following:  

<table>
<thead>
<tr>
<th>Leadership Application Courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 173 &amp; LR 174</td>
<td>Emerging Kingdom Leadership I and Emerging Kingdom Leadership II</td>
</tr>
<tr>
<td>LR 378X</td>
<td>Servant Leadership</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
</tr>
</tbody>
</table>
### Christian Ministries Department

#### Our Mission
To empower and equip Trinity students theologically and theoretically in the areas of personal maturity, relational competence, and ministry skill in order to engage contemporary culture through Christ.

#### Our Vision
To see each of our graduates walking confidently in their calling for their lives as children of God and servants of His kingdom.

#### Our Goals
- **Personal Maturity.** The Christian Ministries graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **People-Skills.** The Christian Ministries graduate should be able to interact in a relationship-based ministry which empowers service, initiates discipleship and sustains appropriate biblical spiritual formation.
- **Cultural Engagement.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.
- **Ministry Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan which accounts for effective leadership and efficient administration.
- **Biblical Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base which is cognizant of current theory, founded on the Scriptures and theologically sound.

#### Pathways to Ministry
Trinity International University guides students in preparation for ministry via these programs:

- **BA, Christian Ministries Major:** Earn BA in 4 years in one of five emphases.
- **Advance Pre-Seminary Major:** Earn BA and Master of Divinity in 5 years; application and admission to this program required in addition to college admission.
- **BA & Advanced Placement MDiv:** Earn BA and MDiv in 6 years. Upon completion of the Pre-Seminary Major (BA), students can qualify for advanced placement at TEDS.
- **BA & MDiv:** Earn both degrees in 7 years.

#### Majors
- **Christian Ministries Major** (p. 142)
- **Pre-Seminary Major** (p. 111)
- **Advance: Pre-Seminary Major** (p. 146)

#### Minors
- **Christian Ministries Minor** (p. 148)
- **Intercultural Studies Minor** (p. 149)

#### Courses

**CM 112 Pre-Seminary Formation Group - 0 Hours**
Pre-Seminary Formation Group is an intentional weekly experience under the leadership of a faculty member. As an essential part of the Advance: Pre-Seminary Degree, it seeks to create an environment of growth in personal spiritual life, relational skills and ministry skills for the students in this program. Course schedule and activities are determined by the Faculty Mentor of the Advance: Pre-Seminary Program. Students are enrolled for 4-6 semesters. Regular attendance necessary for credit, only two absences per semester permitted. Credit/No Credit. Offered each semester for Deerfield Advance: Pre-Seminary Student. Delivery mode: Deerfield traditional undergraduate.

**CM 172 Introduction to Ministry - 3 Hours**
An introduction to the purposes, challenges, and scope of various types of ministries and ministry programs, with particular focus made in those areas in which we offer emphases. Personal contact and interaction ministry leaders will seek to enlarge the vision of students for how ministry can be carried out. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**CM 175 Foundations of Youth Ministry - 3 Hours**
An exploration of biblical, educational, and philosophical foundations of youth ministry. Current youth culture and developmental needs of adolescents will be examined in light of these foundations. Students will be required to develop a personal theory of ministering to youth through biblical education, personal evangelism, and relational discipleship. Offered Spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

**CM 180 Christian Character Development - 1 Hour**
This course is designed to explore the theoretical foundations for personal growth issues, including spiritual growth and its application to character development. Students will be encouraged to explore their own personal growth in relation to the course content through journaling, papers, and small group experiences. Open for Christian Ministries majors and minors only. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**CM 181 Spiritual Formation - 3 Hours**
This course explores the theoretical and practical aspects of Christian spiritual development. Special attention is given to understanding and participating in the spiritual disciplines - both personal and corporate. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.

**CM 201 Survey of Christian Education - 3 Hours**
An introductory overview of the church’s involvement in education, including the history, aims, methods, and principal agencies of Christian Education. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

**CM 210 Ministry in its Cultural Context - 3 Hours**
An introduction to the theology, purposes, challenges, and scope of various types of ministries in their current cultural context. A particular emphasis is given to understanding philosophical and theological pluralism. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.
CM 211 Theology and Practice of Pastoral Ministry - 3 Hours
A study of the theology, qualifications, practices, and vulnerabilities of pastoral ministry. A particular emphasis will be given to discussing how to maintain one's spiritual health despite various challenges and temptations in pastoral ministry. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.

CM 215 Foundations of Children's Ministry - 3 Hours
A study of the elements involved in building effective children's and family ministries. In addition to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and interact with a variety of local children's ministry models. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate, online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 222 Integrated Field Experience - 2 Hours
An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, and individual leadership style. Students will be required to participate in an extended and consistent Christian ministry during enrollment in the courses, for a total of 60 hours per semester. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 172 or CM 175. Required for all Christian Ministries majors and minors. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 223 Integrated Field Experience - 2 Hours
An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, and individual leadership style. Students will be required to participate in an extended and consistent Christian ministry during enrollment in the courses, for a total of 60 hours per semester. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 172 or CM 175. Required for all Christian Ministries majors and minors. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 224 Integrated Field Experience - Spiritual Formation - 3 Hours
This course is designed to explore the theoretical foundations for personal growth and ministry issues, including spiritual growth and its application to character development. Students will participate in Christian ministry roles during the semester for a total of 60 hours and additional weekly coursework. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: online.

CM 225 Integrated Field Experience - Small Group Ministry - 3 Hours
An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, individual leadership style, and on theoretical and experiential exploration of methods of small group ministries. Students will participate in Christian ministry roles during the semester for a total of 60 hours and additional weekly coursework. Offered online as scheduled. Delivery mode: online.

CM 250 Topics in Christian Ministries - 1-3 Hours
Selected topics in Christian Ministry not taught under specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 260 Introduction to Intercultural Ministry - 3 Hours
An introduction to the challenging opportunities and possibilities of involvement in intercultural ministries with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives. Students will be challenged to consider their individual roles in the global community. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 280 Psychological and Sociological Foundations of Family - 3 Hours
This course draws upon understandings of family from a range of social science perspectives and interacts with the related topics from a Christian integrative perspective. The disciplines of family process, psychology, and sociology reveal strengths and weaknesses that can be observed in healthy and unhealthy examples of this basic unit of society. Students will be challenged to wrestle with societal issues across time and into the present concerning the most intimate of human relationships. Offered online as scheduled. Delivery mode: online.

CM 315 Principles of Family Ministry - 3 Hours
This course centers on the ministry to children and their families. Focus will be on the theological foundations of the family, understanding the current cultural trends, which affect families, and developing effective ministry strategies with contemporary families in the context of local church and parachurch ministries. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 320 Principles of Ministry Programming - 3 Hours
A study of the elements and skills necessary in the design and development of effective programming for discipling ministries. Students are exposed to local ministry models and contemporary ministry principles. Prerequisite: CM 170 or CM 172. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 321 Theology and Practice of Evangelism - 3 Hours
A study of the theology and methodology of evangelism with particular emphasis on the gospel message and the biblical reasons for doing evangelism. Prerequisites: BI 101 and BI 111. Delivery mode: REACH/Excel adult undergraduate.

CM 322 Advanced Integrated Field Experience - 2 Hours
An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours per semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader. This fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 222-23. Required for the following emphases: Children's Ministries, Counseling/Social Services, Intercultural Ministries, Pastoral Ministries, and Youth Ministries. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 323 Advanced Integrated Field Experience - 2 Hours
An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours per semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader. This fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 222-CM 223. Required for the following emphases: Children's Ministries, Counseling/Social Services, Intercultural Ministries, Pastoral Ministries, and Youth Ministries. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
CM 324 Integrated Field Experience: Discipleship - 3 Hours
An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours for the semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader and study of the biblical principles and practical models of Christian discipleship. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: online.

CM 325 Integrated Field Experience - Ministry Methods - 3 Hours
Students will participate in an intensive and advanced level of ministry leadership for a total of 120 hours over the course of the semester. Additional coursework will emphasize the development of practical ministry skills for the student’s selected area of emphasis. The course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Offered online as scheduled. Delivery mode: online.

CM 335 Strategies for Discipling Ministries - 3 Hours

CM 340 Principles of Relational Youth Ministry - 3 Hours
A study of effective communication with contemporary adolescents designed to enhance students' understanding and ability to build significant relationships with youth. Specific areas to be addressed include evangelistic contact ministry and paraprofessional counseling in response to adolescent issues. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 342 Relational Skills for Ministry - 3 Hours
This theoretical and skill development course will be a study of effective communication within a ministry context. A basis will be established for understanding human communication, contact ministry, crisis management, and paraprofessional counseling. Specific focus will be given to legal issues, opportunities as well as limitations of the minister, and empowering others toward positive life change. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 345 Ministry Internship - 2-4 Hours
This course is designed to build upon earlier Integrated Field Experiences. Total credits for internships (including all Integrated Field Experiences) may not total more than 12 hours. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 350 Topics in Christian Education - 1-3 Hours
Selected topics in Christian Education not taught under specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 360X Foundations of Intercultural Ministries - 3 Hours
An examination and exploration of biblical and cultural issues related to a student’s preparation for intercultural ministry. Students will pursue an understanding of these issues through research, interviews, and discovery learning experiences. The course is designed as an essential element in the student’s process of preparing for CM 445 (Internship in Intercultural Ministries). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 372X Nonprofit Management - 3 Hours
Theory and principles of the development and practice of management of volunteers in nonprofit, parachurch, or church setting. Extensive application and case studies. Prerequisite: junior standing and permission of instructor. Offered fall semester in even-numbered years for Deerfield traditional undergraduate; online as scheduled. Cross-listed with BUS 372X. Delivery mode: Deerfield traditional undergraduate, online.

CM 373X Nonprofit Financial Management - 3 Hours
Theory, practice, and management leadership in fundraising for the nonprofit organization. Includes a survey of laws, regulations, and ethics in fundraising, annual funding, capital campaign funding, planned giving, special events, and private governmental grant proposal approaches and procedures. Extensive applications and case studies. Prerequisite: junior standing and permission of instructor. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Cross-listed with BUS 373X. Delivery mode: Deerfield traditional undergraduate, online.

CM 375X Foundations of Christian Counseling - 3 Hours
This course familiarizes the student with the principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: BI 101 and BI 111. Cross-listed with PSY 375X. Delivery mode: REACH/Excel adult undergraduate.

CM 380 Advanced Instructional Application - 1-2 Hours
In-depth mentoring experience designed to enhance the student’s expertise, critical thinking, and communication skills in Christian Education. May be repeated for credit. Prerequisite: Instructor's invitation and consent by signature required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 381 Introduction to Preaching - 3 Hours
This course studies the basic development of preaching and sermon techniques to enhance the presentation of truth for evangelism and discipleship. It includes interactive learning and preaching opportunities to apply practical preaching design, Biblical principles, and contemporary applications. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

CM 400 Principles of Adult Ministry - 3 Hours
Designed to help students understand and appreciate the psychological and sociological characteristics of adults and develop a philosophy of adult ministry. Students engage in research and discussion of various phases of adult responsibility, ministry and problems in the local church, society and home. Prerequisite: CM 172, PSY 140. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
CM 412 Issues for Men & Women in Ministry - 1 Hour
This course is designed to explore various issues that are relevant to being a man or woman in servant leadership/Christian ministry today. The course will be in seminar format as participants react to and discuss various relevant readings and interact with occasional guest speakers. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 420 Ministry Leadership - 2 Hours
This course seeks to integrate the students' ministry experiences with leadership training. Students will focus on understanding the biblical concept of leadership, assessing leadership style and skills, examining principles of team building and team management in discipling ministries. The course also examines issues that leaders commonly confront in churches and organizations. Prerequisite: CM 320 or may be taken concurrently. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

CM 445 Ministry Internship - 2-4 Hours
This course is designed to offer additional supervised ministry experience in an area of choice. Students must have completed a previous internship (CM 345) in order to be eligible for this course. Total credits for internships (including IFE and Adv. IFE) may not total more than 12 hours. Taken by permission of instructor. Delivery mode: Deerfield traditional undergraduate.

CM 446 Reflective Internship in Christian Ministries - 3 Hours
A capstone course for the Christian Ministries major designed to help students integrate biblically based Christian ministry principles, concepts, and skills and apply them to actual church or parachurch experiences in a mentored ministry context. Case study methodology will be utilized to aid reflection. Prerequisites: (1) BI 101, BI 111, and BI 210 and (2) completion of a four-course concentration in Christian Ministries, and (3) permission from the REACH Office. Delivery mode: REACH/Excel adult undergraduate.

CM 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CM 475 Senior Seminar - 2-3 Hours
A seminar focusing on needs and issues related to preparing for postgraduate ministry or educational experiences. A research thesis on an appropriate topic in a specific area of ministry is required. Research material will be incorporated into weekly forum discussion. Offered spring semester for Deerfield traditional undergraduate. Three hour option is limited to students taking the course for honors credit. Delivery mode: Deerfield traditional undergraduate.

CM 480 Christian Ministries Integrative Seminar - 1 Hour
This course, offered in a retreat format, helps students provide closure for their experiences in the Christian Ministries program. Emphasis is placed on integrating the whole of their experiences at Trinity. Open only to CM majors in their last two semesters of coursework at TIU. Prerequisite: Community First Aid and CPR certification or equivalent. This fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Christian Ministries major. Course fee. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
**Christian Ministries Major**

The Christian Ministries major offers, in a liberal arts setting, theoretical and practical training to prepare students for potential career service in local and global church ministries. Emphases include broad field, children's and family ministries, counseling/social services, intercultural ministries, and youth ministries. Those seeking to continue toward the pastoral ministry (Master of Divinity) degree are advised to participate in the Pre-Seminary Major (offered jointly with the Biblical Studies Dept.).

Requirements total 56-60 hours. This includes 34 hours of required courses and 22-29 hours in areas of emphasis. Some emphases include courses that may fulfill both core and emphasis requirements. Up to 14 of the hours required in the major may be used to meet general education requirements.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible 1</td>
<td>3</td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 222</td>
<td>Integrated Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CM 223</td>
<td>and Integrated Field Experience</td>
<td></td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 322</td>
<td>Advanced Integrated Field Experience</td>
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<td>and Advanced Integrated Field Experience</td>
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<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 3

- BRS 321X American Church History 1
- BRS 322X Topics in Church History 1
- BRS 340X History of Christianity 1

### Recommended:

- CM 350 Topics in Christian Education
- CM 400 Principles of Adult Ministry
- CM 412 Issues for Men & Women in Ministry
- BRS/PH 363X Survey of Religious Diversity 1

### Required Certification

All CM students are required to provide proof of completion of Red Cross Community First Aid and CPR courses or their equivalency before taking CM 480.

### Emphasis

Select one emphasis from the following 22-29

### Total Hours

56-63

---

1 course applies toward the Biblical Studies minor.

### Emphases

#### Broad Field

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Select three of the following: 9

- CM 175 Foundations of Youth Ministry
- CM 215 Foundations of Children's Ministry
- CM 315 Principles of Family Ministry
- CM 400 Principles of Adult Ministry

### Christian Ministry Electives

Any Christian Ministries courses not required above 11

### Bible Elective
Choose one upper-division BI course \(^1\)  
Total Hours 27

\(^1\) Course applies toward the Biblical Studies minor.

### Children's and Family Ministries

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM 215</td>
<td>Foundations of Children's Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
<td>3</td>
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<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Child Development (^1)</td>
<td>3</td>
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</table>

Select one of the following: 2-3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CM 350</td>
<td>Topics in Christian Education</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
</tr>
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</table>

### Bible Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
</table>

Select one of the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</table>

### Counseling/Social Services

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice (^1)</td>
<td>3</td>
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<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>or CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td></td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SOC/PSY 360X</td>
<td>Introduction to Social Work (^2)</td>
<td>3</td>
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Select two of the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Problems</td>
</tr>
</tbody>
</table>

Select one of the following: 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
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</table>

Recommended:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CM 373X</td>
<td>Nonprofit Financial Management</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
</tr>
</tbody>
</table>

Total Hours 23

\(^1\) Course applies toward the Biblical Studies minor

\(^2\) PSY 140 or SOC 101 is a prerequisite for SOC 360X/PSY 360X
### Intercultural Ministries

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice</td>
<td>3</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CM 360X</td>
<td>Foundations of Intercultural Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM 330</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- CM 420 Ministry Leadership
- CM 475 Senior Seminar

Select one of the following: 6-8

- GR 121 Elementary Greek
- GR 122 Elementary Greek

One upper-level BI course and one upper-level BRS course

Recommended:

- CM 373X Nonprofit Financial Management
- COM 210X Business Communication
- GEO 100 World Geography
- HI 271 Topics in World History

**Total Hours** 23-25

1 Course applies toward the Biblical Studies minor.

### Youth Ministries

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>2</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following: 6-8

- GR 121 Elementary Greek
- GR 122 Elementary Greek

Two upper-level BI courses or one upper-level BI and one upper-level BRS course

Recommended:

- CM 373X Nonprofit Financial Management
- COM 112 Speech
- PSY 220 Interpersonal Skills Training
- PSY 230 Crisis Intervention
- PSY 355 Group Dynamics

**Total Hours** 22-24

1 PSY 140 is a prerequisite for PSY 337
Pre-Seminary Major

The Pre-Seminary (Biblical Studies/Christian Ministries) Major maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies at a seminary of their choice. Students who proceed to graduate studies at Trinity Evangelical Divinity School can qualify for advanced standing in the MDiv program due to agreements between Trinity College and Trinity Evangelical Divinity School.

Requirements:
Requirements total 60 hours. This includes 35 hours from the Biblical Studies required courses/cognate areas, 19-22 hours from Christian Ministries and 3-6 hours of additional general education courses.

Goals:

- **Preparation for Graduate Studies.** The Pre-Seminary graduate should be equipped with the necessary academic and research skills to meet requirements and apply for graduate program studies in biblical and theological areas.

- **Personal Maturity.** The Pre-Seminary graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.

- **Cultural Engagement.** The Pre-Seminary graduate should be able to study the Bible in its historical and cultural context and apply it to present-day ethical issues.

- **Biblical Philosophy.** The Pre-Seminary graduate should be able to grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 452</td>
<td>Biblical Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or BI 453</td>
<td>Seminar in Discipleship and Justice</td>
<td></td>
</tr>
<tr>
<td>or BI 334</td>
<td>Old Testament Theology</td>
<td></td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>GR 122</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 222</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 223</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>IDS 303</td>
<td>Cross Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>or CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses (6 hours)**

- Old Testament (choose one)
  - BI 302 | Pentateuch | 3 |
  - BI 304 | Old Testament Prophetic Books | 3 |
  - BI 306 | Old Testament Poetic Books | 3 |
  - BI 308 | Old Testament Historical Books | 3 |
Advance: Pre-Seminary Major

The Advance: Pre-Seminary Studies major is designed for high-academic capacity students sensing an early call to pastoral ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies in a seamless BA/Master of Divinity program between Trinity College and Trinity Evangelical Divinity School. The program can be accomplished in five years:

- Two years at Trinity College with an emphasis on general education and initial ministry courses.
- The middle year (three) has shared course load between college and divinity school.
- The remaining two years are in the normal MDiv program at TEDS.

Requirements:
Requirements total 47 hours. This includes 26 hours from Biblical Studies required courses/cognate areas (including Greek), 15-18 hours from Christian Ministries and 3-6 hours of additional general education courses.

Trinity College Requirements (124 hours):

- 47 hours for General Education. It is the expectation that students will have a sub-score of 25 or higher in Math, foreign language requirement is met by taking Greek and select courses will meet requirements in Religious and Ethnic Diversity category.
- 47 hours for college requirements for the Advance: Pre-Seminary Studies degree.
- 30 hours from Trinity Evangelical Divinity School MDiv program (6 hours taken each semester the third year; 3 hours taken during summer after third year; remaining hours received from TEDS the fourth year to meet requirements for the college.)
- BA Degree in Pre-Seminary Studies.

Trinity Evangelical Divinity School Requirements (94 program hours):

- 15 hours taken at TEDS during third year/summer following.
- 13-16 hours possible for the Advanced Placement MDiv Program from college studies.
- 63-66 hours taken fourth and fifth years at TEDS. (15 hours apply to undergraduate BA.)

Goals:
- **Preparation for Graduate Studies.** The Advance: Pre-Seminary Studies graduate should be equipped with the necessary academic and research skills to meet requirements of continuing in the MDiv program of Trinity Evangelical Divinity School.
- **Personal Maturity.** The Advance: Pre-Seminary Studies graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **Cultural Engagement.** The Advance: Pre-Seminary Studies graduate should be able to study the Bible in its historical and cultural context and apply it to present-day ethical issues.
• **Biblical Philosophy.** The Advance: Pre-Seminary Studies graduate should be able to grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>GR 122</td>
<td>Elementary Greek</td>
<td>4</td>
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<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
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<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
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<td>CM 222</td>
<td>Integrated Field Experience</td>
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<tr>
<td>CM 223</td>
<td>Integrated Field Experience</td>
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<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
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<td>CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1</td>
</tr>
<tr>
<td>IDS 303</td>
<td>Cross Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>or CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3</td>
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</table>

**Additional Courses taken at Trinity Evangelical Divinity School**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>30</td>
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</table>

**Total Hours**

77
Christian Ministries Minor

The Christian Ministries minor is designed to inform and train Trinity students for active involvement in the ministry of the local church while preparing for other career distinctives. Students who complete this minor will be equipped for selected ministries in the local church or for entry-level positions with parachurch organizations. A Christian Ministries Minor consists of 25 hours, including 13 required hours and 12 elective hours from Christian Ministries courses. Six elective hours must be courses at the 300-400 level. The goals of the program are as follows:

- To equip men and women with skills applicable to the varied ministries of the local church
- To provide practical training and experience that will help in the development of such abilities as administration, counseling, music, and teaching
- To encourage commitment to and involvement in the local church

Some courses selected for Christian Ministries may also fulfill general education requirements.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>3</td>
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<tr>
<td>CM 172</td>
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</tr>
<tr>
<td>CM 201</td>
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<td>CM 222</td>
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<td>&amp; CM 223</td>
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<td><strong>Total Hours</strong></td>
<td>25</td>
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The goals of the program are as follows:

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Select 12 hours in any other CM courses</td>
<td>12</td>
</tr>
</tbody>
</table>

1 Three hours of any BI or BRS course, not fulfilling general education requirements, may be used in lieu of 3 CM hours (not applicable to Biblical Studies majors). Six elective hours must be courses at the 300-400 level.
# Intercultural Studies Minor

The Intercultural Studies minor is designed to inform and equip Trinity students for a wide range of intercultural ministries within the global context of Christian mission. This program exposes students to the challenge and dynamic of intercultural interaction in local, as well as international, multiethnic, and culturo-linguistic, settings. Particular emphasis is given to issues such as ethnicity, cultural diversity, effective intercultural communication, intercultural competency, and other culture-related issues. Students selecting an Intercultural Studies minor are encouraged to integrate Christian learning and a biblical worldview with current social and cultural realities. Such an integrated approach is intended to provide a solid, informed basis for involvement in various ministries and professions, thus helping students to participate effectively in reaching a rapidly changing world for Christ. Requirements total 24 hours.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
</tr>
<tr>
<td>BRS 360X/CM 360X</td>
<td>Foundations of Intercultural Ministries</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

## Elective Courses

Select 6 hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td></td>
</tr>
<tr>
<td>BRS 350</td>
<td>Topics in Biblical and Religious Studies</td>
<td></td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td></td>
</tr>
<tr>
<td>or CM 342</td>
<td>Relational Skills for Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 350</td>
<td>Topics in Christian Education</td>
<td></td>
</tr>
<tr>
<td>CM 450</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td></td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>HI 271</td>
<td>Topics in World History</td>
<td></td>
</tr>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Urban Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contemporary foreign language</td>
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</tr>
</tbody>
</table>

## Internship in Intercultural Context

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 445</td>
<td>Ministry Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 24
Communication Department

The goal of this department is to equip students to be reflective, ethical communicators who handle messages, channels, and contexts for communication skillfully and responsibly. Students who pursue a communication major will study a variety of theories about how humans communicate and what factors can prevent successful communication. They will learn how to develop their own hypotheses about contemporary communication and then put their hypotheses to the test by designing and conducting surveys, interviews, focus groups, and experiments. Communication majors will also focus on developing their skills in written, oral, and visual communication.

Majors

- Communication Major (p. 153)
- Social Design Major (p. 155)
- Social and Interactive Media Major (p. 156)

Minors

- Graphic Design Minor (p. 157)

Courses

COM 112 Speech - 3 Hours
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

COM 120 Survey of Communication Theory - 3 Hours
Study of communication theories from the scientific, rhetorical, and analytical perspective. Emphasis is placed on theories and research of recent times. Delivery mode: Deerfield traditional undergraduate.

COM 140 Introduction to Public Relations - 3 Hours
An analysis of public relations theory and practice, focusing on public relations environments, audiences, and message strategies. Delivery mode: Deerfield traditional undergraduate.

COM 204 Mass Communication - 3 Hours
An analysis of the nature and effects of mass media in modern society. Includes topics such as advertising, news management, violence in the media, impact of the mass media on politics, and the role of mass media in the formation and change of attitudes. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 210X Business Communication - 3 Hours
This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is given to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. Cross-listed with ENG 210X. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

COM 230 Advanced Public Speaking - 3 Hours
An examination of the development of public speaking from classical to contemporary times. Students will analyze historically influential speeches and apply rhetorical principles to their own speeches. Delivery mode: Deerfield traditional undergraduate.

COM 240X Writing for the Media I - 3 Hours
Introduction to newswriting and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with ENG 240X. Delivery mode: Deerfield traditional undergraduate.

COM 241X Pre-Practicum - 1-2 Hours
Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: COM 240X and consent of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with ENG 241X. Delivery mode: Deerfield traditional undergraduate.

COM 250 Communication Project - 1 Hour
An analysis of audience research strategies, conceptualization of message contexts, message design, and content marketing. Brand development and maintenance across various communication channels will be examined. Delivery mode: Deerfield traditional undergraduate.

COM 281 Social and Interactive Media Strategies - 3 Hours
An analysis of audience research strategies, conceptualization of message contexts, message design, and content marketing. Brand development and maintenance across various communication channels will be examined. Delivery mode: Deerfield traditional undergraduate.

COM 282 Social and Interactive Media Project - 1 Hour
Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: COM 281.

COM 290 Communication Project - 1 Hour
Participation in a supervised project involving print, electronic, and/or visual communication. May be repeated for credit. Permission of instructor required. Delivery mode: Deerfield traditional undergraduate.

COM 330 Intercultural Communication - 3 Hours
Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the history and current experiences of some ethnic groups represented in the United States. Emphasis is given to overcoming cultural barriers and enhancing intercultural communication. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 332 Interpersonal Communication - 3 Hours
An examination of interpersonal communication theories and the application of those theories to specific interpersonal dyads, such as colleagues, friends, and spouses. Original research in the area of interpersonal communication will be conducted. Delivery mode: Deerfield traditional undergraduate, online.

COM 334 Group and Organizational Communication - 3 Hours
A study of communication in the context of informal and formal groups, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings. Delivery mode: Deerfield traditional undergraduate.

COM 335 Intercultural Communication in a Global Context - 3 Hours
Culture-based differences regarding communication, values, lifestyles, and leadership are explored. Emphasis is given to overcoming barriers and embracing intercultural communication. Special attention is paid to the global nature of organizations and the impact of culture in the work environment. Delivery mode: REACH/Excel adult undergraduate.

COM 336 Gender and Family Communication - 3 Hours
An examination of theories about phenomena that shape people's conception of gender and family in a variety of contexts. Students will also study various communication processes related to the expression of gender and the functioning of family relationships. Delivery mode: Deerfield traditional undergraduate.

COM 340X Writing for the Media II - 3 Hours
Continuation of ENG 240X. Focuses on study and practice in interviewing, feature and broadcast writing, and an introduction to investigative reporting. May include a public relations focus. Prerequisite: COM 240X. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with ENG 340X. Delivery mode: Deerfield traditional undergraduate.
COM 344 Topics in Communication - 1-4 Hours
Selected topics as announced. Course may be repeated with different topic. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 383 Writing for Digital Contexts - 3 Hours
Course content explores a number of digital written communication contexts including social media strategy, web content, internet promotion, interactive text monitoring, and email marketing. Students will work toward a professional portfolio. Prerequisite: COM 281. Delivery mode: Deerfield traditional undergraduate.

COM 384 Audio and Visual for Social and Interactive Media - 3 Hours
A hands-on course focused on fostering basic skills in audio and video production for Internet-based messages. Prerequisite: COM 281. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

COM 386 Visual Communication - 3 Hours
An exploration of the reasons why memorable visual messages with text have the power to inform, educate, and persuade. This course examines both how visual channels impact audiences and why some images are effective while others are not. Delivery mode: Deerfield traditional undergraduate.

COM 440X Topics in Media Studies - 3 Hours
Study of topics such as applied ethics, political communication, and international communication. Parallels continued development of media writing skills to professional level in preparation for ENG 445/COM 445 (Internship). Prerequisite: ENG 340X/COM 340X. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with ENG 440X. Delivery mode: Deerfield traditional undergraduate.

COM 441X Practicum - 1-2 Hours
Advanced experience with student publications. May be repeated once for credit. Prerequisites: COM 241X and permission of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with ENG 441X. Delivery mode: Deerfield traditional undergraduate.

COM 445 Internship - 3 Hours
Practical off-campus field experience of at least 135 hours of supervised work in a communication-related position approved by the department. Satisfies the professional experience requirement for Communication majors. Prerequisites: COM 240X, 340X, and at least one pre-practicum. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 450 Independent Study - 1-4 Hours
Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

COM 490 Communication Capstone - 3 Hours
An examination of contemporary interpersonal and organizational communication practices in relation to communication theory, ethics, and biblical principles. Students will create a portfolio of print and electronic documents that demonstrate their skills in written and visual communication. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Communication major. Delivery mode: Deerfield traditional undergraduate.

GPH 100 Design Software I: Desktop Publishing - 2 Hours
An introduction to current industry standard design software, such as Adobe Creative Cloud, with a focus on desktop publishing and layout using Adobe InDesign. Computer laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 110 Design Foundations - 3 Hours
An introduction to core principles in design and visual thinking including foundational themes such as color, form, material and composition. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 150 Topics in Graphic Design - 1-3 Hours
Selected topics of general interest in the area of graphic design. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 160 Design and Society - 3 Hours
Focusing on the role of designers in larger society, this course includes discussions of theory, history, research and social design practices. Design and Society is a combination of both conceptual and project-driven learning, including research and written responses. Delivery mode: Deerfield traditional undergraduate.

GPH 200 Design Software II: Image-Making and Photo Manipulation - 2 Hours
An introduction to image-making and photo manipulation using Adobe Photoshop. Skills covered include working with layers and selections; adjusting, manipulating, and retouching photos; painting; adding text; automating and preparing files for output. Computer laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 210 Tangible Design - 3 Hours
A continuation of the study of foundations of design with particular focus on designing for print media. Students will examine how audiences are identified and then targeted with visual communication in outlets such as brochures, posters, and magazines. Computer laboratory fee. Prerequisite: GPH 110 and GPH 200. Delivery mode: Deerfield traditional undergraduate.

GPH 230 Introduction to Photography - 3 Hours
An introduction to historical, technical and conceptual aspects of photography. Emphasis is placed on concept, personal artistic development, exposure, composition, color and light, digital editing and workflow, and considerations for output in digital and print media. Students must have access to a digital SLR camera. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 250 Studio Topics in Graphic Design - 3 Hours
Thematic studio projects in the area of graphic design with a specialized approach not offered elsewhere in the graphic design curriculum. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

GPH 260 Typography - 3 Hours
An introduction to typography including type history, typefaces, type selection, layout, the use of type in effective designs, and creative approaches to using type. Computer laboratory fee. Prerequisite: GPH 100. Delivery mode: Deerfield traditional undergraduate.
GPH 271 Introduction to Web Design - 3 Hours
An introduction to the basics of website design including HTML, CSS, and web design standards. Students will engage in hand-coding while exploring site design models and creating web pages. Computer laboratory fee. Offered yearly for Deerfield traditional undergraduate. Prerequisite: GPH 200. Delivery mode: Deerfield traditional undergraduate.

GPH 301 Design Software III: Vector Graphics - 2 Hours
An introduction to digital design and vector art using industry-standard software, such as Adobe Illustrator. Skills covered include vector drawing and shape creation, layering, appropriate typographical usage, effects and brushes, and color and gradient application. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 310 Interaction Design - 3 Hours
This course builds on design concepts and skills from previous courses with an emphasis on interactive media. Topics include navigation, information architecture, development of effective interfaces and kinetic typography. Computer laboratory fee. Prerequisite: GPH 210 and GPH 200. Delivery mode: Deerfield traditional undergraduate.

GPH 360 Design History - 3 Hours
This survey course examines the beginnings of graphic design, how graphic design has changed over time and how graphic design intersects with other areas of the visual arts. Topics include examinations of significant designers as well as important historical and technical developments. Delivery mode: Deerfield traditional undergraduate.

GPH 385 Digital Storytelling - 3 Hours
An examination of how stories are told in Internet contexts using a combination of tools such as writing, photography, video, and design. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

GPH 390 Graphic Design Project - 2-3 Hours
Participation in an instructor-approved, supervised graphic design project either on or off campus. Student must produce a final project in print or interactive media. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 410 Design Systems - 3 Hours
This course focuses on advanced visual thinking and systematic approaches to graphic design with an emphasis on branding, identity systems and generative participation. Computer laboratory fee. Prerequisite: GPH 310. Delivery mode: Deerfield traditional undergraduate.

GPH 440 Portfolio - 2 Hours
Students will develop professional portfolios using previous projects or creating new ones. Portfolio presentation techniques and critiques of both portfolio content and presentation will be included. Computer laboratory fee. Prerequisite: GPH 310 and GPH 270. Delivery mode: Deerfield traditional undergraduate.

GPH 445 Internship - 3 Hours
Participation in an internship, preferably outside the college community, that involves 45 hours of supervised work in the graphic design field for every credit hour. Satisfies the professional experience requirement for the graphic design major. Prerequisite: GPH 210. May be repeated for up to six hours of credit. Delivery mode: Deerfield traditional undergraduate.

GPH 450 Independent Study - 1-4 Hours
Research and specialized study to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
Communication Major

The Communication major is designed to enhance students’ skills in oral, written, and visual communication. The major offers emphases in business communication, contemporary media, communication for ministry and relational communication in preparation for communication careers in areas such as public relations, human resources, ministry and business.

Requirements total 45-46 hours, including 27-28 hours of core courses and 18 hours from one of four concentrations. (Note: Students must have the permission of the Communication Department Chair to pursue more than one concentration. Appropriate substitutions for overlapping courses will be determined for those students.)

Core

Overview of Communication

Select three of the following 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 120</td>
<td>Survey of Communication Theory</td>
</tr>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
</tr>
</tbody>
</table>

Communication in Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 112</td>
<td>Speech</td>
</tr>
<tr>
<td>COM 240X</td>
<td>Writing for the Media I</td>
</tr>
<tr>
<td>COM 340X</td>
<td>Writing for the Media II</td>
</tr>
<tr>
<td>COM 241X</td>
<td>Pre-Practicum 1</td>
</tr>
<tr>
<td>COM 445</td>
<td>Internship</td>
</tr>
<tr>
<td>GPH 100</td>
<td>Design Software I: Desktop Publishing</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
</tr>
<tr>
<td>or GPH 271</td>
<td>Introduction to Web Design</td>
</tr>
</tbody>
</table>

Concentrations

Select one of the following concentrations. 18

Total Hours 45-46

1  Two semesters 1 hour each

Concentrations

Business Communication Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
</tr>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
</tr>
<tr>
<td>COM 230</td>
<td>Advanced Public Speaking</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
</tr>
</tbody>
</table>

Total Hours 18

Contemporary Media Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
</tr>
<tr>
<td>COM 440X</td>
<td>Topics in Media Studies</td>
</tr>
<tr>
<td>COM 441X</td>
<td>Practicum</td>
</tr>
<tr>
<td>GPH 110</td>
<td>Design Foundations</td>
</tr>
<tr>
<td>GPH 210</td>
<td>Tangible Design</td>
</tr>
<tr>
<td>GPH 230</td>
<td>Introduction to Photography</td>
</tr>
<tr>
<td>or GPH 260</td>
<td>Typography</td>
</tr>
<tr>
<td>GPH 301</td>
<td>Design Software III: Vector Graphics</td>
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</tbody>
</table>

Total Hours 18
**Communication for Ministry Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>COM 230</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 338</td>
<td>Gender and Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 215</td>
<td>Foundations of Children's Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
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</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
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</table>

Total Hours: 18

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**Relational Communication Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 338</td>
<td>Gender and Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 350X</td>
<td>Social Psychology</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
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</tr>
</tbody>
</table>

Total Hours: 18
**Graphic Design Major**

The graphic design major focuses on visual communication, theoretical concepts, practical skills, and contemporary tools involved in effective design for print and digital media. Major themes and topics include meaning making, social responsibility, foundational principles of design, and historical and theological considerations in the field. During their time at Trinity, students in the graphic design major will have opportunities to hone their skills in professional settings, work in a variety of media, and develop a professional portfolio.

<table>
<thead>
<tr>
<th>Software</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>GPH 100</td>
<td></td>
<td>Design Software I: Desktop Publishing</td>
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<tr>
<td>GPH 200</td>
<td></td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
<td>2</td>
</tr>
<tr>
<td>GPH 301</td>
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<td>Design Software III: Vector Graphics</td>
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<table>
<thead>
<tr>
<th>Studio</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GPH 110</td>
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<td>Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>GPH 210</td>
<td></td>
<td>Tangible Design</td>
<td>3</td>
</tr>
<tr>
<td>GPH 230</td>
<td></td>
<td>Introduction to Photography</td>
<td>3</td>
</tr>
<tr>
<td>GPH 260</td>
<td></td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>GPH 271</td>
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<td>Introduction to Web Design</td>
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</tr>
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<td>GPH 310</td>
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<td>Interaction Design</td>
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<td>GPH 410</td>
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<td>Design Systems</td>
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<td>GPH 490</td>
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<td>Capstone and Exhibition</td>
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</tbody>
</table>

Select a minimum of 3 hrs of Topics in Graphic Design from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 150</td>
<td>Topics in Graphic Design</td>
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<tr>
<td>GPH 250</td>
<td>Studio Topics in Graphic Design</td>
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<table>
<thead>
<tr>
<th>Contextual</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 160</td>
<td></td>
<td>Design and Society</td>
<td>3</td>
</tr>
<tr>
<td>GPH 360</td>
<td></td>
<td>Design History</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 440</td>
<td></td>
<td>Portfolio</td>
<td>2</td>
</tr>
<tr>
<td>GPH 445</td>
<td></td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Supporting Courses**

Select at least two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 231</td>
<td>Art Appreciation</td>
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</tr>
<tr>
<td>ART 241</td>
<td>Studio Art</td>
<td></td>
</tr>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
<td></td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 233X</td>
<td>Comparative Arts</td>
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</tr>
<tr>
<td>ART 331</td>
<td>History of Art I</td>
<td></td>
</tr>
<tr>
<td>ART 332</td>
<td>History of Art II</td>
<td></td>
</tr>
<tr>
<td>ART 341</td>
<td>Advanced Studio Art</td>
<td></td>
</tr>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
<td></td>
</tr>
<tr>
<td>GPH 390</td>
<td>Graphic Design Project</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 49-50
Social and Interactive Media Major

The Social and Interactive Media major is designed for students who want to focus on organizational communication in digital and interactive contexts. Students will learn about creating and maintaining a brand in digital contexts, developing and analyzing digital communication strategies, writing for interactive and digital media, and combining visual and text-based messages effectively. Social and Interactive Media majors will develop their skills in digital writing and in a variety of visually-based mediums, such as photography, web design, and video.

### Strategy and Campaign Development

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 388</td>
<td>Digital Analytics</td>
<td>3</td>
</tr>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 281</td>
<td>Social and Interactive Media Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

### Communication in Theory and Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 240X</td>
<td>Writing for the Media I</td>
<td>3</td>
</tr>
<tr>
<td>COM 241X</td>
<td>Pre-Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>COM 340X</td>
<td>Writing for the Media II</td>
<td>3</td>
</tr>
<tr>
<td>COM 383</td>
<td>Writing for Digital Contexts</td>
<td>3</td>
</tr>
<tr>
<td>COM 386</td>
<td>Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 445</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### Tools and Design

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 384</td>
<td>Audio and Visual for Social and Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
<td>2</td>
</tr>
<tr>
<td>GPH 230</td>
<td>Introduction to Photography</td>
<td>3</td>
</tr>
<tr>
<td>GPH 271</td>
<td>Introduction to Web Design</td>
<td>3</td>
</tr>
<tr>
<td>GPH 301</td>
<td>Design Software III: Vector Graphics</td>
<td>2</td>
</tr>
<tr>
<td>GPH 385</td>
<td>Digital Storytelling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 50-51
Graphic Design Minor

The Graphic Design minor is intended for students who want to learn the fundamentals of graphic design and to prepare themselves to use visual communication more effectively in their careers and lives. Requirements for this minor total 24 hours, including required courses (10 hours) and electives (14 hours).

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 100</td>
<td>Design Software I: Desktop Publishing</td>
<td>2</td>
</tr>
<tr>
<td>GPH 110</td>
<td>Design Foundations</td>
<td>3</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
<td>2</td>
</tr>
<tr>
<td>GPH 210</td>
<td>Tangible Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select 14 hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 150</td>
<td>Topics in Graphic Design</td>
</tr>
<tr>
<td>GPH 160</td>
<td>Design and Society</td>
</tr>
<tr>
<td>GPH 230</td>
<td>Introduction to Photography</td>
</tr>
<tr>
<td>GPH 250</td>
<td>Studio Topics in Graphic Design</td>
</tr>
<tr>
<td>GPH 260</td>
<td>Typography</td>
</tr>
<tr>
<td>GPH 271</td>
<td>Introduction to Web Design</td>
</tr>
<tr>
<td>GPH 301</td>
<td>Design Software III: Vector Graphics</td>
</tr>
<tr>
<td>GPH 310</td>
<td>Interaction Design</td>
</tr>
<tr>
<td>GPH 360</td>
<td>Design History</td>
</tr>
<tr>
<td>GPH 390</td>
<td>Graphic Design Project</td>
</tr>
<tr>
<td>GPH 410</td>
<td>Design Systems</td>
</tr>
<tr>
<td>GPH 440</td>
<td>Portfolio</td>
</tr>
<tr>
<td>GPH 445</td>
<td>Internship</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
</tr>
<tr>
<td>CIS 490</td>
<td>Computer Ethics</td>
</tr>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
</tr>
</tbody>
</table>

Total Hours: 24
Education Department

Program

The Division of Education seeks to develop highly qualified Christian teachers who view teaching as a mission. They nurture their students, reflect critically on their practice, and facilitate classroom experience to maximize the potential of all learners. Our faculty focuses on three main areas of preparation: the personal, the professional, and the practical. While we believe that all three areas are important, our focus on the personal, relational aspects of education is our key distinctive, the core value that connects our educational philosophy to our Christian worldview, our emphasis on the community, and our commitment to diversity. It is from this concept of the personal with its emphasis on the teacher as nurturer that our motto, “Touching Lives One Student at a Time,” has been developed.

We believe that the education program should be viewed as a continuous, seamless process beginning with the first introduction to the profession in Introduction to Teaching (ED 101) and culminating in the professional semester of clinical practice. Education courses (with the exception of ED 101, ED 103, ED 240, and ED 260X) may be taken only by candidates who have been accepted into the Division of Education. Any exception to this policy must be approved by the Division of Education. Any candidate considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible.

Licenses

Division of Education candidates completing an approved education major and all state requirements will be eligible to receive a Professional Educator License for Elementary Grades (elementary education major (p. 165)) or High School (Biology (p. 125), English (p. 171), History/Social Science (p. 187), or Mathematics (p. 203)). The Music Education major (http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/music/music-education-k-12-major) prepares candidates for the Professional Educator License covering all grades, kindergarten through high school.

Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency (TAP), the appropriate content-area test, the appropriate Assessment of Professional Teaching, and the appropriate Teacher Performance Assessment (edTPA) in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure.

ACT Disclosure Statement

The following information is provided as a benchmark that students may use to measure their preparedness for an education program. In some cases, this will allow them to save time and money by not beginning a course of study for which they have not been adequately prepared.

The Division of Education assessment data indicate that the majority of candidates who are successful in completing the education program have earned a composite score of 22 or higher on the ACT. Candidates with ACT scores below 22, who have successfully completed the education program, have generally needed multiple attempts at passing the required licensure tests, have had difficulty maintaining a cumulative GPA of 2.5, and/or have needed to extend their program into a ninth or tenth semester.

Individuals with ACT scores below 22 should consult with an education advisor to carefully consider the requirements of an education major as well as their personal potential for success. While a cumulative ACT score of 22 does not guarantee seamless progress through the education program, candidates who have earned ACT scores below 22 who wish to pursue an education major should:

1. Attempt the Illinois Test of Academic Proficiency (TAP) in the first semester at Trinity.
2. Seek remediation for identified areas of weakness.
3. Utilize the services of the University Student Success Center in completing course assignments.
4. Anticipate repetition of courses for which a grade below “C” (2.0) is earned.
5. Utilize summer coursework.
6. Carefully consider and possibly limit outside obligations such as employment, volunteer responsibilities, and other campus activities.
7. Allow time for multiple attempts at passing the content-area test prior to clinical practice.
8. Plan to extend their program beyond eight semesters.

SAT composite of 1030

Candidacy Requirements

In addition to the criteria outlined under “Admission Requirements,” students declaring an education major must be officially admitted into the Division of Education (Gate 1). Following successful completion of 30 hours with a cumulative GPA of 2.5 and ED GPA of 2.75, students will be admitted into the Division of Education and accepted for candidacy based on successful Division of Education Professional Skills Assessment and completion of all state and institutional requirements as outlined in the Division of Education Handbook. Successful continuation of candidates within the education program is evaluated prior to admission to Pre-clinical Experiences (Gate 2), Clinical Experiences (Gate 3) and Licensure Eligibility (Gate 4). Each of these gates requires (1) completion of all state and institutional requirements as articulated in the Division of Education Handbook, (2) grades of “C” or better in all licensure-related coursework, and (3) a minimum cumulative GPA of 2.5 and ED GPA of 2.75 with grades of “C” or better in all Professional Education coursework required for the completion of the Bachelor of Arts degree.

General Education Requirements

Education majors are expected to complete the College’s general education courses. In some cases, specific courses are required in order to meet state standards. For major requirements for Secondary (9-12) and Specialist (K-12) Education majors, consult the appropriate department in this catalog.

General Education (47-62 hrs)

Complete College’s requirements with the following specifications:

• Economic, Social, & Political Structures: POL 250
• Foundations of Personal Growth, Health and Wellness: HPW 180, ED 260X/PSY 260X
• Quantitative and Analytical Reasoning (Mathematics): MA 117

Majors

• Elementary Education Major (p. 165)
Courses

ED 101 Introduction to Teaching - 2 Hours
A survey course designed to provide candidates with a basic understanding of the teaching profession through experiences and activities focused on three broad categories: teachers and teaching, students and schools, and schools and society. Special emphasis is given to multicultural issues in education. A minimum of 10 hours of field experience is required. Verification of completion of field component is required for education candidates to pass this course. Completion of this course with a grade of C or better is required for admission to the Division of Education. Concurrent registration in ED 103. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 103 Professional Skills for Teachers - 1 Hour
A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU’s Division of Education. This course must be taken at Trinity. Concurrent registration in ED 101. Delivery mode: Deerfield traditional undergraduate.

ED 104 Introduction to Education - 3 Hours
A survey of education in the United States from historical, philosophical, and sociological perspectives. Attention is given to the role of education in a culturally diverse society. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 230 Introduction to Special Education - 3 Hours
A survey course considering the gifted and those challenged by mental retardation, visual impairment, hearing impairment, learning disabilities, physical problems, behavior problems, speech and language development and those who are culturally disadvantaged. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 234 Children's Literature for Elementary Educators - 3 Hours

ED 240 Foundations of Education - 2 Hours
An overview of the historical, philosophical, and cultural foundations of education in the United States and an analysis of the major educational issues affecting current educational practices. Provides an emphasis on school law as a foundation for the fair and just treatment of all students and their families. Candidates work throughout the semester to develop their own educational philosophy. Verification of completion of field component is required for education candidates to pass this course. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 249X General Music Methods in the Public Schools, Grades K-12 - 3 Hours
A course designed for the music specialist who will teach and supervise in elementary, middle, and senior high school. Various music methods are studied, including Orff and Kodaly. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Teaching skills are developed in a laboratory teaching environment. A minimum of 36 hours of evaluated field experience is required. Membership in MENC is required. Verification of successful completion of field component and middle school music method module are required for education candidates to pass this course. Prerequisite: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Cross-listed with MUE 249X. Delivery mode: Deerfield traditional undergraduate.

ED 257 Technology for Elementary Educators - 3 Hours
The utilization of educational technology, with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students become familiar with application software, teaching methods, and unit and lesson planning that integrate technology in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 260X Educational Psychology/Human Development - 3 Hours
A survey of the theories and philosophies of learning and human development in children and adolescents. Emphasis is placed on the cognitive processes associated with the learning and the factors that influence motivation and engagement of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA83-0495. Prerequisite: ED 101 (education majors) or PSY 140 and at least sophomore standing (non-education majors). Offered each semester for Deerfield traditional undergraduate. Cross-listed with PSY 260X. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 305 Reading Fundamentals - 3 Hours
Theories and methodologies for understanding the reading process and facilitating effective reading instruction in grades K-6. It includes the development of comprehension, vocabulary and word attacking skills. Elementary Education core. Prerequisite IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 306 Reading and Writing Across the Curriculum - 3 Hours
Examines best practice in reading and writing for middle and high school students including factors related to reading development and comprehension strategies, vocabulary development, fluency, and motivation. Emphasis is upon teaching methods that develop strategic reading of content materials and methods that develop the reading/writing connection, with heavy attention to the Before-During-After (B-D-A) instructional format. Designed to help students the background needed to develop a comprehensive reading and writing program within specific content areas that addresses academic, linguistic, and cultural diversity. This course is designed to fulfill the reading coursework for the Professional Educator License [105 ILCS 5/21-B-20(1)]. Prerequisite: Admission to the Division of Education (Gate 1). Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
ED 309 Foundations of Teaching English as a Second Language - 3 Hours
This course provides an introduction to the nature and functions of written and oral languages; phonetics and phonology, morphology, syntax, semantics, and variation. The major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language will be introduced. The relationship of language to culture and application in meeting educational goals will be explored. Delivery mode: Deerfield traditional undergraduate.

ED 310 General Teaching Methods - 2 Hours
A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Concurrent registration in ED 311. Prerequisite: Admission to the Division of Education (Gate 1). Delivery mode: Deerfield traditional undergraduate.

ED 311 General Teaching Methods Pre-Clinical Experience - 1 Hour
Provides an opportunity to practice skills acquired in ED 310. Includes micro-teaching to peers in small groups and practice in cooperative team teaching typical of middle school experiences. Verification of successful completion of field component is required to pass this course. Concurrent registration in ED 310. Prerequisite: Admission to the Division of Education (Gate 1). Delivery mode: Deerfield traditional undergraduate.

ED 312 Literacy Methods for Emerging Readers - 3 Hours
First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist balanced literacy approach for emerging readers which includes read alouds, shared reading/writing, guided reading/writing and independent reading/writing. Comprehension components are addressed: comprehension strategies, decoding, oral language development, vocabulary and background knowledge development, and fluency. Integration of the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum are addressed. Strongly addressed are the methods used to assess and address reading problems with specific attention to the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: Admission to Field Experience (Gate 2). Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 322 Literacy Methods for Upper Elementary Grades - 3 Hours
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary reading/language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the full curriculum. This second course places a relatively greater emphasis on writing than in the first course. There is also increased attention to literacy devices, vocabulary strategies and comprehension skills/strategies for both narrative fiction and non-narrative texts (expository, informational texts). Close attention is given to the B-D-A instructional format. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students’ needs. Prerequisites: Admission to Field Experience (Gate 2), ED 310, ED 312. Concurrent registration in ED 342, ED 345, ED 349, ED 350. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 330 Introduction to Special Education - 3 Hours
A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including Response to Intervention, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. This course is designed to fulfill the coursework for the Professional Educator License [105 ILCS 5/21B-20(1)]. Includes a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered spring semester, fall on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, Florida non-traditional undergraduate.

ED 332 Reading: Literacy Development and Assessment - 3 Hours
Advanced application of theory and methodology of reading instruction in grades K-6, including assessment issues and prescriptions to increase reading performance. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 339 Fundamentals of Elementary Education - 3 Hours
Presentation of the basic principles of teaching, classroom management, lesson plans, unit building, instructional methods, and use of materials in various content areas. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 342 Methods of Teaching Science, Health, and Social Science - 3 Hours
A study of the methods of teaching science, health, and social science in the elementary school with particular emphasis on the topics, organization, and integration within the overall elementary curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisites: Admission to the Division of Education (Gate 1), Admission to Field Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 345, ED 349, ED 350 and passing score on IL history competency exam. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 344 Social Studies Methods in the Elementary Classroom - 3 Hours
A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.
ED 345 Methods of Teaching Mathematics - 3 Hours
Methods for the effective teaching of elementary and middle school mathematics to all students. Emphasis is placed on a developmental, problem-solving approach for acquisition of conceptual and procedural understanding across all domains. Instructional objectives and assessments are aligned to the Common Core Standards for Mathematics. Additional content includes Cognitively Guided Instruction (CGI), the effective mathematics learning environment, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: Admission to Field Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 349, ED 350. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 346 Elementary Science Methods - 3 Hours
A study of the methods of teaching science in the elementary school, with particular emphasis on the topics organization and administration of science in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 347 Elementary Math Methods - 3 Hours
A survey of the teaching of mathematics, including discussion of the role of math education in society as well as the process, basic principles, and philosophies of math education in grades K-6. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 349 Integrating the Arts in Instruction - 1 Hour
A course focusing on the integration and utilization of art, music, drama, and dance to enhance learning in the elementary classroom. Prerequisites: Admission to Field Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 345, ED 350. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 350 Integrated Pre-Clinical Experience - 2 Hours
Candidates spend two days each week in an elementary school for a minimum of 102 hours of evaluated field experience. These placements are connected to the subject-specific courses taken as a part of the junior block. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 342, ED 345, ED 349. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 351 Language Arts Methods - 3 Hours
Methods and materials for teaching language, writing, vocabulary development, spelling and handwriting. Elementary Education core. Prerequisite: IDS 105 (core requirement) and ED 339. Delivery mode: Florida non-traditional undergraduate.

ED 352 Characteristics and Identification of Learners with Disabilities - 3 Hours
This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the IEP. Delivery mode: Deerfield traditional undergraduate.

ED 353 Psychoeducational Assessment of Learners with Disabilities - 3 Hours
This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on Response to Intervention (RTI). Delivery mode: Deerfield traditional undergraduate.

ED 354 Methods of Teaching Learners with Disabilities - 3 Hours
This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students’ educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students with high incidence disabilities. Special education field hours will be required. Delivery mode: Deerfield traditional undergraduate.

ED 361 Teaching Biology in Secondary School - 3 Hours
A course encompassing the current subject-specific methods and approaches used in teaching biology in the secondary and middle school. Coursework includes development of curriculum incorporating content, scientific method, and laboratory exercise. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to Biology/Secondary Education majors. Prerequisites: ED 310, Admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 362 Teaching English in Secondary School - 3 Hours
Study of and experience in teaching language arts and literature in secondary and middle school. Emphasis on curriculum development, teaching strategies, and instructional planning. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to English/Secondary majors. Prerequisites: ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
ED 363 Teaching History Secondary School - 3 Hours
A course encompassing the scope, content resources, subject-specific methods, and interdisciplinary application of teaching history and social studies in the secondary and middle school. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to History/Secondary majors. Prerequisites: ED 310, or concurrent registration in ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2) and passing score on IL history competency exam. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 364 Teaching Mathematics in the Secondary School - 3 Hours
Content includes a study of the methods of teaching secondary and middle school mathematical concepts, and includes issues of curriculum, planning, instructional delivery, application, and assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to and required for middle grade and secondary level mathematics endorsement candidates. Prerequisites: ED 310, or concurrent registration in ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2) and passing score on IL history competency exam. Concurrent registration in ED 368. Delivery mode: Deerfield traditional undergraduate.

ED 368 Secondary Methods Pre-clinical Experience - 2 Hours
Candidates spend two _ days each week in a secondary school for a total of approximately 90 hours of evaluated field experience. Focuses on the application of pedagogical methods associated with teaching in a secondary school such as making content relevant to students, appropriate questioning techniques, and creating age-appropriate instructional activities. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 361, ED 362, ED 363, or ED 364. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 375 Topics in Education - 1-4 Hours
An examination of selected topics in the history, development, and current status of American education. May be repeated if topic concentration differs. Prerequisite: Consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 380 Diversity in Education - 1 Hour
Candidates develop competency in knowledge and skills for working effectively with and appropriately teaching all students including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups through the concurrent field placement and class assignments. Concurrent registration in ED 381 (formerly ED 385) and ED 430. Prerequisite: ED 310 or ED/MUE 249X. Offered fall semester for Deerfield traditional undergraduate. First offered fall 2015. Delivery mode: Deerfield traditional undergraduate.

ED 381 Diversity Pre-clinical Experience - 1 Hour
Candidates apply relevant knowledge and skills to actual classroom practice through 36 clock hours of supervised, evaluated school experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose candidates to the inequalities of education in America. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Concurrent registration in ED 380 and ED 430. Prerequisite: ED 310 or ED 249X/MUE 249X, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered fall semester for Deerfield traditional undergraduate. First offered fall 2015. Delivery mode: Deerfield traditional undergraduate.

ED 400 Student Teaching in the Elementary School - 10 Hours
Observation and teaching in an elementary school classroom under direct supervision of a qualified cooperating teacher and a college instructor. This capstone experience is designed to aid the student teacher to bring together theory and practice. This course requires twelve weeks of observing/teaching in a classroom and participating in a student teaching seminar. The first week will be a Reading Practicum. Weeks two through 12 are student teaching. During the semester of student teaching, the student must be available during regular school hours and not be employed full-time. This is an intense time of work, and student-teachers must give full attention to teaching. The student must have all core courses completed, and no other coursework may be taken during the student teaching experience. Elementary Education core. Prerequisite: IDS 105 (core requirement). Delivery mode: Florida non-traditional undergraduate.

ED 401 Clinical Practice in the Elementary School - 12 Hours
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major and concentration coursework, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the Teacher Performance Assessment (edTPA). Must be taken in the same semester with ED 421 and ED 422. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Course Fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 404 ESOL Methods - 3 Hours
This course is an overview of curriculum, instructional methods and materials, testing and evaluation, and cross-cultural communication processes and linguistic principles as related to instructing English Language Learners (ELLs) in the K-6 classroom. Delivery mode: Florida non-traditional undergraduate.

ED 405 Science for Educators - 3 Hours
This course is a study of specific science content skills required for K-6 teachers by the FLDOE competencies and skills and national/state/district content standards. Delivery mode: Florida non-traditional undergraduate.

ED 407 Social Studies for Educators - 3 Hours
This course is a study of specific social studies skills required for K-6 teachers by the FLDOE accomplished practices, competencies and skills, and national/state/district common core standards. Delivery mode: Florida non-traditional undergraduate.
ED 413 Clinical Practice in the Secondary School - 12 Hours
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major and professional coursework, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the Teacher Performance Assessment (edTPA). Must be taken in the same semester with ED 421 and ED 422. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Course Fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 416 Teaching Reading in the Content Areas - 3 Hours
This course will provide students with strategies and tools for becoming a facilitating reflective practitioner, teaching reading across content areas and helping students discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis will be placed on a balanced approach to reading where reading and writing are in alignment in lessons. Also, important to this course is helping students to think critically along with the appropriate use of texts and media. Delivery mode: Florida non-traditional undergraduate.

ED 417 Field Study #2 (Reading) - 1 Hour
In this course, students will work in a public or private school setting to complete tasks in the field that are directly tied to FLDOE Reading endorsement and Competencies and Skills in reading. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow the engagement of and experience with struggling readers and/or reading teachers with significant experience in reading instruction. Delivery mode: Florida non-traditional undergraduate.

ED 421 Classroom Management - 1 Hour
A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. Delivery mode: Deerfield traditional undergraduate.

ED 422 Advanced Seminar in Education - 2 Hours
A discussion of current critical issues in American education, this course is designed to support the goals of the clinical practice experience, providing a forum for the exchange of viewpoints. It also serves as the capstone course for the education major. Must be taken concurrently with clinical practice. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Elementary Education and Music Education K-12 majors. Delivery mode: Deerfield traditional undergraduate.

ED 423 Classroom Management for Elementary Educators - 3 Hours
Identification of developmentally appropriate models and strategies for guiding, disciplining, and managing students’ behavior; developing intrinsic motivation and conflict resolution skills; identifying environmental influences on behaviors of students from all cultures and familial situations. Delivery mode: Florida non-traditional undergraduate.

ED 430 Educational Research and Assessment - 2 Hours
Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. The effective use of current and emerging technology, as well as appropriate digital tools, in research and assessment of student learning will be emphasized. Concurrent enrollment in ED 385 or ED 380 and ED 381. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 431 Assessment of Learners - 3 Hours
This course focuses on the educational levels and needs of all students, including exceptional, culturally and/or linguistically diverse, and at-risk students. Standardized achievement tests, diagnostic/prescriptive tests and curriculum-based assessments are included. Use of test results in program planning is emphasized. Delivery mode: Florida non-traditional undergraduate.

ED 432X Choral Conducting Method and Literature - 3 Hours
The study of choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, and principles of programming. Special attention is given to methods of building successful public school choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal procedures. This is the capstone course for Music Education majors with choral emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with MUE 432X. Delivery mode: Deerfield traditional undergraduate.

ED 433X Instrumental Conducting, Methods and Literature - 3 Hours
The study of administering an instrumental music program, elementary (beginning band) through high school. Includes recruitment, method book selection, scheduling, budgeting, discipline, and rehearsal procedures, and program building with an educational emphasis and selection of materials. This is a capstone course for music education majors with instrumental emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with MUE 433X. Delivery mode: Deerfield traditional undergraduate.

ED 435 ESOL Curriculum and Materials Development - 3 Hours
This course will give students the opportunity to explore strategies to take curriculum from a typical elementary classroom and adapt it for English Language Learners (ELL). Students will also write lesson plans specifically created to raise the language skills of ELL’s. Students will have an opportunity to teach lessons they create in the course as well. Delivery mode: Florida non-traditional undergraduate.

ED 436 Applied Linguistics: ESOL - 3 Hours
This course gives a practical approach to teaching English to speakers of other languages. Includes general linguistics, language theory, principles of language acquisition and techniques for teaching sounds, word structure, and sentence structure to PK-6 ESOL students. Delivery mode: Florida non-traditional undergraduate.
ED 437 Field Study #1 (English Student of Other Languages - ESOL) - 1 Hour
In this course, students will work in a school setting in public or private school to complete tasks in the field that are directly tied to FLDOE ESOL endorsement and Competencies and Skills. This course is designed to allow students to participate in low-level classroom tasks in the K-6 setting. The TIU Director of Elementary Education will work cooperatively with local schools to place students in schools/classrooms that allow for engagement of and experience with ESOL students. Delivery mode: Florida non-traditional undergraduate.

ED 438 Cultural Dimensions of ESOL - 3 Hours
An examination of how issues of race and ethnicity affect the values and ethics of American society and its citizens. This course satisfies one of the core requirements of the ESOL endorsement. Students will teach a multi-content lesson in view of intercultural perspectives. A professional growth chart will be developed in light of what is learned in this course regarding the many types of diversity. Delivery mode: Florida non-traditional undergraduate.

ED 439 Testing and Evaluation of ESOL - 3 Hours
This course will review basic types of assessments and assessment vocabulary. The focus of the course will be on specific types of assessments which are applicable to English Language Learners (ELL). How assessment can drive instruction for the ELL student will be a point of discussion. Laws regulating students as they take high stakes tests and other assessments that are part of a typical elementary school program will be addressed. Delivery mode: Florida non-traditional undergraduate.

ED 440 Clinical Practice/Music K-12 - 6 Hours
Full-time experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test is required at least one semester prior to the start of the professional semester. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which include passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Prerequisites: Senior standing, completion of all major and profession education coursework, approval of the Division of Education, admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Course Fee. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 441 Clinical Practice/Music K-12 - 6 Hours
Full-time experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test is required at least one semester prior to the start of the professional semester. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which include passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Prerequisites: Senior standing, completion of all major and profession education coursework, approval of the Division of Education, admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ED 450 Independent Study - 1-6 Hours
Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
Elementary Education Major

The Elementary Education major is designed to provide qualified candidates with the knowledge, skills, and dispositions necessary to enter elementary school teaching. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License (grades 1-6) in Illinois.

Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

Major Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2</td>
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<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 309</td>
<td>Foundations of Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ED 310</td>
<td>General Teaching Methods</td>
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<tr>
<td>ED 311</td>
<td>General Teaching Methods Pre-Clinical Experience</td>
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<tr>
<td>ED 312</td>
<td>Literacy Methods for Emerging Readers</td>
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<tr>
<td>ED 322</td>
<td>Literacy Methods for Upper Elementary Grades</td>
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<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
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<tr>
<td>ED 342</td>
<td>Methods of Teaching Science, Health, and Social Science</td>
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<tr>
<td>ED 345</td>
<td>Methods of Teaching Mathematics</td>
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<tr>
<td>ED 349</td>
<td>Integrating the Arts in Instruction</td>
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<tr>
<td>ED 350</td>
<td>Integrated Pre-Clinical Experience</td>
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<tr>
<td>ED 380</td>
<td>Diversity in Education</td>
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<tr>
<td>ED 381</td>
<td>Diversity Pre-clinical Experience</td>
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<tr>
<td>ED 401</td>
<td>Clinical Practice in the Elementary School</td>
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<tr>
<td>ED 421</td>
<td>Classroom Management</td>
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<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
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<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
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Required Supporting Courses

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<tr>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>MA 120</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>HI 121</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>or HI 122</td>
<td>United States History II</td>
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</tr>
</tbody>
</table>

Total Hours: 61

1 All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking ED 342.
English Department

Majors

- English Major (p. 169)
- English/Communication Major (p. 170)
- English Major with Secondary Education License (p. 171)

Courses

ENG 111 Critical Thinking and Writing - 3 Hours
Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. Students will enhance skills in idea development and in the effective organization and expression of ideas. A major paper including research and documentation of sources is required. Grammar and usage may be included as needed. Prerequisite for Deerfield traditional undergraduate: ACT English score of 19 or more or SAT verbal score of 450 or more or successful completion of PCS 105. Prerequisite for online and REACH/Excel adult undergraduate: appropriate scoring on writing placement test or PCS 108. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

ENG 115 Writing and Research - 3 Hours
A second level writing course that further develops writing and critical thinking skills. Emphasizes tools and logic of information access, documentation style, and critical use of source material. Delivery mode: REACH/Excel adult undergraduate.

ENG 210X Business Communication - 3 Hours
This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broadrange of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. Cross-listed with COM 210X. Delivery mode: Deerfield traditional undergraduate, online.

ENG 214 Drama Production - 2 Hours
Participation in a play on campus. The course may be repeated for credit. Consent of instructor required. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate. Note: A total of only 4 hours of drama productions count toward the 124 hours required for graduation.

ENG 220 Studies in Poetry - 3 Hours
Basic methods of reading and analyzing poetry: study of forms, techniques, and modern critical approaches. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 222 Studies in Fiction - 3 Hours
Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

ENG 224 Studies in Drama - 3 Hours
Principles of dramatic technique, analysis, and surveys of important developments in the history of drama. Prerequisite: ENG 111 or equivalent. Offered each year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 230 Survey of Contemporary Critical Theory - 3 Hours
Surveys theories and methods of interpretation dominant in English and related fields from roughly 1970 to the present. Emphasizes tensions and continuities between traditional and current critical practices, particularly those of structuralism, deconstruction, reader-response, and race and gender studies. Prerequisite: ENG 220, 222, or 224. Offered every third semester for Deerfield traditional undergraduate.

ENG 235 Children's Literature - 3 Hours
A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Prerequisite: ENG 111. Does not fulfill a humanities general education requirement or an English major requirement. Offered each year for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate.

ENG 240X Writing for the Media I - 3 Hours
Introduction to newswriting and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with COM 240X. Delivery mode: Deerfield traditional undergraduate.

ENG 241X Pre-Practicum - 1-2 Hours
Practical media experience with student publications. May be repeated once for credit. Prerequisite: ENG 240X and consent of instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with COM 241X. Delivery mode: Deerfield traditional undergraduate.

ENG 250 Topics in English - 1-3 Hours
Selected topics in English. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 260 Christianity and Modern Literature - 3 Hours
A course exploring attempts to integrate and redefine faith in modern literature. Emphasis will be on broadly biblical themes in modern fiction, but poetry, drama, and essays will also be included. Authors such as the following will be represented: Solzhenitsyn, C. S. Lewis, T. S. Eliot, Buechner, Potok, Baldwin, Dillard, Robert Penn Warren, Luci Shaw, and August Wilson. Prerequisite: ENG 111 or equivalent. Delivery mode: Deerfield traditional undergraduate.

ENG 302 Classical Literature - 3 Hours
A study of selected major works of the classical Greek and Roman age, including Sophocles, Homer, Aeschylus, Virgil, and Platus. Prerequisite: ENG 220 or ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 304 Studies in Film - 3 Hours
Basic introduction to film studies, including cinematic elements and film history (primarily American but including foreign). Required weekly film screenings and reporting. Major paper required. Prerequisite: ENG 111 or equivalent and/or the permission of the instructor. Delivery mode: Deerfield traditional undergraduate.

ENG 305 Argumentation and Persuasive Speaking - 3 Hours
This course is designed for students who wish to improve their ability to structure analytical arguments and communicate persuasively. Students will examine major theories of argumentation and persuasion as related to oral communication in cultural, political, organizational, and interpersonal settings. Special attention is given to audience analysis, message structure, and effective delivery of student’s speeches, as well as practical analysis of rhetorical discourse in popular culture. Delivery mode: REACH/Excel adult undergraduate.
ENG 306 Renaissance Literature - 3 Hours
Study of major authors, including Spenser, Milton, Donne, Herbert, and the English sonneteers. Prerequisites: ENG 220 or ENG 222, and ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 308 Nineteenth-Century Women Authors - 3 Hours
This course is an introduction to nineteenth-century literature written by women. It explores the ways women writers construct gender and identity, portray women’s roles in culture and society, and develop their own creative expression. Since women writers of the nineteenth century are a diverse group, the authors studied in this course represent a variety of class, regional, racial, ethnic, and religious identities. This course also analyzes how women writers shape, challenge, or support our own worldviews. Delivery mode: REACH/Excel adult undergraduate.

ENG 310 Romantic Literature - 3 Hours
Studies of major romantic poets: traces from the 18th-century roots the evolution of romanticism as a worldview. Prerequisite: ENG 220. Delivery mode: Deerfield traditional undergraduate.

ENG 316 Modern European Literature - 3 Hours
Study of works from major European authors, including such writers as Camus, Greene, Beckett, Isben, Kafka, Mauriac, Solzhenitsyn. Prerequisite: ENG 220, ENG 222, or ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 317 Russian Literature - 3 Hours
Study of the tradition of Russian Literature and its concerns with topics such as culture, national identity, political reform, and the salvation of the soul. Authors may include Dostoevsky, Tolstoy, Solzhenitsyn, Pasternak, Bulgakov, Akhmatova, and Tsveetaeva. Prerequisite: ENG 220, ENG 222, ENG 224. Delivery mode: Deerfield traditional undergraduate.

ENG 318 American Literature I: Puritanism through Transcendentalism - 3 Hours
American cultural and intellectual history as reflected in such authors as Jonathan Edwards, John Woolman, Emerson, Thoreau, Poe, Hawthorne, Melville. Prerequisite: ENG 220 or ENG 222. Delivery mode: Deerfield traditional undergraduate.

ENG 320 American Literature II: Civil War Through Depression - 3 Hours
Continuation of ENG 318. Authors studied may include Whitman, Dickinson, Twain, Dreiser, F. Scott Fitzgerald, T. S. Eliot, Anderson, Hurston, and Flannery O’Connor. Prerequisite: ENG 220 or ENG 222. Delivery mode: Deerfield traditional undergraduate.

ENG 336 Creative Writing - 3 Hours
In-depth study of fiction writing techniques and extensive writing practice. The course may include components of poetry and/or drama writing at the discretion of the professor. Prerequisites: ENG 111 and ENG 220 or ENG 222 or ENG 224 and permission of the instructor. Delivery mode: Deerfield traditional undergraduate.

ENG 340X Writing for the Media II - 3 Hours
Continuation of ENG 240X and focuses on study and practice in interviewing, feature and broadcast writing, and an introduction to investigative reporting. May include a public relations focus. Prerequisite COM 240X. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with COM 340X. Delivery mode: Deerfield traditional undergraduate.

ENG 350 Topics in Literature - 1-3 Hours
Selected topics in the field of literature not taught under specific course title. May be repeated for credit if topics differ. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 355 Literature and Ideas - 3 Hours
Designed to introduce the non-English major to the richness of thought expressed through various types of creative literature, the course will trace one particular idea through various periods and genre of literature. Delivery mode: REACH/Excel adult undergraduate.

ENG 400 Writing Fiction - 3 Hours

ENG 406 Shakespeare - 3 Hours
In-depth study of major histories, comedies, and tragedies, plus sonnets, with special attention given to dramatic interpretation and criticism. Prerequisite: ENG 306. Delivery mode: Deerfield traditional undergraduate.

ENG 414 History and Structure of the English Language - 3 Hours
Examination of origins and development of English; principles of word origin and change. Emphasis on language as reflection of human condition. Delivery mode: Deerfield traditional undergraduate.

ENG 420 Capstone Seminar in the British Novel - 3 Hours
Study of important British novels from the 18th to the 20th century. Strong emphasis is placed on cultural and historical context and on seminal developments in fictional technique. Students will study and research the critical literature on a single text extensively and develop, over the course of the semester, a senior paper supporting an argument. Ethical perspectives on doing and presenting research in the scholarly community are included. Prerequisite: ENG 222. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the English, English/Communication, and English with Secondary Licensure majors. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 440X Topics in Media Studies - 3 Hours
Study of topics such as international communication, applied ethics, political communication, and newspaper or magazine design and layout theory. Parallels continued development of media writing skills to professional level in preparation for COM 445 (internship). Prerequisite: ENG 340X. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with COM 440X. Delivery mode: Deerfield traditional undergraduate.

ENG 441X Practicum - 1-2 Hours
Advanced experience with student publications. May be repeated once for credit. Prerequisites: ENG 241X and permission of instructor required. Offered each semester for Deerfield traditional undergraduate. Cross-listed with COM 440X. Delivery mode: Deerfield traditional undergraduate.

ENG 444 Professional Experience - 1-4 Hours
An individually tailored experience such as library or academic assistant, using the skills developed in the major. Students wishing to pursue professional writing internships will need to fulfill prerequisites as approved by the department. Satisfies the professional experience requirement for English majors. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
ENG 445 Internship - 3 Hours
Practical off-campus field experience (of at least 135 hours of supervised work) in a particular area of public relations or newspaper/magazine production, as established by the department. Satisfies the professional experience requirement for the English/Communication major.
Prerequisites: ENG 240X, ENG 340, ENG 440, and required practicums (3 hours). Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

ENG 450 Independent Study - 1-4 Hours
To include a semester of optional senior honors thesis, bibliography and research, sophisticated in-depth study of student's choice. Limited to juniors and seniors. Prerequisite: Permission of instructor. Delivery mode: Deerfield traditional undergraduate.
**English Major**

The English major is designed to prepare students for graduate work in English, law, library science, and careers requiring strong background in the liberal arts. The major provides a general focus with opportunity to select courses reflecting particular student interests.

Requirements total 43 hours. Up to 6 hours required in the major may be used to meet general education requirements.

### Required Courses

<table>
<thead>
<tr>
<th>Theory Course</th>
<th>ENG 230</th>
<th>Survey of Contemporary Critical Theory</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre Courses</strong></td>
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<tr>
<td>ENG 220</td>
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<td>Studies in Poetry</td>
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<tr>
<td>ENG 222</td>
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<td>Studies in Fiction</td>
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<tr>
<td>ENG 224</td>
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<td>Studies in Drama</td>
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<tr>
<td><strong>Required Period Courses</strong></td>
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<tr>
<td>ENG 306</td>
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<td>Renaissance Literature</td>
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<tr>
<td>ENG 310</td>
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<td>Romantic Literature</td>
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<tr>
<td><strong>Period and Author Courses</strong></td>
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<tr>
<td>Select one of the American literature courses, plus 15 additional hours:</td>
<td>ENG 302</td>
<td>Classical Literature</td>
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<td>Russian Literature</td>
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<td>American Literature I: Puritanism through Transcendentalism</td>
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<td>Topics in Literature</td>
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<td>Shakespeare</td>
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<td><strong>Advanced Major Course</strong></td>
<td>ENG 420</td>
<td>Capstone Seminar in the British Novel</td>
<td>3</td>
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<tr>
<td><strong>Skill Course</strong></td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>ENG 210X</td>
<td>Business Communication</td>
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<td></td>
<td>ENG 240X</td>
<td>Writing for the Media I</td>
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<tr>
<td></td>
<td>ENG 336</td>
<td>Creative Writing</td>
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</tr>
<tr>
<td><strong>Professional Experience</strong></td>
<td>ENG 444</td>
<td>Professional Experience (^1)</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td></td>
<td>43-46</td>
</tr>
</tbody>
</table>

\(^1\) 1 hrs minimum
English/Communication Major

The English/Communication major is designed to educate students in a dual writing/literature track, in the context of the broad liberal arts, for careers in media (including public relations), law, library science, and government. Students are prepared for graduate work in communication and, with additional literature courses, are also prepared for graduate work in English.

Requirements total 53 hours. This includes 47 hours of English courses and 6 hours of related courses. Nine hours required in the major meet general education requirements.

### Required Courses

**Genre Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Studies in Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Communication Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 120</td>
<td>Survey of Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 240X</td>
<td>Writing for the Media I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 340X</td>
<td>Writing for the Media II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 440X</td>
<td>Topics in Media Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Practical Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 445</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GPH 100</td>
<td>Design Software I: Desktop Publishing</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 3 hours from the following (with instructor's guidance and consent):

- ENG 241X Pre-Practicum
- ENG 441X Practicum

**Skill Course**

Select one of the following:

- COM 112 Speech
- ENG 210X Business Communication
- ENG 336 Creative Writing

**Period Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Romantic Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Period and Author Courses**

Select two of the following:

- ENG 230 Survey of Contemporary Critical Theory
- ENG 302 Classical Literature
- ENG 317 Russian Literature
- ENG 318 American Literature I: Puritanism through Transcendentalism
- ENG 320 American Literature II: Civil War Through Depression
- ENG 350 Topics in Literature
- ENG 406 Shakespeare

**Advanced Course**

- ENG 420 Capstone Seminar in the British Novel

**Related Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
<td></td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td></td>
</tr>
</tbody>
</table>

Choose the remaining 3 hours from the Period and Author Courses, or an appropriate Upper Division Communication or Graphic Design course, in consultation with an advisor and consent of the professor of record, if needed.

Total Hours 53
## English Major with Secondary Education License

The English major with Secondary Education License provides an emphasis on language and literature. It enables students to communicate clearly and effectively and to develop skills in the interpretation and evaluation of literature. This major includes professional preparation for teaching of English and for other careers that demand a strong liberal arts background. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at high school level (grades 9-12) in Illinois.

## Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

Requirements total 92 hours. This includes 48 hours of English courses and 44 hours of professional education and required supporting courses.

### Required English Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Survey of Contemporary Critical Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Studies in Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENG 224</td>
<td>Studies in Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 240X</td>
<td>Writing for the Media I</td>
<td></td>
</tr>
<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Romantic Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Period Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Classical Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 317</td>
<td>Russian Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 318</td>
<td>American Literature I: Puritanism through Transcendentalism</td>
<td></td>
</tr>
<tr>
<td>ENG 320</td>
<td>American Literature II: Civil War Through Depression</td>
<td></td>
</tr>
<tr>
<td>ENG 350</td>
<td>Topics in Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 406</td>
<td>Shakespeare</td>
<td></td>
</tr>
</tbody>
</table>

#### Period and Author Courses

Choose one of the American literature courses, plus 15 additional hours. 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Classical Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 317</td>
<td>Russian Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 318</td>
<td>American Literature I: Puritanism through Transcendentalism</td>
<td></td>
</tr>
<tr>
<td>ENG 320</td>
<td>American Literature II: Civil War Through Depression</td>
<td></td>
</tr>
<tr>
<td>ENG 350</td>
<td>Topics in Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 406</td>
<td>Shakespeare</td>
<td></td>
</tr>
</tbody>
</table>

#### Advanced Major Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 420</td>
<td>Capstone Seminar in the British Novel</td>
<td>3</td>
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</table>

### Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 310</td>
<td>General Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED 311</td>
<td>General Teaching Methods Pre-Clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 362</td>
<td>Teaching English in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-clinical Experience</td>
<td>2</td>
</tr>
<tr>
<td>ED 380</td>
<td>Diversity in Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 381</td>
<td>Diversity Pre-clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>12</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
<td>1</td>
</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>
Health Sciences Department

The Health Sciences Department seeks to help students master theoretical and practical aspects of the sciences in preparation for professional health care careers and postgraduate studies. Organizational, communication, interpersonal, leadership, and technical skills are emphasized within the backdrop of the liberal arts environment. Health Sciences students are challenged to integrate their faith, compassion, and medical knowledge in their approach to the healing process. The goal is to prepare them for the many opportunities to minister to the spiritual needs that often accompany the physical needs of patients dealing with illness or injury.

 Majors

- Athletic Training Major (p. 176)
- Exercise Science Major (p. 179)
- Pre-Physical Therapy Major (p. 179)
- Pre-Nursing Program (p. 181)

Courses

**HS 161 Medical Terminology - 1 Hour**
The course includes a study of terms relating to medical technology and practice, health sciences fields, and ancillary hospital services, including abbreviations, spelling, and pronunciation. Some individual computer work required. Offered fall semester Quad A for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HS 162 Introduction to Health Sciences - 1 Hour**
This course serves as an introduction to the allied health care disciplines of Athletic Training, Exercise Science, Pre-Physical Therapy, Pre-Physician Assistant and Pre-Nursing, including the education prerequisite, curriculum, credentialing, licensing, and work conditions. Emphasis on planning and securing discipline specific clinical experiences during the student's undergraduate experience. Offered fall semester Quad B for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HS 165X Responding to Emergencies and Sport Safety Training - 3 Hours**
College-level American Red Cross course that certifies participants in Community CPR, RTE First Aid, and Sport Safety Training. Includes the importance of a safe and healthy lifestyle, basic prevention and care of acute trauma injuries, sudden and chronic illnesses. Laboratory skills, practicum, and observation are included. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with HPW 165X. Delivery mode: Deerfield traditional undergraduate.

**HS 168 Prevention and Care of Athletic Injury - 4 Hours**
A lecture/laboratory approach providing foundation for pursuing a career in athletic training. A systematic approach to conditioning principles, emergency preparation, protective taping/wrapping skills, injury mechanism, resulting pathology, and care of injuries by participation of the physically active in sport/recreation. Policy, procedures, and observation of the athletic training room are included. Prerequisites: HS 161 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent), HS 162, or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HS 201X Physiology of Exercise - 3 Hours**
A systematic approach to the study of the function of the human body during physical activity and recovery. Emphasis is placed on how the physiology of the sedentary body responds and adapts to both acute and chronic workloads. The application of these principles to exercise prescription for the achievement of optimal fitness and athletic performance will be applied. Laboratory is included. Prerequisites: BIO 140 or BIO 340-341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HPW 201X, BIO 201X. Delivery mode: Deerfield traditional undergraduate.

**HS 202X Nutrition - 3 Hours**
Effects of nutrition on performance and health emphasizing various methods of nutritional analysis, effects of current dietary practices, basic behavior modification techniques, nutritional needs of competitive and special populations, ergogenic aids and referral resources. Prerequisite: HPW 180. Offered each semester for Deerfield traditional undergraduate. Cross-listed with HPW 202X. Delivery mode: Deerfield traditional undergraduate.

**HS 211 Guided Field Experience and Skills Assessment I - 0-2 Hours**
The first course in a series of two practicum courses designed to provide the Level II athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 168 or consent of Program Director. Offered fall semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

**HS 212 Guided Field Experience and Skills Assessment II - 0-2 Hours**
The second course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 211 or consent of the Program Director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HS 261 Advanced Techniques and Assessment of Athletic Injuries I - 2 Hours**
The first semester of a sequenced lecture/laboratory course designed to provide the student with the knowledge and skills expected to complete each module in the semester it is assigned. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 168 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
HS 262 Advanced Techniques and Assessment of Athletic Injuries II - 2 Hours
The second semester of a sequenced lecture/laboratory course designed to assess injuries that are associated with athletic competition and the physically active. On-site and clinical assessment of injuries, proper referral, and an understanding of diagnostic equipment utilized in the medical field are included. Critical thinking in realistic scenarios is emphasized. Prerequisites: HS 168, HS 261, and current American Red Cross Community First Aid and CPR certification instructor (or acceptable equivalent) or consent of instructor. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 305 Health Science Applications - 1-4 Hours
In-depth instructional, teaching, or laboratory experience designed to enhance the student's expertise, critical thinking, laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisites: invitation of instructor. Instructor's consent by signature required. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 311 Guided Field Experience and Skills Assessment III - 0-2 Hours
The third course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 212 or consent of Program Director. Offered fall semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 312 Guided Field Experience and Skills Assessment IV - 0-2 Hours
The fourth and final course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 311 or consent of the program director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 350 Topics in Health Sciences - 3-4 Hours
Utilizing the current literature, this course examines an advanced topic in a field of health sciences. Prerequisites: BIO 111, CH 103 or CH 111-CH 112, or consent of the instructor. Course may be repeated with different topic. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 351X Biomechanics - 3 Hours
Theory and application of the interrelationships of the anatomical and mechanical principles governing human movement. Emphasis is placed on activities of sport and daily living. Laboratory is included. Prerequisites: BIO 140 or BIO 340-341, current Community First Aid and CPR certification (or acceptable equivalent), or consent of instructor. Laboratory fee. Offered on demand for Deerfield traditional undergraduate. Cross-listed with HPW 351X. Delivery mode: Deerfield traditional undergraduate.

HS 360 General Medical Conditions in the Physically Active - 3 Hours
The course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer when appropriate the general medical conditions of athletes and other physically active individuals. Major areas of study include various body systems, common illnesses and ailments, and athletic implications for common medical conditions, such as diabetes, asthma, and weather-related illnesses. Prerequisite: HS 168. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 364 Rehabilitation and Therapeutic Exercise - 3 Hours
The course will examine the scientific basis for progression in rehabilitation and therapeutic exercise. Specific techniques for numerous anatomical and physiological dysfunction will be critiqued and applied. Designed in a lecture/laboratory setting for those pursuing a career in athletic training or other health sciences professions. Prerequisites: HS 168, current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 366 Therapeutic Modalities and Pharmacology - 3 Hours
A lecture/laboratory course designed to examine the theory and application of therapeutic modalities, as well as the field of pharmacology and ergogenic aids. The class will emphasize the development of critical thinking skills and application of scientific principles to the critique and use of products currently on the market. Prerequisites: HS 168, current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 380 Advanced Functional Anatomy - 3 Hours
This course provides an advanced study of the functional anatomy of the human body through the interrelationship of structure and function. An emphasis on how injury, illness, and disease impact the ability of the human body to perform activities of daily living. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 410 Health Sciences Seminar - 1 Hour
This course includes presentations and discussions of selected papers, topics of current interest in the field, senior research projects by students, and invited speakers. Starting in the student’s second year in a Health Sciences major, this course must be taken each semester it is offered until graduation or changing of major. The student will audit all semesters except one. During the spring semester of the student’s senior year, the course must be taken for credit and a senior presentation will be required. Prerequisite: major in the Health Sciences or consent of the instructor. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Athletic Training major. Offered every semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 446 Field Internship - 3-12 Hours
Professional internship experience in an applied field under the dual supervision of a Trinity College faculty member in the Division of Science Technology and Health and a practicing on-site professional. Prerequisites: senior status, completion of all preprofessional coursework, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Satisfies the Professional Experience Requirement. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
HS 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 454X Measurement, Research, Statistics and Technology - 3 Hours
A lecture/laboratory approach to the measurement techniques, instruments, research methodology, and technology used in the fields of human performance and wellness/health sciences. The course focuses on test selection/construction criteria, standardized tests, and techniques employed in the measurement of the cognitive, affective, and psychomotor domains. Common statistical models will be used to evaluate the measurement results and to apply them in the processes of exercise prescription and wellness counseling. Laboratory is included. Prerequisites: HPW 201X or HS 351X, and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with HPW 454X. Delivery mode: Deerfield traditional undergraduate.

HS 456 Administration - 3 Hours
A capstone course covering theories, procedures, and decision-making skills for management of various institutions and agencies in the fields of human performance and wellness/health sciences. Topics include organization, personnel, facilities and equipment, legal issues, budget and accounting, ethics, and meeting the needs of the consumer. Prerequisites: BIO 140 or BIO 340-341, HS 201X or consent of instructor. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 470 Undergraduate Research - 1-4 Hours
A course involving clinical, laboratory or library investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in either the Health Sciences (HS 410), Biology (BIO 410), or Chemistry (CH 410) Seminar courses. Prerequisites: HS 168 and at least one of the following: BIO 340-BIO 341, HS 261-HS 262. Instructor's consent required. May be repeated for credit. (A laboratory fee may be required, depending on the nature of the project.) Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HS 480 Professional Rotation in Health Sciences - 1-6 Hours
This course is a supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace or clinical setting. It is designed as an internship with a healthcare professional and may include observation, practicum, and research in health sciences. This course may be taken three times with different internship responsibilities. Open to majors in the Health Sciences department or by consent of instructor. Planning placement options with the instructor one semester prior to enrollment is required. Satisfies the Professional Experience Requirement. Prerequisites: HS 168, current Community First Aid, and CPR certification (or acceptable equivalent). Offered each semester for Deerfield traditional undergraduate. Laboratory fee. Delivery mode: Deerfield traditional undergraduate.

HS 490 Seminar in Exercise Science - 1 Hour
This course includes presentations and discussions of selected papers, topics of current interest in the field, student research projects and invited guest speakers. Emphasis on ethical decision-making processes and preparation to enter the discipline specific work force. Prerequisite: major in the discipline or consent of the department chair. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Exercise Science major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
Athletic Training Major

The Athletic Training Major is designed to prepare students for the athletic training profession through basic coursework, skills development, and practical application. The Athletic Training Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and will qualify the student to take the Board of Certification (BOC) examination upon graduation.

General Information

Acceptance into the Athletic Training Program as a major requires students to meet the following competitive and selective criteria:

- A cumulative GPA of 2.5 by the end of the freshman year
- Completion of HS 161, HS 162, HS 165X, HS 168, CH 103, and BIO 111, with a grade of "C" or higher in each course
- Current certification in CPR for the Professional Rescuer and RTE First Aid and a minimum of 75 hours clinical observation
- Demonstrated knowledge of and adherence to National Athletic Trainers’ Association (NATA) (http://www.nata.org) codes of professional ethics and conduct

Students seeking acceptance shall submit an application to the program director and complete a personal interview with a selection committee. To remain in the program, students must maintain a 2.75 GPA in major courses and meet skills competencies and clinical observation hours requirements at each level.

Athletic Training Program: Technical Standards for Admission

The Athletic Training Program at Trinity International University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE) (http://caate.net).

All students admitted to the Athletic Training Program must meet specified abilities and expectations. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Candidates for selection to the Athletic Training Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification (BOC) exam.

Candidates for selection to the Athletic Training Education Program must demonstrate the following:

- The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm
- The sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively
- Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced
- The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
- The affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

Certification Information

A degree/major in athletic training awarded by an institution alone does not qualify the graduate to work as an “athletic trainer.” A graduate must pass the Board of Certification examination to be recognized as an “ATC” (Athletic Trainer, Certified). Currently, some states, including Illinois, have legislation that requires athletic trainers to be registered or licensed to practice in that state. The requirements of the athletic training major at Trinity meet all current Illinois requirements for licensure. Students should check with the state in which they plan to practice athletic training for specific requirements.

Requirements

Major requirements total 59 hours. This includes 45 hours in the Athletic Training core, 11 hours of Biology, and 3 hours of Psychology.
Required Courses for General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>MA 280X</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>or CH 111 &amp; CH 112</td>
<td>General Chemistry I and General Chemistry II</td>
<td></td>
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</tbody>
</table>

Required Health Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1</td>
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<tr>
<td>HS 162</td>
<td>Introduction to Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>HS 165X</td>
<td>Responding to Emergencies and Sport Safety Training</td>
<td>3</td>
</tr>
<tr>
<td>HS 168</td>
<td>Prevention and Care of Athletic Injury</td>
<td>4</td>
</tr>
<tr>
<td>HS 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HS 202X</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HS 211</td>
<td>Guided Field Experience and Skills Assessment I</td>
<td>0-2</td>
</tr>
<tr>
<td>HS 212</td>
<td>Guided Field Experience and Skills Assessment II</td>
<td>0-2</td>
</tr>
<tr>
<td>HS 261</td>
<td>Advanced Techniques and Assessment of Athletic Injuries I</td>
<td>2</td>
</tr>
<tr>
<td>HS 262</td>
<td>Advanced Techniques and Assessment of Athletic Injuries II</td>
<td>2</td>
</tr>
<tr>
<td>HS 311</td>
<td>Guided Field Experience and Skills Assessment III</td>
<td>0-2</td>
</tr>
<tr>
<td>HS 312</td>
<td>Guided Field Experience and Skills Assessment IV</td>
<td>0-2</td>
</tr>
<tr>
<td>HS 351X</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>HS 360</td>
<td>General Medical Conditions in the Physically Active</td>
<td>3</td>
</tr>
<tr>
<td>HS 364</td>
<td>Rehabilitation and Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HS 366</td>
<td>Therapeutic Modalities and Pharmacology</td>
<td>3</td>
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<tr>
<td>HS 410</td>
<td>Health Sciences Seminar</td>
<td>1</td>
</tr>
<tr>
<td>HS 454X</td>
<td>Measurement, Research, Statistics and Technology</td>
<td>3</td>
</tr>
<tr>
<td>HS 456</td>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS 480</td>
<td>Professional Rotation in Health Sciences</td>
<td>3-6</td>
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</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
<td>8</td>
</tr>
<tr>
<td>&amp; BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>PSY 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3</td>
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</table>

Highly Recommended Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td></td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHY 112</td>
<td>General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 59

Note: Students who choose to participate in athletics, complete teacher licensure, or double major in Sport and Wellness Management, Pre-Physical Therapy or other Health Science majors should be aware that they may require a longer time commitment than four years to meet their educational goals.
Exercise Science Major

Exercise Science is the study of physiological and functional adaptations to movement. The Exercise Science Major is a science-oriented curriculum that prepares students for graduate studies in exercise science and for graduate-level education in occupational therapy and related health fields. In addition, graduates would be prepared to pursue careers as cardiac technicians, individual and group exercise prescription specialists and home health-care workers. The program requires and recommends coursework in health sciences as well as anatomy, chemistry, physics, statistics, physiology, and psychology, leading up to a practical hands-on internship experience.

### Health Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>HS 162</td>
<td>Introduction to Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>HS 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HS 165X</td>
<td>Responding to Emergencies and Sport Safety Training</td>
<td>3</td>
</tr>
<tr>
<td>HS 202X</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HS 351X</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>HS 380</td>
<td>Advanced Functional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HS 446</td>
<td>Field Internship</td>
<td>3</td>
</tr>
<tr>
<td>HS 490</td>
<td>Seminar in Exercise Science</td>
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### Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
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<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
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</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
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### Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
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### Math

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
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### Bioethics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
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</table>

### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HS 364</td>
<td>Rehabilitation and Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>or HS 360</td>
<td>General Medical Conditions in the Physically Active</td>
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### Recommended

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HPW 204</td>
<td>Functional Anatomy</td>
<td></td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
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</tr>
</tbody>
</table>

Total Hours: 54

1. Fulfills a general education requirement
Pre-Physical Therapy Major

The Pre-Physical Therapy major is designed to combine a solid theoretical science foundation with practical training needed to give students a competitive edge for acceptance to professional physical therapy programs.

Major requirements total a minimum of 50 hours. This includes a minimum of 12 hours of Biology, 3 hours of Bioethics, 16 hours of Health Sciences, 8 hours of Chemistry, 8 hours of Physics, and a minimum of 3 hour of professional clinical experience.

Required Courses for General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
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Required Courses

Biology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
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</tr>
<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
<td>1</td>
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Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td></td>
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<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
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Bioethics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td></td>
</tr>
</tbody>
</table>

Health Sciences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1</td>
</tr>
<tr>
<td>HS 162</td>
<td>Introduction to Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>HS 168</td>
<td>Prevention and Care of Athletic Injury</td>
<td>4</td>
</tr>
<tr>
<td>HS 261</td>
<td>Advanced Techniques and Assessment of Athletic Injuries I</td>
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<td>HS 262</td>
<td>Advanced Techniques and Assessment of Athletic Injuries II</td>
<td>2</td>
</tr>
<tr>
<td>HS 364</td>
<td>Rehabilitation and Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HS 366</td>
<td>Therapeutic Modalities and Pharmacology</td>
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Chemistry:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4</td>
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</table>

Physics:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>&amp; PHY 112</td>
<td>General Physics II</td>
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Required Clinical Hours 1,2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 480</td>
<td>Professional Rotation in Health Sciences</td>
<td>1-6</td>
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</table>

Highly Recommended Courses (required by many physical therapy schools)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: Plant and Animal Kingdoms</td>
</tr>
<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>HS 165X</td>
<td>Responding to Emergencies and Sport Safety Training</td>
</tr>
<tr>
<td>MA 280X</td>
<td>Introductory Statistics</td>
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Select one to three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 335</td>
<td>Child Development</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development</td>
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Recommended Courses (required by some physical therapy schools)

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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Fundamentals</td>
</tr>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
</tr>
<tr>
<td>HS 351X</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
</tr>
<tr>
<td>or ENG 240X</td>
<td>Writing for the Media I</td>
</tr>
</tbody>
</table>

Total Hours: 60-66

1. Requirement varies from 500 to 1,500 hours among physical therapy programs.

2. Clinical hours must be supervised by a registered physical therapist, preferably in a hospital Physical Therapy Department (i.e., a clinical setting). Some programs require more than one site. Must be taken for HS 480 credit. Registration for credit must occur prior to the clinical experience. This requirement satisfies the professional experience requirement.

3. If taken, the CH 211-CH 212 sequence will substitute for CH 203 above.
# Pre-Nursing Program

The pre-nursing program is a recommended two-year program for students transferring to a Bachelor of Science nursing program at another institution.

Requirements total 60 hours. This includes 30 hours of science and mathematics, 9 hours of social sciences, 9 hours of humanities, 9 hours of interdisciplinary and biblical studies, and 3 hours of supporting courses.

<table>
<thead>
<tr>
<th>Science and Mathematics Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 111 General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 310 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 341 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BE 474X Introduction to Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>or BE 476X Undergraduate Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>CH 103 Introduction to Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CH 203 Essentials of Organic Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>MA 280X Introductory Statistics</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Social Sciences Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 103 Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>PSY 335 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 339 Adult Development</td>
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</table>

<table>
<thead>
<tr>
<th>Humanities Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 Critical Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PH 180 Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Elective in Fine Arts</td>
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<table>
<thead>
<tr>
<th>Interdisciplinary and Biblical Studies Courses</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>IDS 150 Foundations of Christian Thinking and Living</td>
<td>3</td>
</tr>
<tr>
<td>BI 101 Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111 Understanding the New Testament</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Courses</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>HPW 180 Introduction to Health and Wellness</td>
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</table>

<table>
<thead>
<tr>
<th>Highly Recommended Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Elective (2 semester at college level or competency demonstrated by exam)</td>
<td></td>
</tr>
</tbody>
</table>

## Total Hours

60
History Department

The History Department at Trinity International University is a community of Christian scholars who are practicing historians in their field of specialty and are committed generalists in history. The extended community of Christian historians at Trinity International University, professors and students, is dedicated to the following:

- Integrating our personal faith in Jesus Christ with our exploration of history by means of our faith impacting what we learn and our learning impacting and deepening our faith
- Educating the Christian layperson in history in such a manner as to enhance their lifetime of Christian service to the church, community, and world
- Preparing teaching historians with a base of knowledge upon which they can draw to prepare courses at the elementary and secondary levels, grounding them in research skills, inspiring in them intellectual curiosity, and instilling a passion for sharing what they know with others
- Preparing serious students of history for graduate studies, grounding them in research skills, establishing a general base of historical knowledge, inspiring in them intellectual curiosity, and instilling in them a passion for sharing what they know with others

Majors

- History Major (p. 185)
- History/Social Science with Secondary Education Licensure Major (p. 187)
- History Major: Military History Emphasis (p. 189)

Minors

- American Studies Minor (p. 190)
- Christian Thought Minor (p. 190)
- Classical Studies Minor (p. 190)
- European Studies Minor (p. 191)
- Military History Minor (p. 191)

Courses

HI 101 History of Western Culture I - 4 Hours
The first in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will focus on antiquity through the Roman period. Delivery mode: REACH/Excel adult undergraduate.

HI 102 History of Western Culture II - 4 Hours
The second in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the medieval period, Renaissance, Reformation, and the beginning of the Enlightenment. Delivery mode: REACH/Excel adult undergraduate.

HI 103 History of Western Culture III - 4 Hours
The third in a series of three courses that integrate the philosophy, history, fine arts, and literature of Western civilization using a basic time line as the organizing principle. This course will deal with the new republics, colonial period, Industrial Revolution, and the 20th century. Delivery mode: REACH/Excel adult undergraduate.

HI 105 Understanding History - 3 Hours
An introduction to the discipline of history centered around a common theme. Non-Majors are welcome. Seminar format with instruction in basic library research methods. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 121 United States History I - 3 Hours
A study of the political, social, and economic development of the United States from the discovery of America to Reconstruction. For Education and History/Secondary Education majors, an overview of Illinois State History is included. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

HI 122 United States History II - 3 Hours
Study of United States history from Reconstruction to the present. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 201 World Civilization I - 3 Hours
A study of Western and non-Western cultures from antiquity through the Protestant Reformation. Emphasis on the development of the classical and medieval west and an introduction to major world cultures and religions. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 202 World Civilization II - 3 Hours
A study of Western and non-Western cultures from 1600 through the present. Emphasis on the rise and decline of the modern West, its imperialism, and the emergence of modernized Western nations in the twentieth century. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 261 Topics in Military History - 3 Hours
An examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Offered every year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 271 Topics in World History - 3 Hours
An examination of selected themes, topics, or periods in world history from earliest times to the present. May be repeated for credit if topic concentration differs. Topics have included regional studies of Africa, Latin America, and the Middle East. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 289 Topics in History - 2 Hours
A topics course in history offered at an extension site. (A matriculated Trinity College student may not take an extension course for credit.) Delivery mode: Deerfield traditional undergraduate.

HI 321X American Church History - 3 Hours
A survey of the history of Christianity in America from the colonial period to the present. Special attention is paid to the Protestant evangelical tradition. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with BRS 321X. Delivery mode: Deerfield traditional undergraduate.
HI 322X Topics in Church History - 3 Hours
An examination of selected themes, topics, or periods in the history of the Christian church since 400 A.D. with a particular emphasis on the relationship between church history and social, intellectual, political, and cultural history. May be repeated for credit if topic concentration differs. Topics have included Reformation and Puritanism. Offered on demand for Deerfield traditional undergraduate. Cross-listed with BRS 322X. Delivery mode: Deerfield traditional undergraduate.

HI 323 The History of African American Religious Experience - 3 Hours
A study of the forging of two religious cultures - one African, one European - into a uniquely African American religious culture. The reciprocal nature of the relationship between the social, political, and economic environment of the United States and the institution of "Slave Religion" will be explored to determine the impact of each on the other. Delivery mode: REACH/Excel adult undergraduate.

HI 325 Topics in European History - 3 Hours
An examination of selected topics in the social, intellectual, political, and cultural development of Europe from the Middle Ages to the present. May be repeated for credit if topic concentration differs. Topics have included British history, the Enlightenment, Nazi Germany, and World War II. Offered Spring 2017 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 340X History of Christianity - 3 Hours

HI 359 Topics for Honors Students - 3 Hours
Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 361 Advanced Topics in Military History - 3 Hours
An upper-level examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Prerequisite: consent of the professor. Offered every year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 362 Contemporary World Affairs - 3 Hours
A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. Delivery mode: REACH/Excel adult undergraduate.

HI 372 History of Ideas in America - 3 Hours
Social and religious institutions and patterns of thought that have been significant in American civilization from the colonial era to the present. Offered Fall 2015 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 373 African American History - 3 Hours
Seminar on the history of African Americans from colonial times to the present. Major themes include African background, the experience of slavery, the antebellum free black community, the politics of freedom, leadership, religion, civil rights, urban black life, and the issues surrounding race. For both majors and non-majors interested in the history of the black experience. Offered Spring 2017 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 374 American Civil War - 3 Hours
An examination of the events and issues leading up to the Civil War and analysis of the major military campaigns in their political, social, economic, and international context. Special attention paid to the soldier's experience and political/military leadership through extensive use of simulations. Offered Spring 2018 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 375 Topics in American History - 3 Hours
An examination of selected topics in the social, economic, political, and cultural development of the United States from the colonial era to the present. Topics have included Colonial America, twentieth-century American culture, Vietnam War. May be repeated for credit if topic concentration differs. Offered Spring 2016 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate.

HI 376 Twentieth-Century American Cultural History - 3 Hours
A study of cultural change in twentieth-century America. Major themes include the relationship of cultural change to socio-economic developments; the rise and influence of mass media; youth culture; changing conceptions of selfhood, morality, and commitment; and the religious overtones and undertones throughout. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 410 Seminar in Ancient Greece and Rome - 3 Hours
A study of political, social, economic, and intellectual developments in history from the rise of Western civilization in Greece to the fall of the Western Roman Empire. Seminar format includes a major semester-long research project. Offered Fall 2017 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 420 Seminar in Medieval/Renaissance History - 3 Hours
A study of political, social, economic, religious, and intellectual developments in Europe from the fall of Rome through the Renaissance. Seminar format includes a major semester-long research project. Offered Fall 2015 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 430 Seminar in Early Modern Europe - 3 Hours
A study of European political, economic, religious, and intellectual development from 1500 to 1815. Major themes include the Reformation, Revolution, and Napoleon. Seminar format includes a major semester-long research project. Offered Spring 2016 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HI 440 Seminar in Modern Europe - 3 Hours
A study of European political, social, economic, religious, and intellectual developments from 1815 to 1945. Seminar format includes a major semester-long research project. Offered Spring 2017 for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
**HI 445 Internship - 2-4 Hours**
Practical, supervised field experience in placements related to graduate school and the workplace. Possible internships include: historical preservation, archive work, public history, museum work, legal work, law enforcement, political campaigns, government work, or other appropriate experiences. The course fulfills the professional experience requirement for the history major. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HI 450 Independent Study - 1-4 Hours**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HI 471 Seminar in Colonial and Revolutionary America - 3 Hours**
A study of the most formative period in our nation's history, from European contact to the framing of the Constitution - a period of contest, drama, promise, failure, and achievement. The British colonies are a main focus - but we benefit also from recent scholarship’s emphasis on the roles of native Americans, Africans, and other European colonizers (Spanish, French, Dutch) in areas that would later form part of our country. Seminar format includes a major semester-long research project. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HI 475 Seminar in American History - 3 Hours**
An examination of selected topics in American history from colonial times to the present. Seminar format includes a major semester-long research project. Offered fall even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HI 485 Philosophy of History - 3 Hours**
A study of the philosophy of history including the major analytical schools, the major historiographical schools, and the integration of Christian faith and history. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the History and History/Social Science with Secondary Education Licensure majors. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
## History Major

The History major is designed to prepare students for graduate work in history, law, library science, seminary, government work, and careers requiring a strong background in the liberal arts. The major includes studies in U.S. history, European history, and world civilizations. Special courses in church history, military history, and cultural history are available. An emphasis in military history is also available.

### Required Courses (24 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 105</td>
<td>Understanding History</td>
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</tr>
<tr>
<td>HI 121</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HI 122</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td>HI 201</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilization II</td>
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</tr>
<tr>
<td>HI 485</td>
<td>Philosophy of History</td>
<td>3</td>
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Select two of the following:

<table>
<thead>
<tr>
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<th>Course Title</th>
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<td>Seminar in Early Modern Europe</td>
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<td>Seminar in Modern Europe</td>
</tr>
<tr>
<td>HI 471</td>
<td>Seminar in Colonial and Revolutionary America</td>
</tr>
<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
</tr>
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</table>

### Elective Courses (12 hours)

Any History course above the 100 level; two must be at 300 level or above. 400 level seminars not counting towards the Core Requirements above may be taken as Electives below.

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HI 261</td>
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<tr>
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</tr>
<tr>
<td>HI 289</td>
<td>Topics in History</td>
</tr>
<tr>
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<td>American Church History</td>
</tr>
<tr>
<td>HI 322X</td>
<td>Topics in Church History</td>
</tr>
<tr>
<td>HI 323</td>
<td>The History of African American Religious Experience</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History</td>
</tr>
<tr>
<td>HI 340X</td>
<td>History of Christianity</td>
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<td>HI 359</td>
<td>Topics for Honors Students</td>
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<td>HI 362</td>
<td>Contemporary World Affairs</td>
</tr>
<tr>
<td>HI 372</td>
<td>History of Ideas in America</td>
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<tr>
<td>HI 376</td>
<td>Twentieth-Century American Cultural History</td>
</tr>
<tr>
<td>HI 450</td>
<td>Independent Study</td>
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### Supporting Courses (8-10 hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
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<tr>
<td>HI 445</td>
<td>Internship</td>
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Select one additional course from the following:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 200X</td>
<td>European Fine Arts Tour</td>
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<tr>
<td>ART 331</td>
<td>History of Art I</td>
</tr>
<tr>
<td>ART 332</td>
<td>History of Art II</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Christianity and Modern Literature</td>
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Any ENG 300-400 level literature course

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<td>MA 285X</td>
<td>Statistics</td>
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<td>MUH 341</td>
<td>Music History I</td>
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<tr>
<td>Course</td>
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<tr>
<td>MUH 342</td>
<td>Music History II</td>
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<td>MUZ 200X</td>
<td>European Fine Arts Tour</td>
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<tr>
<td>Any PH course beyond 180</td>
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<tr>
<td>Any POL course except POL 111, POL 250, POL 252</td>
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<tr>
<td>PSY 285X</td>
<td>Statistics</td>
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<td>PSY 346X</td>
<td>Research Methods and Design</td>
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<td>PSY 350X</td>
<td>Social Psychology</td>
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<tr>
<td>SOC 285X</td>
<td>Statistics</td>
</tr>
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<td>SOC 324</td>
<td>Criminology</td>
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<td>SOC 335</td>
<td>Urban Sociology</td>
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<tr>
<td>SOC 346X</td>
<td>Research Methods and Design</td>
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<td>SOC 350X</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>XXX 359</td>
<td>Topics for Honors Students</td>
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</table>

Total Hours 44-46
History/Social Science with Secondary Education Licensure Major

The History/Social Science with Secondary Education Licensure major is designed to help majors see the big picture of history so they can more effectively teach a variety of courses in history. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at high school level (grades 9-12) in Illinois.

Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

This major requires 54 hours for the history major and 38 hours of professional education courses as follows. Up to 15 hours required in the major may be used to meet general education requirements.

History Courses

Required Courses:

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<td>World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HI 485</td>
<td>Philosophy of History</td>
<td>3</td>
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Select two of the following: 6

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<tr>
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<td>Seminar in Colonial and Revolutionary America</td>
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<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
</tr>
</tbody>
</table>

Elective Courses:

Any History course above the 100 level; two must be at 300 level or above 12

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<tr>
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<tr>
<td>HI 450</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

Supporting Social Science Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
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</tr>
<tr>
<td>or BUS 208</td>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td>3</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY/ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
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</tr>
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</table>
### Professional Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2</td>
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<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
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</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2</td>
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<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
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</tr>
<tr>
<td>ED 310</td>
<td>General Teaching Methods</td>
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<tr>
<td>ED 311</td>
<td>General Teaching Methods Pre-Clinical Experience</td>
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</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 363</td>
<td>Teaching History Secondary School</td>
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</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-clinical Experience</td>
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<tr>
<td>ED 380</td>
<td>Diversity in Education</td>
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</tr>
<tr>
<td>ED 381</td>
<td>Diversity Pre-clinical Experience</td>
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</tr>
<tr>
<td>ED 413</td>
<td>Clinical Practice in the Secondary School</td>
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<tr>
<td>ED 421</td>
<td>Classroom Management</td>
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<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
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</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
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</table>

**Total Hours** 92

### Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all licensure tests in order to complete their program. All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking social studies methods (ED 363). Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.
# History Major: Military History Emphasis

## Required Courses [24 hours]

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<td>HI 202</td>
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</tr>
<tr>
<td>HI 485</td>
<td>Philosophy of History</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two seminars from the following:

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<td>Seminar in Colonial and Revolutionary America</td>
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<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
</tr>
</tbody>
</table>

## Elective Courses

Select 12 hours of the following. Two must be at 300 level or above:

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<tr>
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<tbody>
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<td>HI 261</td>
<td>Topics in Military History</td>
<td>3</td>
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<td>Topics in World History</td>
<td>3</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History</td>
<td>3</td>
</tr>
<tr>
<td>HI 361</td>
<td>Advanced Topics in Military History</td>
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</tr>
<tr>
<td>HI 374</td>
<td>American Civil War</td>
<td>3</td>
</tr>
<tr>
<td>HI 375</td>
<td>Topics in American History</td>
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## Supporting Courses

<table>
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<tr>
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<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GEO 100</td>
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<tr>
<td>HI 445</td>
<td>Internship</td>
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Select one additional course from the following selection:

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<tr>
<td>ART 200X</td>
<td>European Fine Arts Tour</td>
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<tr>
<td>ART 331</td>
<td>History of Art I</td>
</tr>
<tr>
<td>ART 332</td>
<td>History of Art II</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Christianity and Modern Literature</td>
</tr>
</tbody>
</table>

Any 300-400 level literature course

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
</tr>
<tr>
<td>MUH 342</td>
<td>Music History II</td>
</tr>
<tr>
<td>MUZ 200X</td>
<td>European Fine Arts Tour</td>
</tr>
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</table>

Any PH course beyond 180

Any POL course except POL 111, POL 250, or POL 252

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
</tr>
<tr>
<td>PSY 346X</td>
<td>Research Methods and Design</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>SOC 285X</td>
<td>Statistics</td>
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<tr>
<td>SOC 324</td>
<td>Criminology</td>
</tr>
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<td>SOC 335</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>SOC 346X</td>
<td>Research Methods and Design</td>
</tr>
<tr>
<td>SOC 350X</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>XX 359</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 44-46

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1. Research papers must be on military topics
American Studies Minor

American History Courses
Select 12 hours of the following: 12
HI 121 United States History I 3
HI 122 United States History II 3
HI 321X American Church History 3
HI 372 History of Ideas in America 3
HI 373 African American History 3
HI 375 Topics in American History 3
HI 376 Twentieth-Century American Cultural History 3
HI 471 Seminar in Colonial and Revolutionary America 3
HI 475 Seminar in American History 3

American Literature Courses
ENG 318 American Literature I: Puritanism through Transcendentalism 3
ENG 320 American Literature II: Civil War Through Depression 3

Political Science Courses
Select 6 hours of the following: 6
POL 250 American Government 3
POL 255 Constitutional Law 3
POL 375 Topics in Law and Government (American topic only) 3

Total Hours 36

Christian Thought Minor
Select eight courses from the following list: 24
BI 334 Old Testament Theology
BRS 231 Christian Doctrine
BRS 330 Christian Evidences
BRS 336 Topics in Contemporary Theology
ENG 260 Christianity and Modern Literature
HI 321X American Church History
HI 322X Topics in Church History
HI 340X History of Christianity
HI 420 Seminar in Medieval/Renaissance History
PH 362 Philosophy of Religion
PH 381 History of Western Thought I
PH 382 History of Western Thought II
XX 359 Topics for Honors Students 1

Total Hours 24

1 e.g., Christian Classics, Birth of the Modern Mind, Christianity and Darwinism, Biblical Interpretation, Contemporary Literary Theories

Classical Studies Minor

Required Courses
ENG 302 Classical Literature 3
HI 410 Seminar in Ancient Greece and Rome 3
MUH 341 Music History I 3
PH 381 History of Western Thought I 3

Elective Courses
Select 12 hours of the following: 12
ART 200X  European Fine Arts Tour  
ART 331  History of Art I  
BI 313  New Testament Church  
ENG 302  Classical Literature  
ENG 306  Renaissance Literature  
ENG 406  Shakespeare  
GR 221X  Intermediate Greek  
GR 222X  Intermediate Greek  
HI 420  Seminar in Medieval/Renaissance History  

Total Hours  24

**European Studies Minor**

**History Courses**
Select 12 hours of the following:  12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 261/361</td>
<td>Topics in Military History (European military history only)</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History</td>
</tr>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance History</td>
</tr>
<tr>
<td>HI 430</td>
<td>Seminar in Early Modern Europe</td>
</tr>
<tr>
<td>HI 440</td>
<td>Seminar in Modern Europe</td>
</tr>
</tbody>
</table>

**Elective Courses**
Select 12 hours of the following:  12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/MUZ 200X</td>
<td>European Fine Arts Tour</td>
</tr>
<tr>
<td>ART 331</td>
<td>History of Art I</td>
</tr>
<tr>
<td>ART 332</td>
<td>History of Art II</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Classical Literature</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Romantic Literature</td>
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<tr>
<td>ENG 317</td>
<td>Russian Literature</td>
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<tr>
<td>ENG 420</td>
<td>Capstone Seminar in the British Novel</td>
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<tr>
<td>ENG 406</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
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<tr>
<td>MUH 342</td>
<td>Music History II</td>
</tr>
<tr>
<td>PH 381</td>
<td>History of Western Thought I</td>
</tr>
<tr>
<td>PH 382</td>
<td>History of Western Thought II</td>
</tr>
</tbody>
</table>

Total Hours  24

**Military History Minor**

The Military History Minor includes 12 hours of required courses in history providing a sound historical context for the 12 additional hours of specialized courses in Military History. Each elective explores a variety of topics, including many of the following themes: the relationship of warfare to society; the experience of the soldier; the difficulties of command; and Christian views on war and peace.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HI 121</td>
<td>United States History I</td>
</tr>
<tr>
<td>HI 122</td>
<td>United States History II</td>
</tr>
<tr>
<td>HI 201</td>
<td>World Civilization I</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilization II</td>
</tr>
</tbody>
</table>

Total Hours  12

**Elective Courses**
Select four of the following. Courses may be repeated if topics are different:  12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HI 261</td>
<td>Topics in Military History</td>
</tr>
<tr>
<td>HI 271</td>
<td>Topics in World History</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History</td>
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</tbody>
</table>

Total Hours  24
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HI 361</td>
<td>Advanced Topics in Military History</td>
</tr>
<tr>
<td>HI 374</td>
<td>American Civil War</td>
</tr>
<tr>
<td>HI 375</td>
<td>Topics in American History (^1)</td>
</tr>
</tbody>
</table>

Total Hours  24

\(^1\) military topics only
Human Performance & Wellness Department

The Department of Human Performance and Wellness desires to develop highly qualified and technically skilled graduates who have been prepared to nurture both student and client, to reflect critically on their practice, and to maximize the potential of the whole person across one’s lifespan through the medium of human movement. Faculty concentrate on preparing the personal, the professional, and the practical components of our program through courses ranging from more basic aspects of health and wellness to more specialized courses in human movement. These components provide a distinctive blend of character, modeling, and craftsmanship, emphasizing a connection to our Christian worldview and commitment to developing community within diversity. Our department motto, “Well Balanced By Design,” encapsulates this mission for our majors and core wellness program.

Majors

- Sport and Wellness Management Major (p. 196)

Minors

- Coaching Minor (p. 197)
- Fitness Specialist Minor (p. 197)

Courses

HPW 102 Community First Aid and CPR - 1 Hour
Instruction and practice in the management of injuries and emergency medical procedures. Attention will be devoted to the entire process, including topics such as legal aspects, Emergency Medical System Personnel, equipment, supplies, prevention, and procedures. American Red Cross certification in Community First Aid and cardiopulmonary resuscitation for infants, children, and adults will be offered. Offered on demand for Deerfield traditional undergraduate. Additional fee. (See catalog policy under "Advanced Standing" regarding credit equivalency for military basic training.) Delivery mode: Deerfield traditional undergraduate.

HPW 165X Responding to Emergencies and Sport Safety Training - 3 Hours
Collegiate-level American Red Cross course that certifies participants in community CPR, RTE First Aid, and Sport Safety Training. The importance of a safe and healthy lifestyle, basic prevention and care of acute trauma injuries, and sudden and chronic illnesses are emphasized. Laboratory skills, practicum, and observation are included. Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with HS 165X. Delivery mode: Deerfield traditional undergraduate.

HPW 180 Introduction to Health and Wellness - 3 Hours
The study of the quality of life involving dynamic interaction and interdependence among the individual’s well being, mental, and emotional reactions, and the social complex in which the individual exists. Coursework includes theory of health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Includes laboratory and personal application experiences. Meets Illinois standards for teacher licensure. Instructional fee for Deerfield traditional undergraduates. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

HPW 190 Foundations of Human Performance and Wellness - 3 Hours
A study of the social, biological, and psychological foundations of health and human performance, relative to the total fitness, sport, or wellness setting. Emphasizes historical, philosophical, cultural and ethical aspects of health and human performance. Becoming active at the local, state and national levels will be explored. A minimum of ten hours of field experience is required. This course is open to majors and minors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: HPW 180 or consent of instructor. Offered spring semester odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

HPW 201X Physiology of Exercise - 3 Hours
A systematic approach to the study of the function of the human body during physical activity and recovery. Emphasis is placed on how the physiology of the sedentary body responds and adapts to both acute and chronic workloads. The course includes application of these principles to exercise prescription for the achievement of optimal fitness and athletic performance. Laboratory is included. Prerequisite: BIO 140 or BIO 340-341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with BIO 201X, HS 201X. Delivery mode: Deerfield traditional undergraduate.

HPW 202X Nutrition - 3 Hours
Effects of nutrition on performance and health emphasizing various methods of nutritional analysis, effects of current dietary practices, basic behavior modification techniques, nutritional needs of competitive and special populations, ergogenic aids, and referral resources. Offered every semester for Deerfield traditional undergraduate. Cross-listed with HS 202X. Delivery mode: Deerfield traditional undergraduate.

HPW 204 Functional Anatomy - 3 Hours
This course will cover the skeletal, muscular and nervous systems of the human body with emphasis on the relevance of anatomical structures to coordinated, efficient and injury free human motion. The structure, function and mechanical properties of these systems, as well as the biological tissues that compose them, will be examined. Special attention will be given to knowledge of muscles and their function and application with regard to exercise and sport performance. Prerequisite: BIO 140. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
HPW 209 Water Safety Instruction - 1 Hour
American Red Cross certification course. The course is provided by a local park or school district with which Trinity has an agreement. The student pays a fee directly to the district. Transportation is not provided. Prerequisites: valid American Red Cross lifeguard training certification, current CPR certification, and First Aid certification. Additional fee. Held at an off-campus site. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 220 Practicum in Sport and Wellness Management - 3 Hours
Course designed to provide professional observation and experience in the area of Sport and Wellness Management. Assignments, project management opportunities, and skill applications are performed with dual guidance, supervision, and evaluation of a practicing on-site professional and a Human Performance and Wellness faculty member. Assignments, reports, and presentations are required at weekly meetings. The course may be taken three times with different assignments. First assignment is a required human performance laboratory practicum. Completion of this course with a “B” or better is required to pursue the Internship route. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisites: HPW 180, HPW 190, HPW 201 or HPW 203, current Community First Aid and CPR certification (or acceptable equivalent), and departmental approval. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 221 Off-Season Camping Practicum - 1 Hour
On-site observations and experiences related to camp operations outside of the summer program, gaining perspective relating to a year-round operation. Prerequisites: Current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Delivery mode: Deerfield traditional undergraduate.

HPW 222 Individual and Dual Sports - 3 Hours
Theory, technique, and skills of coaching and teaching various sports of an individual or dual nature. Emphasis is placed on rules, etiquette, strategies, and the development of fundamental skills through instruction and practice. Instructional and motivational methods are applied and evaluated in a lab teaching situation. Open Sport and Wellness Management majors or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Instructional fee. Delivery mode: Deerfield traditional undergraduate.

HPW 224 Team Sports - 3 Hours
Theory, technique, and skills of coaching and teaching various sports of a team nature. Emphasis is placed on rules, etiquette, strategies, and the development of fundamental skills through instruction and practice. Instructional and motivational methods are applied and evaluated in a lab teaching situation. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisite: Current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 228X Sport and Wellness Psychology - 3 Hours
A study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings. Prerequisite: PSY 140 or ED 260. Cross listed with PSY 228X. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 250 Special Topics - 1-4 Hours
Selected topics in Human Performance and Wellness. May be repeated for credit with different topics. Prerequisite: HPW 190 or consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 333 Adventure Education - 3 Hours
Theory, technique, skills, and risk management for leading and teaching adventure learning activities. Emphasis will be placed on the responsibility and efficient engagement of physical, environmental, and human resources. Limited to Human Performance and Wellness majors and Christian Ministries majors or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 334 Management of Sport and Wellness - 3 Hours
Programming philosophy, theories, and principles for designing, conducting, and evaluating recreational programming for a variety of delivery systems including fitness, instructional, informal, camps, outdoor adventure, intramural, and extramural sport. Emphasis is placed on managing risk within the movement setting and leading for total personal development. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 351X Biomechanics - 3 Hours
Theory and application of the interrelationships of the anatomical and mechanical principles governing human movement. Emphasis is placed on activities of sport and daily living. Laboratory is included. Prerequisites: BIO 140, or BIO 340-341, current Community First Aid and CPR certification (or acceptable equivalent), or consent of the instructor. Laboratory Fee. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with HS 351X. Delivery mode: Deerfield traditional undergraduate.

HPW 446 Field Internship - 1-12 Hours
Work experience in an applied field under the dual supervision of a Human Performance and Wellness faculty member and a practicing on-site professional. Prerequisites: senior status, completion of all preprofessional coursework, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of the individual student. Prerequisite: Consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

HPW 454X Measurement, Research, Statistics, and Technology - 3 Hours
A lecture/laboratory approach to the measurement techniques, instruments, research methodology, and technology used in the field of human performance and wellness/health science. The course focuses on test selection/construction criteria, standardized tests, and techniques employed in the measurement of the cognitive, affective, and psychomotor domains. Common statistical models are used to evaluate the measurement results that are applied in the processes of exercise prescription and wellness counseling. Laboratory is included. Prerequisites: HPW 201X or HPW 351X and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with HS 454X. Delivery mode: Deerfield traditional undergraduate.
**HPW 490 Seminar in Human Performance and Wellness - 1 Hour**
A capstone course for the majors focusing on current issues and problems relating to ethics within the profession. Applications of theory, with practice, will be emphasized. Prerequisite: senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirements for students in the Sport and Wellness Management major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

**HPW 498 Professional Experience - 0 Hours**
A supervised experience in one or more professional environment(s) which demonstrates the student’s ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
Sport and Wellness Management Major

The Sport and Wellness Management major is designed to prepare students for a variety of career opportunities available in the sport and wellness industry in corporate or community settings. Wellness counseling, personal fitness/performance training, recreation/athletic director, sports marketing, sports media, and sports facility management are among the many possible career fields available to the Sport and Wellness Management major.

Requirements total a minimum of 56 hours. This includes 28 hours of Human Performance and Wellness, 4 hours of Biology, 3 hours of English, 6 hours of Psychology, 3 hours of Business, and 12 hours of Internship or, for the Non-internship route, up to 6 hours Internship or Professional Experience. Up to 13 of the required hours may be used to meet general education requirements.

Note: Students are able to fulfill the Quantitative and Analytical Reasoning General Education Requirement by taking both HPW 351X and HPW 454X.

### Human Performance and Wellness Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 190</td>
<td>Foundations of Human Performance and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HPW 202X</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>or HPW 204</td>
<td>Functional Anatomy</td>
<td></td>
</tr>
<tr>
<td>HPW 220</td>
<td>Practicum in Sport and Wellness Management</td>
<td>3</td>
</tr>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HPW 334</td>
<td>Management of Sport and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 351X</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>HPW 454X</td>
<td>Measurement, Research, Statistics, and Technology</td>
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</tr>
<tr>
<td>HPW 490</td>
<td>Seminar in Human Performance and Wellness</td>
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### Biology Course

<table>
<thead>
<tr>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
<td>4</td>
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### English Course

<table>
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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
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### Psychology Courses

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<th>Hours</th>
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<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
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### Business Course

Select one of the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td></td>
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</table>

### Internship or Noninternship Route

Select one of the following routes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 446</td>
<td>Field Internship</td>
<td></td>
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</tbody>
</table>

Noninternship Route (13 hours):

In addition to the business course selected above, choose 9 additional hours from the first set of Business courses below, 3 more hours from the second set of Business courses, as well as an internship or professional experience.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
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<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
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</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
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</table>

Select one of the following:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
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<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
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<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</td>
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<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td></td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td></td>
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</tbody>
</table>
**Coaching Minor**

Requirements total 28 hours. This includes 4 hours of Biology, 3 hours of Psychology, and 21 hours of Human Performance and Wellness. Ten of the required hours meet general education requirements.

**Biology Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
<td>4</td>
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</tbody>
</table>

**Psychology Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
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</tbody>
</table>

**Human Performance and Wellness Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 190</td>
<td>Foundations of Human Performance and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HPW 224</td>
<td>Team Sports</td>
<td>3</td>
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Select two of the following: 6

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 204</td>
<td>Functional Anatomy</td>
<td></td>
</tr>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
<td></td>
</tr>
<tr>
<td>HPW 351X</td>
<td>Biomechanics</td>
<td></td>
</tr>
<tr>
<td>HPW 334</td>
<td>Management of Sport and Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

or **HPW 446** Field Internship

**Highly Recommended**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 165X</td>
<td>Responding to Emergencies and Sport Safety Training</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours** 28

**Fitness Specialist Minor**

Requirements total 25 hours. This includes 4 hours of Biology and 21 hours of Human Performance and Wellness. Seven of the required hours meet general education requirements.

**Biology Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
<td>4</td>
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</table>

**Human Performance and Wellness Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 190</td>
<td>Foundations of Human Performance and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HPW 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HPW 202X</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HPW 204</td>
<td>Functional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>HPW 454X</td>
<td>Measurement, Research, Statistics, and Technology</td>
<td>3</td>
</tr>
<tr>
<td>HPW 334</td>
<td>Management of Sport and Wellness</td>
<td>3</td>
</tr>
</tbody>
</table>

or **HPW 446** Field Internship

**Total Hours** 25
Mathematics and Computer Information Systems Department

The mission of the Department of Mathematics and Computer Information Systems is:

- To relate mathematics to the world the Lord has made and to the technology developed to deal with this world
- To train students to think logically and analytically about mathematical or computer-related questions
- To give students the tools they need to solve mathematical or computer-related problems
- To treat students with dignity and model godly living
- To advise students as they prepare for service in mathematical fields
- To demonstrate how mathematics gives us insight into the Christian faith and vice versa

Majors
- Mathematics Major (p. 202)
- Mathematics Major with Secondary Education Licensure (p. 203)

Minors
- Computer Information Systems Minor (p. 204)

Courses

Subjects in this department include: Mathematics (MA) (p. 198) and Computer Information Systems (CIS) (p. 199)

Mathematics (MA)

MA 116 Intermediate Algebra - 3 Hours
The real number system, linear and quadratic equations, exponents, radicals, complex numbers, graphing, functions, determinants, and inequalities. May not be applied toward general education requirement. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 117 Mathematics in the Modern World - 3 Hours
This is a general-education course designed especially for non-science majors. The course will further develop the quantitative skills and reasoning ability of such students. It will serve as an introduction to some of the great ideas and relevant applications found within the discipline of mathematics. Includes problem-solving strategies, functions and their graphs, probability, statistics and the mathematics of finance. Additional topics may include Fibonacci numbers, cryptography, infinity, fractals, chaos, tiling, knots, voting theory, game theory, and fairness. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum SAT Math score of 17 (or minimum SAT Math score of 400); or MA 116. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

MA 118 Finite Mathematics - 4 Hours
Includes functions and their graphs, systems of linear equations, linear programming, the mathematics of finance, combinatorics, basic probability, and statistics. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400), or MA 116. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 119 College Algebra - 3 Hours
This course deals with concepts related to algebra, equations and inequalities, functions and graphs, systems of equations, and exponential and logarithmic functions as applied to practical life problems. Offered on demand for REACH/Excel adult undergraduate. Offered in the REACH/Excel adult undergraduate.

MA 120 College Algebra and Trigonometry - 4 Hours
Inequalities, linear and quadratic functions; polynomials; complex numbers; trigonometric, exponential, and logarithmic functions. Prerequisites: MA 116; or high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400). Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 121 Calculus and Analytic Geometry I - 4 Hours
Includes functions and graphs, derivatives and their applications, derivatives of trigonometric functions, integration. Prerequisite: MA 120, or high school Precalculus and minimum ACT Mathematics score of 22 (or minimum SAT Math score of 520). Computer fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 122 Calculus and Analytic Geometry II - 4 Hours
Includes applications of integration, derivatives and integrals of exponential and logarithmic functions, techniques of integration, parametric equations, polar coordinates, infinite series. Computer fee. Prerequisite: MA 121. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 200 Mathematical Concepts - 4 Hours
This course is designed especially for elementary education majors. Content includes all concepts normally emphasized in the contemporary elementary school. Special concern is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Prerequisite: Admission to the Division of Education (Gate 1). Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 204 Mathematics for Elementary Educators - 3 Hours
This course is designed especially for elementary education majors. Content includes All concepts normally emphasized in the contemporary elementary school. Special attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education Math requirement of the college. Delivery mode: Florida non-traditional undergraduate.

MA 211 Calculus and Analytic Geometry III - 4 Hours
Includes three dimensional analytic geometry, vectors, partial derivatives, functions of several variables, multiple integrals, vector calculus. Computer fee. Prerequisite: MA 122. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
MA 280X Introductory Statistics - 3 Hours
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and REACH/Excel undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (REACH/Excel business majors take PSY 280X as part of the major.) Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

MA 285X Statistics - 4 Hours
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Cross-listed with BIO 285X, PSY 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate, REACH/Excel adult undergraduate, online.

MA 321 Mathematical Statistics I - 4 Hours
Probability theory, random variables, discrete distributions, continuous distributions, sampling theory, correlation and regression, and hypothesis testing. Prerequisite: MA 121. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 324 Mathematical Statistics II - 1 Hour
Hypergeometric distribution, negative binomial distribution, gamma and chi-square distributions, multivariable distributions, marginal and conditional distributions, order statistics. Prerequisite: MA 321 or concurrent registration in MA 321. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 331 Linear Algebra - 3 Hours
Systems of linear equations, matrices, determinants, vector spaces, linear transformations, change of basis, eigenvalues, eigenvectors, and discrete dynamical systems. Prerequisite: MA 120. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 335 Differential Equations - 3 Hours
Linear differential systems, nonlinear first-order equations, series methods, and numerical algorithms. Prerequisite: MA 221 and MA 331. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 340 History of Mathematics - 4 Hours
Includes Greek mathematics, non-Western mathematics, the development of calculus, mathematics of the 18th and 19th centuries, non-Euclidean geometry, and set theory. Prerequisite: MA 121 or consent of instructor. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 350 Topics In Mathematics - 3-4 Hours
Selected topics in Mathematics announced. May be repeated for credit with different topic. Prerequisites: MA 121, MA 122. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 411 Modern Algebra - 3 Hours
Groups, rings, fields, and Galois theory. Prerequisite: MA 121. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 412 Geometry - 3 Hours
Topics selected from advanced Euclidean Geometry, differential geometry, and topology. Prerequisite: MA 122. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 413 Real Analysis - 3 Hours
The real number system, limits continuity and differentiability of real functions, the Riemann integral. Prerequisite: MA 122. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 420 Number Theory - 3 Hours
Divisibility, primes, congruences, elementary group theory, diophantine equations, applications to cryptography, continued fractions, and algebraic numbers. Prerequisite: MA 120 or MA 121. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Mathematics and Mathematics with Secondary Education Licensure majors for Deerfield traditional undergraduate. Offered fall semester in odd-numbered years. Delivery mode: Deerfield traditional undergraduate.

MA 445 Internship - 1-6 Hours
The opportunity to work in a business or professional organization to analyze and interpret data, to develop concepts, and to engage in problem solving. Prerequisites: Instructor approval and permission of the Dean of the College. Delivery mode: Deerfield traditional undergraduate.

MA 450 Independent Study - 1-4 Hours
Research and specialization studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MA 498 Professional Experience - 0-1 Hours
A supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

Computer Information Systems (CIS)

CIS 110 Introduction to Computer Fundamentals - 4 Hours
An introduction to the terminology of computing systems, along with a lab-based exposure to common software applications such as word processing, spreadsheets, databases, web-development software and compilers. An introduction to computer programming concepts. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
CIS 112 Intermediate Spreadsheets, Databases, and Word Processing - 2 Hours
Advanced features of word-processing and spreadsheet software, and an introduction to database software and web page design. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 120 Computer Programming I - 3 Hours
Development of problem-solving skills, emphasizing algorithm development and top-down design. Students will do extensive programming in a specified language. Computer laboratory fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 150 Topics in Computer Applications - 1 Hour
Selected topics of general interest, not offered in the CIS curriculum (e.g., databases, spreadsheets, graphics, desktop publishing). May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 160 Computer Hardware - 4 Hours
The exploration and troubleshooting of different aspects of a personal computer such as microprocessors, motherboards, the BIOS, sound and video cards, printers, network connectivity and memory. Will be taught in a lab environment that allows each student to disassemble and assemble the above components in a working computer. Will also have a component where the student assists in the troubleshooting of computer-related problems. This course, in conjunction with CIS 170 Computer Operating Systems and CIS 260 Computer Networking, prepares students to obtain A+ certification. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 170 Computer Operating Systems - 4 Hours
A study of the necessity and functions of the operating system. Will be taught in a lab environment that allows each student to gain hands-on experience with the installation, configuration and support of various operating systems. Will also have a component where the student assists in the troubleshooting of computer-related problems. This course, in conjunction with CIS 160 Computer Hardware and CIS 260 Computer Networking, prepares students to obtain A+ certification. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 220 Computer Programming II - 3 Hours

CIS 230 Applied Computer Technology - 3 Hours
Concerns the logic and reasoning necessary to make effective use of digital technology. Students will learn many of the issues and questions that must be addressed to make the best use of common computer applications such as communications, spreadsheets, word processing, databases, multimedia, and Internet design and research. Lab fee will be charged. Delivery mode: REACH/Excel adult undergraduate.

CIS 250 Intermediate Topics in Computer Applications - 1-2 Hours
Selected topics of general interest not offered in the CIS curriculum (e.g., databases, spreadsheets, graphics, desktop publishing). May be repeated with a different topic. Computer laboratory fee. Delivery mode: Deerfield traditional undergraduate.

CIS 251 Topics in Computer Languages - 1 Hour
A short, specific introduction to the structure and syntax of given computer languages. Assumes a strong background in programming. Prerequisite: CIS 120. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 260 Computer Networking - 3 Hours
An exploration of networking concepts and models. Network design, transmission media, and functions of a network will be examined. In a lab environment, students will obtain hands-on experience with networking hardware and architectures. Class exercises include the installation, configuration and support of networking software and hardware. This course, in conjunction with CIS 160 Computer Hardware and CIS 170 Computer Operating Systems, prepares students to obtain A+ certification. Prerequisite: CIS 170. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 310 Database Management Systems - 3 Hours
The application, logical structure, and physical implementation of database systems. An examination of how data resources can be managed to support information systems in organizations. Prerequisite: CIS 112 or consent of instructor. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 312 Data Communications Networks - 3 Hours
Familiarizes the student with the concepts and terminology of data communications, network design, and distributed information systems. Equipment, protocols, architectures, and transmission alternatives. Prerequisite: CIS 310. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 320 Data Structures - 3 Hours
Continued study of algorithmic development and analysis, along with the introduction of common data structures (arrays, linked lists, stacks, queues, and trees) and file structure (sequential, random, and indexed). Prerequisite: CIS 220. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 410 Systems Analysis and Design - 3 Hours
Information analysis and logical system specification. Emphasis on the iterative nature of the analysis and design process. Prerequisite: CIS 310 or consent of instructor. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 430 Advanced Topics in Computer Applications - 3 Hours
Selected topics of general interest, not offered in the CIS curriculum (e.g., databases, spreadsheets, graphics, desktop publishing). Prerequisite: CIS 110. May be repeated with a different topic. Computer laboratory fee. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 445 Internship - 1-6 Hours
The opportunity to use computing technologies in an approved on-campus or off-campus site. Prerequisites: Instructor approval and permission of the Dean of the College. Delivery mode: Deerfield traditional undergraduate.
CIS 450 Independent Study - 1-4 Hours
Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

CIS 490 Computer Ethics - 3 Hours
The capstone course of the CIS and MIS minors. We discuss how our faith affects what we have learned thus far and on the computer industry in general. We will examine topics such as piracy, hacking, inherent good/evil of technology, artificial intelligence, etc. Prerequisite: PH 180 or PH 182. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
# Mathematics Major

The Mathematics major is designed to equip students with quantitative and analytical problem-solving skills. This major is ideal for those students contemplating graduate study in pure or applied mathematics or who wish to enter careers in such fields as business, actuarial science, computer science, and related scientific and technological fields.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 112</td>
<td>Intermediate Spreadsheets, Databases, and Word Processing</td>
<td>2</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MA 122</td>
<td>Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MA 221</td>
<td>Calculus and Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MA 321</td>
<td>Mathematical Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>MA 331</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 335</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MA 340</td>
<td>History of Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MA 412</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MA 420</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MA 445</td>
<td>Internship</td>
<td>0-6</td>
</tr>
<tr>
<td>or MA 498</td>
<td>Professional Experience</td>
<td></td>
</tr>
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</table>

## Supporting Courses

Select one of the following sequences:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; CH 112</td>
<td>and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; PHY 112</td>
<td>and General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

## Highly Recommended Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td></td>
</tr>
<tr>
<td>MA 324</td>
<td>Mathematical Statistics II</td>
<td></td>
</tr>
</tbody>
</table>

## Total Hours

45-51
# Mathematics Major with Secondary Education Licensure

The Mathematics Major with Secondary Education Licensure is designed to provide students with a solid foundation in mathematics and a thorough understanding of current teaching methodologies. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the high school level (grades 9-12) in Illinois.

## Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. See specific requirements listed in the Division of Education.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120</td>
<td>Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MA 122</td>
<td>Calculus and Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MA 221</td>
<td>Calculus and Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>MA 321</td>
<td>Mathematical Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>MA 331</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 335</td>
<td>Differential Equations</td>
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</tr>
<tr>
<td>MA 340</td>
<td>History of Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MA 412</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MA 420</td>
<td>Number Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

### Supporting Courses

Select one of the following sequences:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111 &amp; CH 112</td>
<td>General Chemistry I and General Chemistry II</td>
<td>8</td>
</tr>
<tr>
<td>PHY 111 &amp; PHY 112</td>
<td>General Physics I and General Physics II</td>
<td>8</td>
</tr>
</tbody>
</table>

### Highly Recommended Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>MA 324</td>
<td>Mathematical Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2</td>
</tr>
<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1</td>
</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ED 310</td>
<td>General Teaching Methods</td>
<td>2</td>
</tr>
<tr>
<td>ED 311</td>
<td>General Teaching Methods Pre-Clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 364</td>
<td>Teaching Mathematics in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-clinical Experience</td>
<td>2</td>
</tr>
<tr>
<td>ED 380</td>
<td>Diversity in Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 381</td>
<td>Diversity Pre-clinical Experience</td>
<td>1</td>
</tr>
<tr>
<td>ED 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>12</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
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</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours**: 87
# Computer Information Systems Minor

Requirements total 24 hours. This includes 20 hours of required courses and 4 hours of elective courses. *The following courses, CIS 160 Computer Hardware, CIS 170 Computer Operating Systems, and CIS 260 Computer Networking, prepare students to obtain A+ certification.*

## Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120</td>
<td>Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 160</td>
<td>Computer Hardware</td>
<td>4</td>
</tr>
<tr>
<td>CIS 170</td>
<td>Computer Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CIS 260</td>
<td>Computer Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIS 310</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 490</td>
<td>Computer Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

## Elective Courses

Select at least four hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 100</td>
<td>Design Software I: Desktop Publishing</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
</tr>
<tr>
<td>GPH 271</td>
<td>Introduction to Web Design</td>
</tr>
<tr>
<td>BUS 423</td>
<td>Management Information Systems</td>
</tr>
</tbody>
</table>

Any other CIS courses

Total Hours 24
Music Department

The Trinity College Music Department exists to foster the understanding, teaching, and performance of music as an art, a discipline, a profession, and a calling and as a means to worship God and serve others. The department offers two majors and a minor. The music facility includes practice rooms, teaching studios, and the Faugerstrom rehearsal hall. The Mac lab in the adjacent Lew Center houses computers equipped with MIDI keyboards and software to enhance theory, composition, and music education studies.

Performance groups include the Concert Choir, Symphonic Band, Orchestra, Jazz Ensemble, Handbell Choir, and numerous vocal and instrumental ensembles. A large number of students participate in these groups regardless of their chosen major. The large ensembles typically present fall, Christmas, and spring concerts, and the Concert Choir and Symphonic Band tour extensively during Spring Break or in the month of May. Trinity ensembles have traveled throughout the United States, as well as in Europe, South America, the Caribbean, and the Far East.

The Music Department regularly presents concerts, recitals, and music theater productions on campus. Choral and instrumental groups also perform in local churches.

Goals of the Music Department

We intend that by the time of graduation, as a music or music education major, the student will have

1. Demonstrated a thorough working knowledge of music theory, history, and performance, with specialization in K-12 music education (general, and choral or instrumental), music performance, piano pedagogy, music history, music theory/composition, contemporary music, and/or church music, along with a sense of how to integrate that knowledge with Christian faith and practice

2. Evidenced an attitude toward performance and learning that is Christian in word and in actuality, exercising godly stewardship of time, ability, and talent, interacting meaningfully with a supportive community, and competing healthfully

3. Exhibited the necessary skills and qualifications to enter graduate school in music (e.g., MM, MA) or music education (e.g., MME) [with the exception of full-time teaching experience, if required]

4. Prepared for a lifetime of learning and creativity, service to church and community, and avocational participation in music

5. Participated in the rich musical culture available in the city of Chicago and its suburbs

Majors

• Music Major (p. 212)

• Music Education/K-12 Major (http://catalog.tiu.edu/trinity-college/academic-life/majors-minors-department/music/music-education-k-12-major)

Minors

• Music Minor (p. 215)

Courses

MUE 249X General Music Methods in the Public Schools, Grades K-12 - 3 Hours

A course designed for the music specialist who will teach and supervise in elementary, middle, and senior high school. Various school music methods are studied, including Orff and Kodaly. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Teaching skills are developed in a laboratory teaching environment. A minimum of 36 hours of evaluated field experience is required. Membership in NAfME Collegiate is required. Verification of successful completion of field component and middle school philosophy module are required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 323 Piano Pedagogy and Literature - 3 Hours

Overview of materials used in teaching piano from the elementary level through college level repertoire. Research and discussion of performance practices, interpretation, and piano technique are an integral part of the course. Weight and relaxation technique is thoroughly investigated. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 324 Vocal Pedagogy - 2 Hours

Course designed for vocalists and/or future music educators interested in teaching voice privately or as part of a choral program. Classroom instruction covers vocal technique, an overview of the vocal mechanism, literature selection, and voice classification. Enrolled students are expected to teach a voice student assigned to them for the semester. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 331 Basic Conducting - 3 Hours

The study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, and basic choral tone building. Prerequisite: MUT 221 or consent of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 332 Methods and Theory of Music Drama Production - 2 Hours

This course is designed to introduce students to the materials and techniques necessary for directing the performance of musicals in a secondary school setting. In addition to classroom lectures and discussions, students observe rehearsals and performances of musicals in local area schools and/or are involved in a School of Music theater production. Practical experience in musical drama production is provided through a separate two-hour credit course involving musicals sponsored by the Music Department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 345 Woodwind Techniques - 1 Hour

The study of teaching and performance techniques and methods in woodwind instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
MUE 346 Brass Techniques - 1 Hour
The study of teaching and performance techniques and methods in brass instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 347 Percussion Techniques - 1 Hour
The study of teaching and performance techniques and methods in percussion instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 348 String Techniques - 1 Hour
The study of teaching and performance techniques and methods in string instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 349 Diction for Singers - 2 Hours
A course that covers the basic elements of Italian, German, French, and Latin pronunciation in vocal and choral music. The international phonetic alphabet is utilized. Prerequisite: enrollment in private voice lessons and approval of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 432X Choral Conducting Methods and Literature - 3 Hours
The study of choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, and principles of programming. Special attention is given to methods of building successful public school choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal procedures. This is the capstone course for Music Education majors with choral emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross listed with ED 432X. Delivery mode: Deerfield traditional undergraduate.

MUE 433X Instrumental Conducting Methods and Literature - 3 Hours
The study of administering an instrumental music program, elementary (beginning band) through high school. Includes recruitment, method book selection, scheduling, budgeting, rehearsal procedures, and program building with an educational emphasis and selection of materials. This is a capstone course for music education majors with instrumental emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Cross listed with ED 433X. Delivery mode: Deerfield traditional undergraduate.

MUE 445 Internship in Piano Pedagogy - 2 Hours
The supervision of an intern's private lessons teaching in the area of piano. Available only to those pursuing the piano pedagogy emphasis. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUE 446 Senior Project in Music History - 3 Hours
A major independent research paper, supervised by music faculty, on a specialized topic in music history, appropriate to advanced undergraduate standing. Offered on demand to individual students with senior standing for Deerfield traditional undergraduate. Consent of the instructor required. Delivery mode: Deerfield traditional undergraduate.
MUH 450 Independent Study Music History - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 101 Fundamentals of Music - 3 Hours
A course in reading and writing music for the beginner (as well as for students preparing for the music theory core). Includes properties of musical sound, keys, scales, chords, an introduction to the keyboard, basics of reading/singing music at sight, and rudimentary listening/identification skills. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 111 Introduction to the Music Major - 1 Hour
Orientation to majoring in Music or K-12 Music Education at Trinity, introducing the concept of music as a vocation (or calling) from God, forming initial thoughts on musical meaning and the pedagogy of music, developing a sense of music’s role in Christian worship, and exposing students to helpful technologies (with special attention to scoring software). Computer laboratory fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 121 Music Theory I - 3 Hours
Elements, principles and procedures of diatonic harmonic progression in Western music in the "common-practice" period. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 122. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 122 Aural Skills I - 1 Hour
Mind training for the practicing musician. Utilizes exercises such as sight singing, rhythm reading, transcription, error detection, aural recognition/identification of musical elements, and contextual listening to sharpen aural skills. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 121. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 221 Music Theory II - 3 Hours
Continuation of MUT 121. Further study of the harmonic vocabulary of Western music in the 18th and 19th centuries, including modulation and chromaticism. Prerequisite: MUT 121. Corequisite: MUT 222. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 222 Aural Skills II - 1 Hour
Continuation of MUT 122. Prerequisite: MUT 122. Corequisite: MUT 222. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 223 Music Theory III - 3 Hours
Continuation of MUT 221. Emphasis on late 19th- and 20th-century harmonic practices and compositional devices. Prerequisite: MUT 221. Corequisite: MUT 224. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 224 Aural Skills III - 1 Hour
Continuation of MUT 222. Prerequisite: MUT 222. Corequisite: MUT 223. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 322 Aural Skills IV - 1 Hour
Continuation of MUT 224. Prerequisite: MUT 224. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 324 Music Theory I: Chromaticism and Decorative Art Music - 3 Hours
An introduction to the music of the 19th century, focusing on the development of chromaticism. Prerequisites: MUT 223 or consent of instructor (MUT 360 strongly advised). Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 350 Independent Study Music Theory - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 445 Senior Project in Music Theory/Composition - 2 Hours
A musical composition or a major independent research paper on a specialized topic in music theory, appropriate to advanced undergraduate standing. Supervised by music faculty. Offered on demand to individual students with senior standing. Students in the Theory/Composition Emphasis intending to write a musical composition as their project must have completed 4 credit hours of advanced-level private lessons before enrolling. Consent of the instructor required. Delivery mode: Deerfield traditional undergraduate.

MUT 450 Independent Study Music Theory - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 461 Modal Counterpoint - 3 Hours
A course in reading and writing music for the beginner (as well as for students preparing for the music theory core). Includes properties of musical sound, keys, scales, chords, an introduction to the keyboard, basics of reading/singing music at sight, and rudimentary listening/identification skills. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 462 Stylistic Composition - 3 Hours
Practice in writing music in the style of particular composers, eras, forms, and genres, with attention to the stylistic features that distinguish them. Prerequisite: MUT 223. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUT 499 Senior Seminar in Music - 1 Hour
Capstone course for Music majors. Revisits topics introduced in MUT 111 (e.g. vocation, philosophy, music in worship), and furthers each student’s preparation for music professions (and/or graduate study) through an individually-designed sequence of specialized readings and discussions. Includes 45 clock hours of qualified professional experience for students completing the Arts Administration, Music and Missions, Performance, Psychology, or Theory/Composition emphasis area(s). The course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Music major. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
MUW 437X Music in Worship - 3 Hours
The study of biblical, theological, historical, and practical concepts and patterns for worship of all major Christian traditions. The types of music and the roles music has played in the worship of various historical traditions will be considered in light of the theology of those traditions. Includes the study of congregational song. Student projects will include planning, leading, and evaluating music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester in even-numbered years. Cross-listed with BRS 437X. Delivery mode: Deerfield traditional undergraduate.

MUW 438 Worship Resources - 3 Hours
An examination of diverse currently available resource materials for congregational worship, with an emphasis on planning, preparing, and leading and effective services. Prerequisite: MUW 437X or consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUW 450 Church Music Internship - 3 Hours
Internship in a local church music/worship program to be coordinated with the worship pastor/ music director and a faculty supervisor from the Music Department. Prerequisites: MUW 437X, MUW 438, and consent of the Chair of the Music Department. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 150 Private Lessons: Brass Instruments - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 151 Private Lessons: Composition - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 152 Private Lessons: Guitar - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 153 Private Lessons: Harp - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 154 Private Lessons: Organ - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 155 Private Lessons: Percussion - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 156 Private Lessons: Piano - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 157 Private Lessons: String Instruments - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 158 Private Lessons: Voice - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 159 Private Lessons: Woodwind Instruments - 1-2 Hours
Individual instruction at levels from the beginner up to the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. Credit is not applicable to the applied music requirements in the music major. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 160 Class Voice - 1 Hour
Group instruction of singing techniques and vocal literature. Each class consists of six students. Offered each semester for Deerfield traditional undergraduate. May be repeated for credit. Voice class fee. Delivery mode: Deerfield traditional undergraduate.
MUZ 161 Keyboard Skills I - 1 Hour
Beginning piano for students preparing for the School of Music's piano proficiency examination. Elements covered are scales, cadences, improvisation, transposition, modulation, and literature for the piano. Keyboard Skills or private piano lessons are required each semester until piano proficiency has been passed. Prerequisite: consent of the instructor. Piano class fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 162 Keyboard Skills II - 1 Hour
Continuation of MUZ 161. Class piano fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 200X European Fine Arts Tour - 2-3 Hours
A tour of selected European countries to study art, music, and historical points of interest. Offered on demand for Deerfield traditional undergraduate. Cross-listed with ART 200X. Delivery mode: Deerfield traditional undergraduate.

MUZ 210 Music Ensemble - 1 Hour
The study of the music literature, rehearsal techniques, methods of interpretation, programming, etc. related to a particular type of ensemble. Enrollment in a section of the course will consist of the members of a performing group. One class period each week for instruction and additional rehearsal time are required. May be repeated for credit. Delivery mode: Deerfield traditional undergraduate.

MUZ 214 Music Drama Production - 2 Hours
Participation in a music drama on campus, along with the completion of requisite academic requirements. Offered on demand for Deerfield traditional undergraduate. Prerequisite: successful audition and consent of instructor. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 250 Advanced Level Private Lessons: Brass Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 251 Advanced Level Private Lessons: Composition - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 252 Advanced Level Private Lessons: Guitar - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 253 Advanced Level Private Lessons: Harp - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 254 Advanced Level Private Lessons: Organ - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 255 Advanced Level Private Lessons: Percussion - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 256 Advanced Level Private Lessons: Piano - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 257 Advanced Level Private Lessons: String Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 258 Advanced Level Private Lessons: Voice - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 259 Advanced Level Private Lessons: Woodwind Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Jury fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 261 Keyboard Skills III - 1 Hour
Continuation of MUZ 162. Piano class fee. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 262 Keyboard Skills IV - 1 Hour
Continuation of MUZ 261. Piano class fee. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
MUZ 270 Concert Choir - 1 Hour
Practical experience in mixed voice singing of accompanied and unaccompanied choral music of various periods and styles. Attendance on trips and tours is required. Participation in oratorio and music theater productions is required; this will necessitate extra rehearsals. Prerequisite: audition with the director. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 275 Handbell Choir - 1 Hour
Practical experience in the rehearsal and performance of handbell music of various styles. Class meets for of rehearsal each week. Prerequisite: audition with the director. May be repeated for credit. Offered fall semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 280 Symphonic Band - 1 Hour
Practical experience in the rehearsal and performance of band and wind ensemble literature from all periods and styles of classical, sacred, standard, and popular music. Football pep band is part of the fall program; participation is required. Development of a team spirit is given high priority. Attendance on trips and tours is required. May be repeated for credit. Prerequisite: audition with the director. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 285 Jazz Ensemble - 1 Hour
Practical experience in the study, rehearsal and performance of jazz and stage band literature. May be repeated for credit. Prerequisite: audition with the director. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 290 Orchestra - 1 Hour
Practical experience in rehearsal and performance of orchestral music of various periods and styles. Performs two to three concerts on campus each year. In addition, participation in oratorio concerts and/or music theater productions may be required; this will necessitate extra rehearsal and performance time(s). Participation in a string ensemble and/or sectional is required for string players; this will necessitate extra rehearsal and performance time(s). Prerequisite: audition with the director. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 295 Vocal Performance Workshop - 1-3 Hours
Selected topics and ensembles as announced. Course may be repeated with a different topic. Prerequisite: consent of instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

MUZ 350 Advanced Level Private Lessons with Half Recital: Brass Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 351 Advanced Level Private Lessons with Half Recital: Composition - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 352 Advanced Level Private Lessons with Half Recital: Guitar - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 353 Advanced Level Private Lessons with Half Recital: Harp - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 354 Advanced Level Private Lessons with Half Recital: Organ - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 355 Advanced Level Private Lessons with Half Recital: Percussion - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 356 Advanced Level Private Lessons with Half Recital: Piano - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 357 Advanced Level Private Lessons with Half Recital: String Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.
MUZ 358 Advanced Level Private Lessons with Half Recital: Voice - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 359 Advanced Level Private Lessons with Half Recital: Woodwind Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Half recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 450 Advanced Level Private Lessons with Full Recital: Brass Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 451 Advanced Level Private Lessons with Full Recital: Composition - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 452 Advanced Level Private Lessons with Full Recital: Guitar - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 453 Advanced Level Private Lessons with Full Recital: Harp - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 454 Advanced Level Private Lessons with Full Recital: Organ - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 455 Advanced Level Private Lessons with Full Recital: Percussion - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 456 Advanced Level Private Lessons with Full Recital: Piano - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 457 Advanced Level Private Lessons with Full Recital: String Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 458 Advanced Level Private Lessons with Full Recital: Voice - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.

MUZ 459 Advanced Level Private Lessons with Full Recital: Woodwind Instruments - 1-2 Hours
Individual instruction for music majors and for non-majors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester for Deerfield traditional undergraduate. Private music lesson fee. Full recital fee. Delivery mode: Deerfield traditional undergraduate.
Music Major

The Music major is designed to provide a solid, broad-based foundation in the understanding, teaching, and performance of music, with emphases in eight areas: arts administration, church music, contemporary music, music and missions, performance, piano pedagogy, psychology, and theory/composition. The major prepares students for careers such as private teaching, performance, music business or management, music ministry, and graduate study.

Requirements total 54-55 hours. This includes 39 hours from the music core and 15-16 hours of emphasis-related courses. Six hours of the major requirements meet general education requirements.

Graduation Requirements

In addition to fulfilling all college graduation requirements, BA degree requirements, and major course requirements, in order to graduate with a major in Music, a student must meet the following requirements:

1. Perform a solo entrance audition in the intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major
2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program [Note: This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).]
3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)
4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 for vocalists and some pianists, organists, and guitarists; MUZ 280 for brass and woodwind players, percussionists, and some pianists, organists, and guitarists; or MUZ 290 for string players (including harpists, but not guitarists)—enrolling in that ensemble during every semester of full-time enrollment in the program
   a. In addition to regular on-campus rehearsals and performances and participation in the fall performing ensembles retreat:
      i. Enrollment in the Concert Choir requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in oratorio and music theater rehearsals and performances
      ii. Enrollment in the Orchestra requires participation in oratorio and music theater rehearsals and performances
      iii. Enrollment in the Symphonic Band requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in pep band rehearsals and performances
   b. This requirement cannot be met by combining credits in two or more ensembles (e.g., choir and band).
5. Demonstrate keyboard proficiency appropriate to the major, emphasis area, and primary performance medium (as stipulated by the Music Department) in a practical examination administered by members of the piano faculty (at times scheduled during finals week each semester), enrolling in keyboard skills classes and/or private piano lessons (i.e., MUZ 156, MUZ 161, MUZ 162, MUZ 256, MUZ 261, MUZ 262, MUZ 356, or MUZ 456) each semester until all proficiency requirements have been fulfilled to the satisfaction of the examiners (or to the satisfaction of the private lesson teacher, for students whose primary performance medium is piano or organ)
6. Declare at least one emphasis area (see below), and fulfill all requirements of that emphasis

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 111</td>
<td>Introduction to the Music Major</td>
<td>1</td>
</tr>
<tr>
<td>MUT 499</td>
<td>Senior Seminar in Music</td>
<td>1</td>
</tr>
<tr>
<td>MUH 111</td>
<td>Introduction Music History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUE 331</td>
<td>Basic Conducting</td>
<td>3</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUH 342</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUT 121</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUT 122</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUT 221</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUT 222</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUT 223</td>
<td>Music Theory III</td>
<td>3</td>
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<tr>
<td>MUT 224</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUT 322</td>
<td>Aural Skills IV</td>
<td>1</td>
</tr>
<tr>
<td>MUZ 250-259, MUZ 350-359, MUZ 450-459</td>
<td>8</td>
<td></td>
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Strongly Suggested

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUW 437X</td>
<td>Music in Worship</td>
<td>1</td>
</tr>
</tbody>
</table>
Emphases

Each music major must choose at least one of the following eight emphases:

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-16</td>
</tr>
<tr>
<td></td>
<td>50-51</td>
</tr>
</tbody>
</table>

**Arts Administration Emphasis**

- BUS 113 Principles of Marketing 3
- BUS 115 Human Resources Management 3
- BUS 353 Management of Change and Strategic Planning 3
- BUS 372X/CM 372X Nonprofit Management 3
- BUS 373X Nonprofit Financial Management 3

**Strongly Recommended**

- BUS 392 Social Entrepreneurship

**Church Music Emphasis**

- MUE 432X Choral Conducting Methods and Literature 3
- MUW 437X Music in Worship 3
- MUW 438 Worship Resources 3
- MUW 450 Church Music Internship 3
- MUH or MUT elective 3

**Total Hours**

**15**

Significant work in biblical studies strongly recommended

**Contemporary Music Emphasis**

This emphasis area consists in its entirety of one semester’s study at the Council for Christian Colleges and Universities’ Contemporary Music Center (CMC) in Nashville, Tennessee. The CMC program concerns the origination, performance, production, and distribution of music intended to make a profit in the today’s entertainment marketplace, i.e., “commercial” music. (Thus, while “Christian contemporary music” [“CCM”] might fit this focus, contemporary art music does not.) The CMC curriculum includes two core seminars—“Faith, Music and Culture” and “Introduction to the Music Industry”—and two elective tracks (an artist track and an executive track). Each student’s coursework is supported with individual and group practicums and an industry internship. Prerequisites: MUH 111, MUT 223, MUT 322, MUE 331, and at least 6 hours of applied music lessons (MUZ 150-MUZ 459); admission to the CMC; and approval of the Associate Dean. (For more about this option, see the description under “Special Programs: Off Campus.”)

Please note: Admission to this off-campus study program is highly competitive; there are enrollment limits at the CMC itself and quotas at Trinity for approval of involvement in off-campus programs. Thus, the Music Department cannot guarantee that all students wanting to pursue this emphasis will be able to do so, and students would be well advised to consider other emphasis areas as well, in case they are not approved or admitted to the CMC program in either the fall or spring semester of their junior year or the fall semester of their senior year.

**Music and Missions Emphasis**

- BRS 360X Foundations of Intercultural Ministries 3
- BRS/PH 363X Survey of Religious Diversity 3
- CM 260 Introduction to Intercultural Ministry 3
- MUH 211 Survey of World Music 3
- MUW 437X Music in Worship 3

**Suggested**

Accelerated MA Intercultural Studies (double degree)

**Performance Emphasis**

- MUT 361 Music Analysis 3
- Additional credit hours (not used to satisfy music core requirement) of MUZ 250- MUZ 259, MUZ 350- MUZ 359, MUZ 450-MUZ 459 3
- MUH elective 3

**Total Hours**

**15**
Half recital (MUZ 350- MUZ 359) and full recital (MUZ 450- MUZ 459) required

Select 6 hours of the following:  

<table>
<thead>
<tr>
<th>Instrumentalists:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>MUT 363</td>
<td>Instrumentation and Orchestration</td>
</tr>
<tr>
<td>MUZ 210</td>
<td>Music Ensemble</td>
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</tbody>
</table>

Vocalists:  

<table>
<thead>
<tr>
<th>Vocalists:</th>
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</thead>
<tbody>
<tr>
<td>MUE 349</td>
<td>Diction for Singers</td>
</tr>
<tr>
<td>MUZ 295</td>
<td>Vocal Performance Workshop</td>
</tr>
<tr>
<td>MUZ 210</td>
<td>Music Ensemble (or additional hour lessons)</td>
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</tbody>
</table>

Total Hours: 15  

**Piano Pedagogy Emphasis**

<table>
<thead>
<tr>
<th>Piano Pedagogy Emphasis</th>
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<tbody>
<tr>
<td>MUE 323</td>
<td>Piano Pedagogy and Literature</td>
</tr>
<tr>
<td>MUZ 210</td>
<td>Music Ensemble</td>
</tr>
<tr>
<td>MUT 361</td>
<td>Music Analysis</td>
</tr>
<tr>
<td>MUE 445</td>
<td>Internship in Piano Pedagogy</td>
</tr>
<tr>
<td>MUT Elective</td>
<td></td>
</tr>
<tr>
<td>MUH Elective</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 15

**Psychology Emphasis**

Note: For this emphasis area, students must demonstrate guitar proficiency, and must choose the following courses to fill General Education Requirements:

**Quantitative and Analytical Reasoning**

<table>
<thead>
<tr>
<th>Quantitative and Analytical Reasoning</th>
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<tbody>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics ¹</td>
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</table>

**Personal Growth, Health and Wellness**

<table>
<thead>
<tr>
<th>Personal Growth, Health and Wellness</th>
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</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology ¹</td>
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Select one of the following:  

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<tr>
<th>Select one of the following:</th>
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<tbody>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
</tr>
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Select two of the following:  

<table>
<thead>
<tr>
<th>Select two of the following:</th>
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<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Theories of Learning</td>
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Select two of the following:  

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<tr>
<th>Select two of the following:</th>
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<tbody>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
</tr>
<tr>
<td>PSY 374</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
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</table>

Total Hours: 26
Music Minor

Students wishing to earn a minor in music must complete 24 hours in the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUH 111</td>
<td>Introduction to Music History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>or MUH 342</td>
<td>Music History II</td>
<td></td>
</tr>
<tr>
<td>MUT 121</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUT 122</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUT 221</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUT 222</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUZ 150- MUZ 159, MUZ 250- MUZ 259, MUZ 350- MUZ 359, MUZ 450- MUZ 459</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Music electives (excluding applied music or music organization [MUZ] credits)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

1 Private Lessons in one applied instrument/voice

The music minor requires six semesters in a Music Ensemble.
Philosophy Department

Philosophy is unique and in a constant state of change. The great American philosopher William James once called philosophy "a collective name for questions that have not yet been answered to satisfaction of all by whom they have been asked." Philosophy, in other words, addresses those multifaceted, world-view type questions that confront everyone who thinks.

Those who study philosophy are empowered to develop, express, and defend their own philosophical perspectives. Those who study it here learn to bring their ideas into dialogue with the past masters and current dignitaries, many of whom are great Christian minds.

By using a distinctly critical, historical, and Christian approach, our goal is to help produce the next generation of excellent thinkers. Students will interact with perspectives foreign to and familiar with the Christian tradition. Our graduates will know how to think carefully about these views. And they will be prepared to stake claims and provide reasons with a design plan aimed at truth, goodness, and beauty.

A few of our graduates will take philosophy as their life's work. The rest will take philosophy to their life's work. But wherever they may find themselves, all of them will bring the best tools of philosophy to bear on the fundamental moral and intellectual questions of our time.

Majors
- Philosophy Major (p. 218)

Courses

PH 170 Logic - 3 Hours
A study of the principles of correct reasoning. This course will consider induction, deduction, informal fallacies, traditional logic, and symbolic logic. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 180 Introduction to Philosophy - 3 Hours
An introduction to philosophy that focuses on the principal issues in the theory of knowledge, metaphysics, ethics, and the construction of world-views. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 182 Ethics - 3 Hours
An introduction to problems and concepts in ethical theory, plus a consideration of contemporary moral problems. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 231 Philosophy of Human Nature - 3 Hours
An interdisciplinary inquiry into human nature. The course will treat the person both as an individual and as related to others in social contexts. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 250 Special Topics in Philosophy - 3 Hours
Selected topics in philosophy not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 300 Philosophy of Religion - 3 Hours
An examination of the philosophical implications in Christian theism, including the existence of God, the nature of religious language, revelation, faith and reason, and the problem of evil. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 330 Apologetics - 3 Hours
Apologetics prepares students to make an intellectual defense of the Christian faith. The course surveys the historic challenges to the Christian truth claims and the means and methods Christians have used to address these challenges. Emphasis is given to the current state of affairs in the academy and culture in terms of the major problems and solutions under discussion. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 350 Asian Religious Thought - 3 Hours
Historical survey of the origins and growth of the major Asian religions. Beliefs, practices, and worldviews of the major traditions will be examined with attention given to understanding the underpinnings of the lifestyles, ideologies and communication patterns of various Asian peoples. Comparisons and contrasts with Western and Christian-based perspectives will be offered. Delivery mode: REACH/Excel adult undergraduate.

PH 351 Topics in Apologetics - 3 Hours
Selected topics in apologetics not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 352 Topics in Ethics - 3 Hours
Selected topics in ethics not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Offered on demand. Delivery mode: Deerfield traditional undergraduate.

PH 353 Topics in Philosophy of Religion - 3 Hours
Selected topics in philosophy of religion not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 355 Topics in Philosophy of Religion - 3 Hours
Selected topics in philosophy of religion not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand for Deerfield traditional undergraduate. Prerequisite: PH 180. Delivery mode: Deerfield traditional undergraduate.

PH 356 Topics for Honors Students - 3 Hours
Selected topics not taught under specific course titles. Depending on the topic, the course will be designated as falling under one or more departments. May be repeated for credit if the topic differs. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 360 Philosophy of Religion - 3 Hours
A survey of the world's major religious traditions, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to educate students to understand and engage the range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Cross listed with BRS 363X. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
PH 381 History of Western Thought I - 3 Hours
A survey of ancient, medieval, and Renaissance thought. Prerequisite: PH 180. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 382 History of Western Thought II - 3 Hours
A study of principal philosophers and perspectives from Descartes to the present. Prerequisite: PH 180. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 431 Contemporary Philosophy - 3 Hours
A study of significant philosophers and perspectives in the twentieth century. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 432 Problems in Philosophy - 3 Hours
An examination of selected issues in epistemology, ethics, and metaphysics. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered every other year for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of the individual student. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PH 474X Introduction to Bioethics - 3 Hours
An overview of the Hippocratic/Judeo-Christian tradition in medical ethics against the background of biblical-theological discussion of human nature, medicine, and healing, and as a context for the rise of the new bioethics. Prerequisite: PH 180 or consent of instructor. This course is taught at the Trinity Graduate School (BE 5000). Offered fall semester. May substitute undergraduate Bioethics Institute (offered in July; register in May Term). Cross-listed with BE 474X and BIO 474X. Delivery mode: Deerfield traditional undergraduate.

PH 475X Topics in Bioethics - 1-3 Hours
Selected courses taught either at the College or at the Trinity Graduate School. May be repeated for credit with a different topic. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference for Deerfield traditional undergraduate. Cross-listed with BE 475X and BIO 475X. Delivery mode: Deerfield traditional undergraduate.

PH 476X Undergraduate Bioethics Institute - 3 Hours
This institute provides an overview of relevant bioethical issues and principles from a biblical-Christian perspective. It includes reading and assignments to be completed before the first class meeting and other assignments after the last class meeting, as well as a final paper. Participation in the associated National Bioethics Conference offered by The Center for Bioethics and Human Dignity (usually spring and summer) is also required. The course is a unique opportunity to consider the subject and interact with a variety of academic experts, practitioners, and students at various stages of vocational and ethical preparation. Note: BE/PH 476X and BE/PH 477X are special courses, associated with The Center for Bioethics and Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU’s three-year degree, due to the expenses associated with the conference and courses. Cross-listed with BE 476X. Delivery mode: Deerfield traditional undergraduate.

PH 477X Undergraduate National Conference - 2-3 Hours
This course enables students to take advantage of the opportunity offered by the National Bioethics Conference sponsored by The Center for Bioethics and Human Dignity on an annual basis (usually spring and summer). Attendance at conference session and preparatory readings will allow students to reflect critically on the issues of the conference. Selection of a specific topic of interest from those considered in the conference and/or reading materials provide opportunity for extended research. Note: BE/PH 476X and BE/PH 477X are special courses, associated with The Center for Bioethics and Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU’s three-year degree, due to the expenses associated with the conference and courses. Cross-listed with BE 477X. Delivery mode: Deerfield traditional undergraduate.

PH 499 Fall Senior Seminar - 1 Hour
This course prepares students to meet their vocational objectives by consolidating the philosophy department’s curriculum and the student’s academic experiences into a personal portfolio and life plan. The portfolio requirements include items such as the completion of a curriculum vitae, a sample paper, the acquisition of references, the creation of a graduate school target list (or equivalent job opportunity list), the completion of the GRE or LSAT, the completion of a senior assessment and an exit interview. This course fulfills the “Professional Experience General Education Requirement” for students in the Philosophy Major. Possible fulfilling experiences include regular philosophy tutoring, public presentation and delivery of a philosophy paper, or regular group discussion or paper grading leadership in conjunction with a philosophy class. Prerequisites: The student must be a philosophy major, have taken at least five philosophy courses, and be of junior or senior standing. Offered fall semester for Deerfield traditional undergraduate. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Philosophy major. Delivery mode: Deerfield traditional undergraduate.
Philosophy Major

The Philosophy major is designed to prepare students for graduate studies in philosophy leading to teaching careers in philosophy and related fields, to prepare students for seminary, to provide an integrated liberal arts education, and to prepare students for graduate study in law.

Requirements total 31 hours. These include 16 core hours of Philosophy courses and 15 hours from elective courses. Additionally, students may complete up to two specializations of 12 hours each chosen from among their elective hours.

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PH 170</td>
<td>Logic</td>
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<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PH 381</td>
<td>History of Western Thought I</td>
<td>3</td>
</tr>
<tr>
<td>PH 382</td>
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<tr>
<td>PH 499</td>
<td>Fall Senior Seminar</td>
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<tr>
<td>PH 431</td>
<td>Contemporary Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or PH 432</td>
<td>Problems in Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

Electives

15 hours of elective courses are required of all Philosophy majors (including 9 hours specifically designated as PH courses). Non-Philosophy electives can be chosen from any of the courses listed below in “Specializations.”

Note students completing one specialization need 3 additional hours of electives to complete the major.

Specializations

Philosophy majors may achieve a specialization designation in Apologetics, Ethics, or Philosophy of Religion by taking 12 hours in that specific area. No specialization is required and no more than two specializations are allowed.

Apologetics

<table>
<thead>
<tr>
<th>Course</th>
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<td>PH 330</td>
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<td>Problems in Philosophy</td>
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<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
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<tr>
<td>ID 5002</td>
<td>Foundations for Cultural Engagement</td>
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<td>Apologetics</td>
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Total Hours 12

Ethics

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<td>or PH 432</td>
<td>Problems in Philosophy</td>
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<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
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<tr>
<td>BE 475X</td>
<td>Topics in Bioethics:</td>
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<tr>
<td>BE 476X</td>
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<td>BE 477X</td>
<td>Undergraduate National Conference</td>
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<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
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<td>PR 7220</td>
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Total Hours 12

Philosophy of Religion

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<td>PH 353</td>
<td>Topics in Philosophy of Religion</td>
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<td>PH 359</td>
<td>Topics for Honors Students</td>
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<td>or PH 432</td>
<td>Problems in Philosophy</td>
<td></td>
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<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
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Any one Religious Studies (TGS), Philosophy of Religion or World Religions (TEDS) course

Total Hours: 12

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2 Students may only use one of these two courses, namely, whichever course is not used to fulfill the core requirements of the major.
Psychology Department

The Psychology Department of Trinity International University exists to bring honor and glory to God by educating men and women in the content and procedures of the discipline of psychology consistent with an orthodox Christian faith. We encourage learners to study the theories and research about the human person in light of biblical revelation. We maintain that the study of psychology is an affirmation of our stewardship to investigate and marvel at the wonders of God’s handiwork and to confront the tragic impact of human falleness with the intent to provide restorative efforts as participants in God’s redemptive truths.

When humanity fell into sin, all of life was impacted, including how we as humans relate to one another. Issues such as racism, poverty, divorce, and criminal behavior all arose because of the Fall. Social Sciences disciplines help the student gain an understanding of the impact of sin on our world and provide a means to study where we are in our relationships with one another and how to make the changes necessary to bring about a society that meets God’s expectations. We believe that it is only through knowing the depth of the problems that exist that Christians can seriously tackle these issues in a manner that brings glory to God and leads to a social world that reflects what God intended—a world in which all interactions are based in love for one another.

In preparing students for graduate school, the workplace, the community, their church, and their family life, we encourage them to explore and develop their values, interests, and abilities as thoughtful learners, to mature as authentic people, and to hone their critical thinking skills and problem-solving capabilities to function well beyond the degree-seeking years. We stand committed to lead ourselves and the learners entrusted to us in scholarly endeavors that will ultimately transform our lives as we allow ourselves to be guided by God’s Spirit.

Also, Trinity offers a Dual Degree (p. 235) combining the Psychology major (Counseling Psychology Emphasis) at Trinity College with a Master of Arts in Mental Health Counseling at Trinity Evangelical Divinity School. See the Dual Degree section of the catalog.

Majors

- Psychology Major (p. 225)

Minors

- Health Psychology Minor (p. 228)
- Leadership Minor (p. 229)

Courses

PSY 140 Introduction to Psychology - 3 Hours
A survey of the field of psychology: major orientations (neurobiological, behavioral, cognitive, psychoanalytic, and humanistic); historical developments; views of personhood; scientific procedures; and relevance to everyday life. Prerequisite for all 300- and 400-level psychology courses, with exceptions by permission of appropriate instructor, or online or REACH/Excel advisor. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 141 Psychology Seminar - 1 Hour
This course is designed for students in psychology to develop their use of information technology and become familiar with psychological resources and report writing techniques. Students will also develop coping skills useful in their academic endeavors, as well as investigate the diverse career and educational paths for those graduating with an undergraduate degree in psychology. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 170X Leadership Dynamics - 3 Hours
This course will study the vital role and responsibilities of leaders within various organizations. Emphasis will be given to the study of a biblical concept of leadership, various leadership styles, spiritual gifts, personal development, leadership management, administration/delegation, change management, conflict management, and development of leadership staff. Prerequisite: permission of instructor. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with BUS 170X, LR 170X. Delivery mode: Deerfield traditional undergraduate.

PSY 210 Life Planning - 3 Hours
A personal investigation of the development tasks of young adulthood coupled with an exploration of vocational development. Emphasis is placed on personal application and growth. Offered spring semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 220 Interpersonal Skills Training - 3 Hours
A skills training approach to the development of interpersonal relationships. Students will learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students will have the opportunity to evaluate their interpersonal style, will receive input from each other, and make changes in the way they interact with others. Prerequisites for Deerfield traditional undergraduate: Three credit hours in Psychology and at least sophomore standing. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 228X Sport and Wellness Psychology - 3 Hours
A study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings. Prerequisite: PSY 140. Offered spring semester for Deerfield traditional undergraduate. Cross-listed with HPW 228X. Delivery mode: Deerfield traditional undergraduate.

PSY 230 Crisis Intervention - 3 Hours
A lecture/discussion seminar dealing with issues of people in crisis, crisis intervention, stress, and stress management. Emphasis will be on the practical aspect of helping people in distress. Prerequisite: Three credit hours in Psychology and at least sophomore standing. Offered fall semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate.

PSY 240 Human Sexuality - 3 Hours
Interdisciplinary examination of the physiological, cultural, and psychological bases of human sexual behavior with attention devoted to the student’s development of a personal perspective toward sexuality that integrates Christian faith and moral integrity. Offered spring semester for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.
PSY 250 Contemporary Issues Psychology - 3 Hours
A seminar composed of student and faculty desiring to pursue a topic of mutual interest. Preference will be given to issues that are timely and that involve the relating of psychology to the needs of society or the resolution of conflicts within the field of psychology. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 251 Topics in Counseling Psychology - 3 Hours
A seminar focusing on a selected topic specific to the area of counseling psychology. May be repeated for credit if topic varies. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 255 Psychology of Addiction - 3 Hours
A survey of various forms of addictive behavior (drug, alcohol, sex, gambling, food, relationship, and others). Numerous theoretical approaches to addiction and the addictive personality are considered. Individual, family, group (including Twelve Step programs), behavioral modification, and other possible treatment interventions are assessed. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 260X Educational Psychology/Human Development - 3 Hours
Consideration of the psychological foundations of learning. Emphasis is placed on the physical, social, and psychological development of children and adolescents. Offered each semester for Deerfield traditional undergraduate. Cross-listed with ED 260X. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 280X Introductory Statistics - 3 Hours
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course does not fulfill the major requirements in psychology (for Deerfield traditional and REACH/Excel undergraduates) or business (for Deerfield traditional undergraduates) or the minor requirement in sociology. (REACH/Excel business majors take PSY 280X as part of the major.) Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 282 Introduction to SPSS - 1 Hour
Examination of SPSS for Windows, including topics in statistical analysis and data management useful to social science majors. Not appropriate for students who have taken or are enrolled in PSY 285X (MA 285X). Offered each semester. Computer fee for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 285X Statistics - 4 Hours
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Specific instruction and computer experience in the use of SPSS is provided. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Computer fee. Cross-listed with BIO 285X, MA 285X, SOC 285X. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 287X Experimental Psychology - 4 Hours
A study of experimental research methodology. Major emphasis is on behavioral, existential, and physiological approaches. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 288X Personality Theories - 3 Hours
A seminar composed of students and faculty desiring to pursue a topic of mutual interest. Preference will be given to issues that are timely and that involve the relating of psychology to the needs of society or the resolution of conflicts within the field of psychology. May be repeated for credit. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 300 Personality Theories - 3 Hours
This course acquaints students with theories and theorists having the greatest impact on the understanding of human personality. Some theories covered will be those developed by Freud, Jung, Adler, Rogers, Erikson, and Allport. Personality assessment, current personality research, and philosophical approaches to theory-building will also be discussed. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 305 Organizational Psychology - 3 Hours
Experientially based survey of the psychological principles that apply to social and organizational situations. Practicality is emphasized for those in supervisory, management, or leadership responsibilities in any setting (e.g., church, business, government). Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate and REACH/Excel adult undergraduate.

PSY 310 Abnormal Psychology - 3 Hours
A study of history, definitions, and issues related to abnormal behavior. Major emphasis is on behavioral, existential, and physiological approaches. Prerequisite: PSY 140. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 315 Life Assessment - 3 Hours
This course focuses on the development of self-understanding and preparation for the future. Issues of background, personality and temperament, learning style, identity, life experience and vocation will be examined. The role of autobiography as a means for self-assessment will be explored. Delivery mode: REACH/Excel adult undergraduate.

PSY 320 Theories of Learning - 3 Hours
A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to a variety of contexts. Prerequisite: PSY 140. Offered fall semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 330 Developmental Psychology - 3 Hours
An interdisciplinary study of human development from childhood through adolescence. Physical, cognitive, and personality development will be examined. Prerequisite: PSY 140. Cannot be counted for credit in conjunction with PSY 337. Delivery mode: REACH/Excel adult undergraduate.

PSY 335 Child Development - 3 Hours
A study of human development as the product of both maturational and environmental influences. Emphasis is on the theories and research findings that pertain to preadolescence. Biological and environmental factors regarding physical, perceptual, cognitive, social, moral, and emotional development will be discussed. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
PSY 337 Psychology of Adolescence - 3 Hours
An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view, while application will be encouraged for students who plan to work with adolescents. Special emphasis will be placed on the characteristics and needs of early adolescents and the role of professionals in the assessment, coordination, and referral of students to health/social service. Prerequisite: PSY 140; Education majors may substitute ED 260X/PSY 260X for PSY 140 as a prerequisite. Offered each semester for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 339 Adult Development - 3 Hours
A study of human development encompassing adolescence through old age. Physical, perceptual, cognitive, social, and emotional changes will be considered along with major issues and life decisions faced during adulthood. Prerequisite: PSY 140. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 336.) Delivery mode: Deerfield traditional undergraduate and REACH/EXCEL adult undergraduate.

PSY 345 Internship I - 1-6 Hours
Provides the students with opportunities to apply various principles of psychology learned in previous coursework to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as psychology elective hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 346X Research Methods and Design - 3 Hours
This course introduces students to the uses and varieties of research methods in the social sciences. Students will gain experience in designing and interpreting research and will become sophisticated consumers of research by recognizing strengths and limiting liabilities of research methods. At the end of the course, students should feel comfortable reading and reviewing the research of others, and be capable of proposing and carrying out their own research projects. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and PSY 285X. Offered spring semester for Deerfield traditional undergraduate; other modes as scheduled. (Not open to students with credit in PSY 340.) Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 350X Social Psychology - 3 Hours
A study of the interrelationships between the individual and social groups. Topics include the formation of attitudes and attitude change, the nature of groups and group processes, and theoretical perspectives of social psychology. Prerequisite: PSY 140 or SOC 101. Offered fall semester for Deerfield traditional undergraduate. Cross-listed with SOC 350X. Delivery mode: Deerfield traditional undergraduate.

PSY 355 Group Dynamics - 3 Hours
An interdisciplinary course in the social psychology of small groups, with emphasis on understanding and analyzing patterns of group interaction. A study of social forces that lead to group formation, leadership, decision making, problem solving, cohesion, and disintegration. Prerequisites: SOC 101 or PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 356 Conflict Management - 3 Hours
This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. Prerequisites: PSY 140. Offered on demand for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 360X Introduction to Social Work - 3 Hours
A study of social casework principles, procedures and philosophy, welfare history and administration. Related to a biblical view of humanity and the helping process. Prerequisite: PSY 140 or SOC 101. Offered fall semester in even-numbered years for Deerfield traditional undergraduate. Cross-listed with SOC 360X. Delivery mode: Deerfield traditional undergraduate.

PSY 371 Dynamics of Group Behavior - 4 Hours
Students will examine small group behavior and how it affects organizational effectiveness. The structure and function of groups within various types of organizations, including businesses and churches will be considered. Group formation, teams, group roles, decision making, problem solving, conflict resolution, cohesion and disintegration are explored. Prerequisites: IDS 105, at least three credits in English composition, and at least sophomore standing. Delivery mode: REACH/Excel adult undergraduate.

PSY 372 Cognitive Behavioral Psychology - 3 Hours
An exposure to the philosophy and methodology of psychology as a cognitive behavioral science. Methodological, radical, and contemporary cognitive behaviorism will be presented, with emphasis on social learning theory, cognitive psychology, self-efficacy theory, and the psychology of consciousness. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; online as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 374 Physiological Psychology - 3 Hours
A study of the physiological bases of behavior. Topics include sensory coding, the control of movement, sexual development, hunger and thirst, vision and hearing, sleep, emotions, learning and memory, language, and mental disorders. The role of physical and psychological causes of behavior and their interaction are also considered. Prerequisite: PSY 140. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 375X Foundations of Christian Counseling - 3 Hours
This course familiarizes the student with the principles and techniques of counseling in ministry settings with a focus on counselor characteristics, problem-management skills, common counseling problems, multicultural dynamics, and various issues involved in the counseling process. Special emphasis will be placed on the unique contribution of biblical truths to counseling. Prerequisites: BI 101 and BI 111. Cross-listed with CM 375X. Delivery mode: REACH/Excel adult undergraduate.
PSY 378X Servant Leadership - 3 Hours
This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying oneself authentically, building community, providing and sharing leadership. Prerequisite: LR 170X/BUS 170X/PSY 170X, PSY 220, and permission of instructor. Offered fall semester in odd-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 381 Counseling Theories - 3 Hours
This course introduces students to both classical and current theories of counseling – evaluating them in light of Scripture, reason, and practical relevance. Prerequisite: PSY 140 and PSY 300. Delivery mode: REACH/Excel adult undergraduate.

PSY 382 Crisis Counseling - 3 Hours
This course introduces students to the theory and practice of crisis intervention. Issues such as grief and trauma are explored from both professional and Christian perspectives. Prerequisite: PSY 140. Delivery mode: REACH/Excel adult undergraduate.

PSY 383 Marital Counseling - 3 Hours
A survey of various theoretical and methodological approaches to marital counseling. A particular emphasis is given to assessment strategies, problem diagnosis, and intervention techniques. Prerequisite: PSY 140. Delivery mode: REACH/Excel adult undergraduate.

PSY 384 Parent Education - 3 Hours
A survey of various theoretical and methodological approaches to education parents in working with children from infancy through adolescence. A particular emphasis is given to understanding, relating to, disciplining, and encouraging children throughout their lives. Delivery mode: REACH/Excel adult undergraduate.

PSY 400 Therapeutic Psychology - 3 Hours
This course familiarizes the student with the major theoretical approaches to counseling and psychotherapy and the various disciplines involved in psychological treatment. The therapy process is examined in terms of the role of the therapist and client, material frequently addressed in therapy, some of the techniques employed, psychotherapy research, and ethical issues related to counseling. The student will examine these topics as a prospective service-provider, as well as a potential consumer of psychological services. Prerequisite: PSY 300 or PSY 310. Offered spring semester in even-numbered years for Deerfield traditional undergraduate; as scheduled. Delivery mode: Deerfield traditional undergraduate, online.

PSY 420X Advanced Interpersonal Skills Training - 3 Hours
An advanced course in interpersonal relationships that explores elements of group leadership. Students will have an opportunity to train other students in relationship skills, to lead groups, and to receive supervision from the professor. Prerequisite: PSY 220, and invitation of the instructor. Offered each semester for Deerfield traditional undergraduate. Cross-listed with SOC 420X. Delivery mode: Deerfield traditional undergraduate.

PSY 430 Psychology of Religion - 3 Hours
An overview of the research into the psychology of religion as it relates to social, economic, political, and personal behavior. Provides a theoretical framework for assessing religion, for exploring the development and role of personal faith through the lifespan, and for understanding the social and organizational frameworks for religious and moral behavior. Prerequisite: a minimum of 9 hours of psychology coursework and junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Offered spring semester in even-numbered years for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 435 Psychological Tests and Assessment - 3 Hours
Analysis of group-administered and self-administered tests of intelligence, aptitude, achievement, and personality. Attention given to measurement concepts requisite to using and interpreting these tests. Prerequisites: PSY 285 and either PSY 300 or 310. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 440 Integration of Psychology and the Christian Faith - 3 Hours
A discussion seminar on foundational integrative methodologies regarding the discipline of psychology and Christian faith. Emphasis will be on practical applications to situations confronting the Christian today. Prerequisite: a minimum of 15 hours of psychology coursework. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in Deerfield’s traditional undergraduate Psychology major. Offered spring semester in odd-numbered years for Deerfield traditional undergraduate; other modes as scheduled. Delivery mode: Deerfield traditional undergraduate, online, and REACH/Excel adult undergraduate.

PSY 445 Internship II - 2-6 Hours
Provides the students with advanced opportunities to apply various principles of psychology learned in previous coursework or a previous internship experience to actual settings with a chosen population at an agency or organization. Direct supervision is provided by onsite personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as psychology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session for Deerfield traditional or online undergraduate. Delivery mode: Deerfield traditional undergraduate. Online students register as traditional students.

PSY 450 Independent Study - 1-4 Hours
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.

PSY 460 Thesis - 3-6 Hours
Independent research designed and conducted under psychology faculty supervision and completed as a professional style paper. Prerequisite: PSY 340. Offered to individual students with senior standing on demand for Deerfield traditional undergraduate. Permission of department required. Delivery mode: Deerfield traditional undergraduate.
PSY 470X Leadership Dynamics Practicum - 1-6 Hours
An advanced application course in leadership dynamics. Students will integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Practical experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College’s internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Cross-listed with BUS 470X. Offered each semester for Deerfield traditional undergraduate. Delivery mode: Deerfield traditional undergraduate.
Psychology Major

The Psychology major is designed to provide understanding and perspective of professional psychology as well as the challenges and problems of living. The major is a foundational study for graduate school and for everyday life.

Requirements total 47 hours. This includes 26 from required Psychology courses and 21 hours of Psychology electives. At least one credit hour of experiential education must be taken (PSY 345, PSY 445, or PSY 470X). Up to seven of the required hours may be used to meet general education requirements. One of the capstone courses (PSY 430 or PSY 440) will also fulfill the general education requirement of IDS 499X. The Organizational Leadership Emphasis (OLE) requires 18 of the 21 elective hours to be taken in the emphasis.

Required Courses

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<td>Introduction to Psychology</td>
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<td>PSY 141</td>
<td>Psychology Seminar</td>
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<td>PSY 285X</td>
<td>Statistics</td>
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<td>PSY 346X</td>
<td>Research Methods and Design</td>
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Developmental Psychology Course

Select one of the following:

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<tr>
<td>PSY 335</td>
<td>Child Development</td>
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<td>PSY 337</td>
<td>Psychology of Adolescence</td>
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<tr>
<td>PSY 339</td>
<td>Adult Development</td>
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Theory Courses

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<td>PSY 300</td>
<td>Personality Theories</td>
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<td>PSY 320</td>
<td>Theories of Learning</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

Application Course

Select one course corresponding to one of the chosen theory courses above:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 355</td>
<td>Group Dynamics (taken after PSY 350X)</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology (taken after PSY 320)</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology (taken after PSY 300)</td>
</tr>
</tbody>
</table>

Integrative Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>or PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
</tr>
</tbody>
</table>

Elective Courses

Select 21 credits of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life Planning</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 228X</td>
<td>Sport and Wellness Psychology</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Contemporary Issues Psychology</td>
</tr>
<tr>
<td>PSY 251</td>
<td>Topics in Counseling Psychology</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
</tr>
<tr>
<td>PSY 260X</td>
<td>Educational Psychology/Human Development</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories 1</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Theories of Learning 1</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Child Development 2</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence 2</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development 2</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Internship I 3</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>PSY 360X</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
</tr>
<tr>
<td>PSY 374</td>
<td>Physiological Psychology</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>PSY 435</td>
<td>Psychological Tests and Assessment</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
</tr>
<tr>
<td>PSY 445</td>
<td>Internship II</td>
</tr>
<tr>
<td>PSY 450</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSY 460</td>
<td>Thesis</td>
</tr>
<tr>
<td>PSY 470X</td>
<td>Leadership Dynamics Practicum</td>
</tr>
</tbody>
</table>

Total Hours 47

1. May be used to fulfill the one of the two theory requirements.
2. May be used to fulfill the development requirement.
3. May be used to fulfill the professional experience requirement.
4. May be used to fulfill the one application course requirement, provided that the chosen theory course with which it corresponds is also taken. The student is strongly advised to take the corresponding application course after the chosen theory course, but it is not required; however, in the case of PSY 400, PSY 300 is a prerequisite.
5. May be used to fulfill the integrative requirement.

### Counseling Psychology Emphasis

Course selections must include 18 hours in Psychology as part of the 47-hour requirement for the Psychology major.

The Counseling Psychology Emphasis (CPE) has been created for Psychology Majors who wish to focus their course selections on those that will prepare them for further training in the people helping professions.

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY 251</td>
<td>Topics in Counseling Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following: 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 345/445/470X</td>
<td>Internship I (counseling related only)</td>
<td>6</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td></td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 374</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td></td>
</tr>
<tr>
<td>PSY 435</td>
<td>Psychological Tests and Assessment</td>
<td></td>
</tr>
<tr>
<td>PSY 360X</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 400</td>
<td>Therapeutic Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18

PSY 140 is a prerequisite for all 300-level PSY courses.
# Health Psychology Emphasis

Course selections must include 26 hours from the Psychology required courses, and the following 25-29 required hours of the emphasis.

The Health Psychology Emphasis (HPE) has been created for Psychology majors who wish to gain foundational knowledge and skills to utilize psychological principles in the assistance of a variety of persons to enhance their health as well as their compliance with strategies for healthier life choices.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 374</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Survey of Human Anatomy and Physiology</td>
<td>4-8</td>
</tr>
<tr>
<td>or BIO 340</td>
<td>Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>&amp; BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>HPW 201X</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>or HPW 202X</td>
<td>Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY 250</td>
<td>Contemporary Issues Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td></td>
</tr>
</tbody>
</table>

## Suggested Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 320</td>
<td>Theories of Learning</td>
</tr>
<tr>
<td>PSY 345/445/470X</td>
<td>Internship I (Health Psychology)</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

Total Hours 25-29

# Organizational Leadership Emphasis

Course selections must include 26 hours from the Psychology required courses, and the following 18 required hours of the emphasis.

The Organizational Leadership Emphasis (OLE) is a Psychology major emphasis shared with the Business major and has the same purpose and philosophy as described in the Organizational Leadership minor (OLM). The OLE (18 hours) is open to Business and Psychology Majors. The OLM (24 hours) is open to students whose major is other than Business or Psychology.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 378X</td>
<td>Servant Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 470X</td>
<td>Leadership Dynamics Practicum</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 305</td>
<td>Organizational Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 18-19
# Health Psychology Minor

The Health Psychology Minor (HPM) has been created for non-Psychology Majors who wish to gain foundational knowledge and skills to utilize psychological principles in the assistance of a variety of persons to enhance their health as well as their compliance with strategies for healthier life choices.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180 Introduction to Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>PSY 140 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 372 Cognitive Behavioral Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 374 Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 140 Survey of Human Anatomy and Physiology</td>
<td>4-8</td>
</tr>
<tr>
<td>or BIO 340 Human Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>&amp; BIO 341 Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>HPW 201X Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>or HPW 202X Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

Select two of the following: 6

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 228X Sport and Wellness Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 240 Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY 250 Contemporary Issues Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 255 Psychology of Addiction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 320 Theories of Learning</td>
<td></td>
</tr>
<tr>
<td>PSY 345/445/470X Internship I</td>
<td></td>
</tr>
<tr>
<td>PSY 350X Social Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 25-29
Leadership Minor

The Leadership minor has been created for qualified students who seek to grow their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice, the minor gives students an opportunity to develop and refine their philosophy of leadership and prepare to be successful as Servant Leaders. This minor is not available to Business or Psychology majors who choose the Organizational Leadership Emphasis located within their respective majors. Permission of either the chair of the Business Department or the chair of the Psychology Department required.

Required Courses

Students are responsible to meet all prerequisites if applicable.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Training Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LR 170X Leadership Dynamics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LR 173 Emerging Kingdom Leadership I</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td>LR 174 Emerging Kingdom Leadership II</td>
<td>1,2</td>
</tr>
<tr>
<td></td>
<td>PSY 220 Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 378X Servant Leadership</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>or CM 420 Ministry Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 420X Advanced Interpersonal Skills Training</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>leadership Practica</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS/PSY 470X Leadership Dynamics Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LR 440 Practical Leadership Capstone</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select 3 credit hours in the following, repeating as necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LR 220 Practicum in Advanced Leadership (May be repeated as necessary)</td>
<td>1,2,3</td>
</tr>
<tr>
<td></td>
<td>LR 420 Practicum in Advanced Leadership (May be repeated as necessary)</td>
<td>1,2,3</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select at least one elective from one category and two from the other:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational Leadership:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS 346 Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS 353 Management of Change and Strategic Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS 372X/CM 372X Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 334 Group and Organizational Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 230 Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 305 Organizational Psychology</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PSY 355 Group Dynamics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Interpersonal and Intercultural Leadership:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BRS 360X Foundations of Intercultural Ministries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CM 260 Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CM 335 Strategies for Discipling Ministries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CM 342 Relational Skills for Ministry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 330 Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 332 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 356 Conflict Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>24-25</td>
</tr>
</tbody>
</table>

1. Requires involvement in on-campus or other recognized leadership activities and permission of the Division Director of Social Sciences.
2. Prerequisite necessary. See course description.
Students who earn three or more credit hours of LR 220 and/or LR 420 must take LR 440, Practical Leadership Capstone.
Accelerated and Dual Degree Programs

Trinity College offers accelerated and dual degree programs in partnership with Trinity Graduate School and Trinity Evangelical Divinity School. These programs allow qualified undergraduate students to begin graduate coursework in their undergraduate junior year, and to use the graduate credit towards their BA hours, thus reducing the number of total credits the student needs to earn and accelerating time to degree completion.

The following dual/accelerated degrees are available:
- Advance: Preseminary Studies BA/MDiv Program (p. 113)
- BA/MA in Bioethics Dual Degree (p. 231)
- BA/MA in Leadership Dual Degree (p. 233)
- BA/MA in Intercultural Studies Accelerated Program (p. 238)
- BA in Psychology, Counseling Psychology Emphasis and MA in Mental Health Counseling Dual Degree (p. 235)

Bachelor of Arts/Master of Arts in Bioethics Dual Degree

Bachelor of Arts/Master of Arts in Bioethics

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts Degree that pairs an MA in Bioethics with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: premedical, prehealth, psychology, philosophy, law, public policy, communications, theology, business, Christian ministries, and education.

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of coursework from the MA count toward the BA. These 9 overlapping hours are taken as part of the undergraduate load. (See the dual degree curriculum tab.) Providing graduate coursework is begun in the summer after the junior year, completion of both the BA and the MA can be accomplished as early as the summer following the senior year.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and a positive recommendation from their academic advisor. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework. Students interested in the dual degree are advised to notify their advisor(s) and the dual degree program advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Model Curricular Plan for the Dual Degree

The following is a sample course plan for the dual degree. Plans may vary for individual students. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

Recommended undergraduate courses to be completed before starting the MA coursework:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>or BI 111</td>
<td>Understanding the New Testament</td>
<td></td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 103</td>
<td>Introductory Biology</td>
<td></td>
</tr>
</tbody>
</table>

Other general education courses and required major courses

1 Note: ID 5001 substitutes for one of these courses

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work

- **BI 101 or BI 111**: ID 5001 replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **Any Approved Undergraduate major, general education, or elective course**: (3 hours) of graduate credit can replace 3 hours of undergraduate credit. Students should check with advisors to determine if there are courses in their major that can be replaced with graduate coursework.

Students should note that BE courses are offered in several formats: traditional (15 week), modular (meets two times in a semester), online, summer conference associated courses, and independent study courses.
At least two courses must be taken in residency at the Deerfield, IL campus:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Both are offered during the summer at the time of the Annual Bioethics Conference on the Deerfield campus. BE 5100 can be replaced by BE 5000 – a 15 week course offered in the fall semester on the Deerfield campus.

Each spring semester, students are invited to participate in the series of three evening bioethics colloquia. The Bioethics Colloquium (BE 6100) can also be taken for elective credit toward the MA in Bioethics.

**Service Learning Requirement**

Students can fulfill Trinity College’s Service Learning Requirement by working with The Center for Bioethics and Human Dignity during the summer National Bioethics Conference, with optional free attendance at the conferences in the summers following the freshman and sophomore years.

**Application to the Dual Degree Program**

Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference (elective)</td>
<td>2-3</td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5001</td>
<td>Foundations for Integrative Thought in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BE 5002</td>
<td>Foundations for Cultural Engagement in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PR 7220</td>
<td>Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5299</td>
<td>The Clinical Context (optional)</td>
<td>1</td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5499</td>
<td>The Public Policy Context (optional)</td>
<td>1</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy (optional)</td>
<td>2</td>
</tr>
<tr>
<td>Second Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
<td>2-3</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
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<tr>
<td>(0-4 hours of the following)</td>
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<tr>
<td>BE 7476</td>
<td>Bioethics Capstone Exam</td>
<td>0</td>
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<td>BE 7478</td>
<td>Bioethics Capstone Project</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7480</td>
<td>Bioethics Capstone Integrative or Major Paper</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7485</td>
<td>MA Thesis</td>
<td>0-4</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

1 Students relatively unfamiliar with clinical-medical and/or public policy settings will need to use one or two of their elective hours in order to take the background courses BE 5299 and/or BE 5499 either concurrently or during the previous semester.

2 BE 7485 requires ID 6910, a research methods course, as a prerequisite.

**Fall and Spring Graduate Coursework**

Complete course requirements for general education and major. A full academic course load must include at least 12 hours of combined graduate and undergraduate courses per semester.
Bachelor of Arts/Master of Arts in Leadership Dual Degree

Traditional Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major, but may have special appeal for students with the following majors or interests: psychology, business, education, communication, Christian ministries, and organizational leadership.

In this program, undergraduate students may earn a graduate degree by taking graduate-level courses beginning in their junior year. Nine hours of coursework from the MA counts toward the BA. These nine overlapping hours are taken as part of the undergraduate load.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from their academic advisor and a supervisor capable of assessing their performance in an ongoing or recent leadership role is required.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisor(s) and the MA/L Program Director as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Curricular Plan for the Traditional BA/MA in Leadership Dual Degree

Freshman, Sophomore, and Junior Years

Undergraduate Coursework:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>or BI 111</td>
<td>Understanding the New Testament</td>
<td></td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Other general education courses and required major courses

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work:

- **BI 101 or BI 111**: LR 5001 replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **One LR course** (3 hours) replaces 3 hours of undergraduate elective credit.

Junior Year

- Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree Program.
- Student takes LR 5001, LR 5002.

Summer Before Senior Year

- Optional: Student takes some courses during summer sessions.

Senior Year

- Student completes requirements for BA graduation.
- Student takes graduate courses, schedule permitting.

Summer After Senior Year

- Student takes some courses during summer sessions.
- Student completes coursework for MA program.
- Student completes requirements for MA graduation.
Adult Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and the adult undergraduate programs, REACH and Excel, offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor’s degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the REACH or Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of REACH or Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.
BA in Psychology with the Counseling Psychology Emphasis (CPE) and MA in Mental Health Counseling (MHC)

Overview
Trinity College and Trinity Evangelical Divinity School (TEDS) offer a dual Bachelor of Arts/Master of Arts degree that allows a student to take graduate course work toward the MA in Mental Health Counseling (MHC) while completing the BA in Psychology (the Counseling Psychology Emphasis).

This Dual Degree program is an accelerated program where undergraduate students, as early as the junior year, may apply to the Mental Health Counseling (MHC) program at TEDS. They may also begin taking one graduate course per semester/session from the Divinity School as part of the undergraduate load and, if admitted, may count up to nine of these credit hours toward undergraduate requirements.

Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Junior Year
Upon completion of 70 hours with a 3.0 GPA and permission of their advisor or department chair, students may submit a Cross-Registration form (juniors need the signature of the College Dean) to request permission to take graduate level courses (up to three graduate credits or one class per semester/session until admitted to the MHC program).

Students may apply for acceptance to the Master of Arts (MA) in Mental Health Counseling Degree through Trinity Evangelical Divinity School Admissions and must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. They must also have a positive recommendation from their academic advisor or Psychology Department Chairperson. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, and a 3.0 GPA for all transferred college work including a 3.0 GPA in Trinity coursework. (It is also strongly suggested that the student be a member of Psi Chi.)

To be accepted to the MA MHC program as part of the Dual Degree option, the student must have an interview with a full-time faculty member from the Counseling Department (usually the Department Chair) and it is recommended that the student take a course with a full-time member of the Counseling Department.

Dual Degree Status
Once admitted to the MHC program the student will be granted Dual Degree status and up to nine hours of credits that count toward the MA may also count toward the BA, reducing the required hours for the BA from 124 to 115. Also, a student may then take more than one graduate level course per semester/session (only one graduate course per semester/session may be billed as part of the student’s undergraduate load). Upon completion of the undergraduate degree, the student will be approximately a full semester ahead as he or she continues graduate studies in the MA MHC program. In the last undergraduate semester, in addition to any other graduate level courses, the student should take ID 5080 for 0 credits to accelerate the path to candidacy in the MA MHC program.

Undergraduate Bachelor of Arts Degree
Psychology major (Counseling Psychology emphasis) completed either December or May of senior year.

Semester or Session (Summer) Following Final Senior Semester
Students are eligible to take a full load of graduate work. Graduate course work would continue until the Master of Arts Degree (Mental Health Counseling) is completed (2 ½ years).
Advance: Pre-Seminary Major

The Advance: Pre-Seminary Studies major is designed for high-academic capacity students sensing an early call to pastoral ministry. This major lays a foundation for an effective ministry of biblical understanding in the context of a local church ministry. It is designed to enable a student to do further graduate studies in a seamless BA/Master of Divinity program between Trinity College and Trinity Evangelical Divinity School. The program can be accomplished in five years:

- Two years at Trinity College with an emphasis on general education and initial ministry courses.
- The middle year (three) has shared course load between college and divinity school.
- The remaining two years are in the normal MDiv program at TEDS.

Requirements:

Requirements total 47 hours. This includes 26 hours from Biblical Studies required courses/cognate areas (including Greek), 15-18 hours from Christian Ministries and 3-6 hours of additional general education courses.

Trinity College Requirements (124 hours):

- 47 hours for General Education. It is the expectation that students will have a sub-score of 25 or higher in Math, foreign language requirement is met by taking Greek and select courses will meet requirements in Religious and Ethnic Diversity category.
- 47 hours for college requirements for the Advance: Pre-Seminary Studies degree.
- 30 hours from Trinity Evangelical Divinity School MDiv program (6 hours taken each semester the third year; 3 hours taken during summer after third year; remaining hours received from TEDS the fourth year to meet requirements for the college.)
- BA Degree in Pre-Seminary Studies.

Trinity Evangelical Divinity School Requirements (94 program hours):

- 15 hours taken at TEDS during third year/summer following.
- 13-16 hours possible for the Advanced Placement MDiv Program from college studies.
- 63-66 hours taken fourth and fifth years at TEDS. (15 hours apply to undergraduate BA.)

Goals:

- **Preparation for Graduate Studies.** The Advance: Pre-Seminary Studies graduate should be equipped with the necessary academic and research skills to meet requirements of continuing in the MDiv program of Trinity Evangelical Divinity School.
- **Personal Maturity.** The Advance: Pre-Seminary Studies graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **Cultural Engagement.** The Advance: Pre-Seminary Studies graduate should be able to study the Bible in its historical and cultural context and apply it to present-day ethical issues.
- **Biblical Philosophy.** The Advance: Pre-Seminary Studies graduate should be able to grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 363X</td>
<td>Survey of Religious Diversity</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>GR 122</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 222</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 223</td>
<td>Integrated Field Experience</td>
<td>2</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
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</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>IDS 303</td>
<td>Cross Cultural Contexts</td>
<td>3</td>
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<tr>
<td>or CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3</td>
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<td><strong>Additional Courses taken at Trinity Evangelical Divinity School</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>77</strong></td>
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</table>
Accelerated Bachelor of Arts/Master of Arts (Intercultural Studies)

Trinity Evangelical Divinity School and Trinity College offer a unique opportunity for qualified Trinity students who have demonstrated a heart for missions and desire to pursue intercultural studies. The Accelerated Degree Program is open to any student pursuing a bachelor degree and is particularly appealing to current students in the Christian Ministries/Intercultural emphasis or Intercultural Studies minor, as well as to those who are thinking in terms of social issues, MK or expatriate education, tent-making and micro-enterprise. It also has tremendous benefits for students’ financial situation by potentially saving a semester’s tuition cost.

An undergraduate student may earn a graduate degree in Intercultural Studies as early as the fall following the senior year by taking graduate-level courses beginning the junior year. Nine hours of course work from the MA/ICS meets the requirements for the BA. In this manner, the program accelerates the BA and MA/ICS. These 9 overlapping graduate hours are taken as part of the undergraduate load, resulting in a savings of graduate tuition and an enrichment of the student’s educational experience.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale (see admission requirements and prerequisites below) and 70 hours of undergraduate coursework. Students may apply for acceptance to the Accelerated Degree through Trinity Evangelical Divinity School and a positive recommendation from the academic advisor. Transfer students may apply for the program if they have 70 hours of undergraduate course work and a positive recommendation from a former professor or their academic advisor and a 3.0 GPA for all transferred college work and 3.0 GPA in Trinity coursework. Students are advised to apply to the program as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled. See below for further details regarding qualifications and curricular plan.

MA/ICS Accelerated Degree Program for Trinity College Students

Trinity College students may apply for the accelerated TEDS MA/ICS program upon completion of 70 hours of undergraduate work. The following are also required:

• A minimum cumulative undergraduate GPA of 3.0
• A recommendation from the undergraduate academic advisor and the TC program chair
• A completed TEDS application
• An personal interview with an MA/ICS faculty member
• Completion of 8 hours of undergraduate missions and social science courses with a minimum 3.0 GPA in each
• Completion of a minimum of 9 hours of undergraduate Bible and theology through BI 101, BI 111, and BI 210 with a minimum 3.0 GPA in each
• Completion of an intercultural experience of at least two weeks consisting of mission-type activities

MA/ICS Concentration Graduation Requirements

In addition to the “General Graduation Requirements for All Master’s Programs (p. 307),” the following are required for the MA/ICS:

1. Complete all coursework in the program, including required field education, with a minimum cumulative grade point average of 2.5, with no coursework below a “C-” applicable to the degree. A minimum of 18 hours must be taken on the Deerfield Campus with the remaining hours available as arranged in field based, independent study, and other concentration specific experiences.
2. Completion of general comprehensive requirements in Old Testament, New Testament, and two in Systematic Theology are met through required coursework in these areas.
3. Successfully write the major comprehensive exam.
4. Complete a Master of Arts capstone project for the MA/ICS, which is an internship (2 hours) and an integrative paper (2 hours) or a thesis (2 hours) on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis.
5. The student will work with department faculty or the chair to plan specific details of the program content related to academic and professional goals.
Honors Program

The Trinity Honors Program is intended to encourage and challenge high-achieving students by stimulating, rewarding, and celebrating academic and scholarly pursuits. It is both a guild and an academic program, so has both a unique culture and a specialized curriculum.

As a guild, the Honors Program has a select membership (based on meeting eligibility and continuance requirements), and it provides structure and support for scholarly and social activities designed especially for its members. Students are selected for the program on the basis of demonstrated academic achievement. To qualify for membership, entering freshmen need an ACT score of 28 or higher and a 3.5 cumulative high school GPA, or an ACT score of 25 or higher and a 3.75 cumulative high school GPA. College transfers must present a cumulative college-level GPA of 3.5 or higher (no ACT requirement) for consideration. Current Trinity students must present a cumulative Trinity College GPA of 3.3 or higher (no ACT requirement) for consideration. Honors Program members must maintain a 3.3 cumulative GPA or higher and make the satisfactory progress towards completion of honors courses to remain in the program. (Students with a cumulative of 3.3 or higher may under certain circumstances be allowed to enroll in courses with the consent of the Honors Program director.)

As an academic pursuit, the Honors Program is a specialized minor, which can be taken alongside any major(s), with course requirements consisting of selected honors courses and a senior honors project. (For curriculum, see “Honors Program” under “Interdisciplinary Studies” in the “Academic Majors and Minors by Department” section.) For more information, contact the program director.

To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student must complete at least eight honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the total of eight), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least “B” in each course. To remain members of the Honors Program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only) and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the Honors Program are expected to attend at least two Senior Honors Project presentations in their sophomore or junior year. (For Pre-Seminary Honors/Five-Year MDiv program requirements, see below under the “Christian Ministries Department” heading.)

Required Courses

Select two of the following: 6

IDS 150 Foundations of Christian Thinking and Living (Honors)
ENG 111 Critical Thinking and Writing (Honors)
PH 180 Introduction to Philosophy (Honors)
HI 202 World Civilization II (Honors)

Select one of the following: 3

BRS/HI/PH 359 Topics for Honors Students (Honors)
BIO/HI 359 Topics for Honors Students (Honors)
XX 359 Topics for Honors Students

Select two of the following: 6-8

300- or 400-level course in student’s declared major (or majors if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor

Select two of the following: 4-8

BRS/HI/PH 359 Topics for Honors Students (Honors) ¹
BIO/HI 359 Topics for Honors Students (Honors) ¹
XX 359 Topics for Honors Students ¹
200-, 300-, or 400-level courses with an in-course honors contract negotiated with the instructor
400-level course outside the students declared major (or majors, if the student is graduating with more than one major)
5000-, 6000-, or 7000-level graduate course at TGS or TEDS

Senior honors project 3-4
XX 450 Independent Study in student’s declared major(s)

Total Hours 22-29

¹ If not used above

Honors Program for Transfer or Dual-Degree Students

To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student who transfers 60 or more credits to Trinity (thus entering with at least junior status) or who is enrolled in a dual-degree program must complete at least six honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the goal of six), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least “B” in each course. To remain members of the Honors program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only)
and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the Honors Program are expected to attend at least two Senior Honors Project presentations prior to the semester in which they prepare and present their own Senior Honors project.

**Required Courses for Transfer (60+ Credits) or Dual Degree Students (15-23 hours)**

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS/HI/PH 359</td>
<td>Topics for Honors Students (Honors)</td>
<td>3</td>
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<tr>
<td>BIO/HI 359</td>
<td>Topics for Honors Students (Honors)</td>
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</tr>
<tr>
<td>XX 359</td>
<td>Topics for Honors Students</td>
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</tbody>
</table>

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX 359</td>
<td>Topics for Honors Students</td>
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</table>

Select three of the following:  

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>IDS 150</td>
<td>Foundations of Christian Thinking and Living (Honors)</td>
<td>6-12</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing (Honors)</td>
<td></td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy (Honors)</td>
<td></td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilization II (Honors)</td>
<td></td>
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<tr>
<td>BRS/HI/PH 359</td>
<td>Topics for Honors Students (Honors)</td>
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</tr>
<tr>
<td>BIO/HI 359</td>
<td>Topics for Honors Students (Honors)</td>
<td>1</td>
</tr>
<tr>
<td>XX 359</td>
<td>Topics for Honors Students</td>
<td>1</td>
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</tbody>
</table>

200-, 300-, or 400-level courses with an in-course honors contract negotiated with the instructor  

400-level course outside the students declared major (or majors, if the student is graduating with more than one major)  

5000-, 6000-, or 7000-level graduate course at TGS or TEDS  

Select three of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX 450</td>
<td>Independent Study in xxx (student’s declared major[s])</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours  

1 If not used above
Special Programs: On Campus

Golden Apple Scholars

The Golden Apple Scholars of Illinois program addresses the need for talented young teachers who represent a rich ethnic diversity and are successful in high-need, Illinois classrooms. The program’s recruitment efforts focus on the need for excellent teachers, especially those from under-represented populations. The Golden Apple program augments traditional teacher preparation by providing guided, hands-on experience in classrooms with a diverse group of children. Trinity is a participating university in the Golden Apple Scholars of Illinois program.

Internship Program

The Internship Program provides students with opportunities for connecting theoretical learning with actual work experience. All Trinity College students are required to complete an internship or professional experience in their major area of study. These supervised field experiences help students in the following ways:

1. demonstrate that they can make application of knowledge and skills in a professional environment.
2. gain experience that prepares them to meet the practical demands of employment in a competitive job market.
3. understand how their vocation (or calling) relates to professional endeavor in at least one area, reflecting on how doing “all to the glory of God” informs their perspective in the workplace, as in all of life.

Additional information is available from the Dean of the College.

Pre-Law Program

In accordance with the advice offered by most law schools, Trinity encourages students considering a career in law to pursue any academically rigorous major in the arts or sciences. In addition, to further develop the critical skills and knowledge necessary to succeed in law school, Trinity urges its pre-law students to supplement a challenging major with a Pre-Law Minor (p. 104). Trinity maintains an interdisciplinary Pre-Law Program to afford students the counseling, fellowship, and resources necessary to prepare them for law school.

Pre-Nursing Program

Students wishing to earn a BS in nursing may enroll in a two-year Pre-Nursing Program (p. 181) at Trinity prior to transferring to a nursing program at another institution. This program provides students with an opportunity to prepare for nursing from a distinctively Christian perspective as coursework emphasizes biblical studies and bioethics, in addition to a strong theoretical science base. For more information, contact the Director of the Division of Science, Technology, and Health.

Preparation for College Studies Program

Preparation for College Studies (http://catalog.tiu.edu/courses/pcs) is a yearlong freshman program designed to assist selected students in realizing their academic potential. This program is also recommended for international students. The program offers five courses emphasizing reading, communication, language, study, and mathematical skills. One or more courses are required of students placed into the program by the Academic Dean or College Admissions Committee. The program is an integrative experience, including assignments that dovetail with other courses being taken concurrently. For more information, contact the Dean of the College.
Special Programs: Off Campus

Off-Campus Study Programs

Students must apply and receive permission from the Associate Dean of the College to enroll in off-campus special study programs. Such programs are intended for junior or senior level students. The administration reserves the right to limit the number of students in off-campus programs in any given semester.

Students planning to complete any of the following programs should register using the Temporary Registration course, TR 099C (15 hours), in the appropriate semester. Upon completion of the off-campus program, the student must request that an official transcript be sent to the Trinity University Records Office from the school at which they completed their off-campus coursework.

Upon receipt of the official transcript, Records will remove the TR 099C, Temporary Registration from the student's schedule. The appropriate Interdisciplinary Studies (IDS) number and course designation (listed below) will be used to post the student’s off-campus semester courses on the Trinity transcript. Each completed course title will be posted under the IDS program description, and course grades with the GPA calculation will also be posted.

### Special Off-Campus Study Program Course Designations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 320</td>
<td>American Studies Program (Washington, D.C.)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 321</td>
<td>Au Sable Inst of Environmental Studies (multiple locations)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 322</td>
<td>China Studies Program</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 323</td>
<td>Christian Center for Urban Studies (Chicago, IL)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 324</td>
<td>Contemporary Music Center (Nashville, TN)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 325</td>
<td>Daystar University (Kenya)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 326</td>
<td>Focus on the Family Institute (Colorado Springs, CO)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 327</td>
<td>Jerusalem University College (Israel)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 328</td>
<td>Latin American Studies Program (Costa Rica)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 329</td>
<td>Los Angeles Film Studies Center</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 330</td>
<td>Middle East Studies Program (Egypt)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 332</td>
<td>Scholars’ Semester in Oxford Program (England)</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 333</td>
<td>Approved Special Program</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 334</td>
<td>Uganda Studies Program</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 335</td>
<td>Australia Studies Center</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 336</td>
<td>Washington Journalism Center</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 337</td>
<td>India Studies Program</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 338</td>
<td>Ambex Program</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 351</td>
<td>Consortium Student Visitor Program Asbury</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 352</td>
<td>Consortium Student Visitor Program Bethel</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 353</td>
<td>Consortium Student Visitor Program George Fox</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 354</td>
<td>Consortium Student Visitor Program Gordon</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 355</td>
<td>Consortium Student Visitor Program Greenville</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 356</td>
<td>Consortium Student Visitor Program Houghton</td>
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</tr>
<tr>
<td>IDS 357</td>
<td>Consortium Student Visitor Program Malone</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 358</td>
<td>Consortium Student Visitor Program Messiah</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 359</td>
<td>Consortium Student Visitor Program Seattle Pacific</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 360</td>
<td>Consortium Student Visitor Program Taylor</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 361</td>
<td>Consortium Student Visitor Program Westmont</td>
<td>1-10</td>
</tr>
<tr>
<td>IDS 362</td>
<td>Consortium Student Visitor Program Wheaton</td>
<td>1-10</td>
</tr>
</tbody>
</table>

**INSIGHT Program**

INSIGHT is an acronym for Intensive Study of Integrated Global History and Theology and is a cohort-based global studies track for visiting undergraduate students of Trinity International University. These courses are not offered on the Deerfield campus, nor are they available for students who have already matriculated at TIU as degree-seeking students. Students in the track enroll in the following four 9-credit courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 110</td>
<td>Ancient World</td>
<td>9</td>
</tr>
<tr>
<td>IDS 111</td>
<td>Classical World</td>
<td>9</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>IDS 112</td>
<td>Medieval and Expanding World</td>
<td>9</td>
</tr>
<tr>
<td>IDS 113</td>
<td>Modern World</td>
<td>9</td>
</tr>
</tbody>
</table>
Online Programs

Trinity offers five majors completely online, enabling students to complete their major through convenient online delivery. Currently, Business, Christian Ministry, Criminal Justice, Human Services, and Psychology degrees can be completed online. See online admissions (p. 266) for admission requirements.

Students may also take individual courses online (p. 87); look for "online" delivery mode in the course description.

Online Programs

- Business (p. 244)
- Christian Ministries (p. 246)
- Criminal Justice (p. 251)
- Psychology (p. 252)

Business

The online degree program in Business is designed to prepare leaders of integrity who hold fast to the word of God. Based in the liberal arts tradition, the major is designed to help students develop skills applicable throughout their lives by starting and working in many different types of organizations, including large and small businesses, nonprofits, and ministries.

Trinity’s Business curriculum has a bias toward practical application. This allows working students to immediately use course concepts on the job. Because most of the program’s professors have had careers in their area of expertise, students gain a “real world” perspective on course topics. All faculty are committed Christians who will challenge students to understand how their faith can help them navigate the complexities of organizational life while honoring God and serving people.

In addition to the Trinity College general education courses, students in the major take a core of 37 hours of Business classes. These are designed to equip them with the foundational skills necessary for leading and managing in dynamic environments. Students also take 12 additional hours in one of three emphases: Management, Ministry and Nonprofit Management, or Social Entrepreneurship. Emphases are specifically designed to help students gain administrative skills to serve others and make a difference in the world.

All students in the Business program must demonstrate proficiency in algebra and computer skills. Algebra proficiency may be demonstrated by a Math ACT score of 18 or higher, successful completion of a college-level algebra course, or achieving a passing score on the CLEP exam in College Algebra. Computer Skills proficiency may be demonstrated by a high school or college transcript documenting the successful completion of a computer skills course, completion of CIS 110 or other college-level computer skills course while enrolled in the program, or achieving a passing score on the CLEP exam in Information Systems and Computer Applications.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 181</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 223</td>
<td>Managerial Accounting and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics 1</td>
<td>4</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management 2</td>
<td>3</td>
</tr>
<tr>
<td>BUS 440</td>
<td>Seminar in Management Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphases**

Select one of the following emphases: 12

**Total Hours**

49

---

1. MA 120 required prerequisite if Algebra proficiency not met
2. CIS 110 required prerequisite if Computer Skills proficiency not met
### Management Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Ministry and Nonprofit Management Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 372X</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select two of the following:</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Social Entrepreneurship Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 391</td>
<td>Entrepreneurial Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td></td>
</tr>
<tr>
<td>BUS 392</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td><strong>Select at least two from the following, depending upon your area of social interest:</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td></td>
</tr>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice (with permission)</td>
<td></td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>BUS 372X</td>
<td>Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry (with permission)</td>
<td></td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming (with permission)</td>
<td></td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry (with permission)</td>
<td></td>
</tr>
<tr>
<td>HPW 334</td>
<td>Management of Sport and Wellness</td>
<td></td>
</tr>
<tr>
<td>IDS 200</td>
<td>Law, Justice and Culture</td>
<td></td>
</tr>
<tr>
<td>MUE 332</td>
<td>Methods and Theory of Music Drama Production</td>
<td></td>
</tr>
<tr>
<td>MUE 432X</td>
<td>Choral Conducting Methods and Literature (with permission)</td>
<td></td>
</tr>
<tr>
<td>MUW 437X</td>
<td>Music in Worship (with permission)</td>
<td></td>
</tr>
<tr>
<td>PSY 228X</td>
<td>Sport and Wellness Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 360X</td>
<td>Introduction to Social Work</td>
<td></td>
</tr>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td></td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

1 Note: While all of these courses are acceptable options, not all are currently available online. Students should consult with their academic advisor for further information.
Christian Ministries

Our Vision
The Christian Ministries department’s vision is to see graduates walking confidently in their calling for their lives as children of God and servants of His kingdom.

Our Mission
The Christian Ministries Department’s mission is to empower and equip Trinity students theologically and theoretically in the areas of personal maturity, relational competence, and ministry skill in order to engage contemporary culture through Christ.

The program’s goals are to:

- **Personal Maturity.** The Christian Ministries graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.
- **People-Skills.** The Christian Ministries graduate should be able to interact in a relationship-based ministry, which empowers service, initiates discipleship and sustains appropriate biblical spiritual formation.
- **Cultural Engagement.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.
- **Ministry Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan, which accounts for effective leadership and efficient administration.
- **Biblical Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base, which is cognizant of current theory, founded on the Scriptures and theologically sound.

Christian Ministry Major

Choose one of three emphases

- Broad Field (p. 247)
- Family Ministries (p. 248)
- Pre-Seminary (p. 249)

Minors

- Biblical Studies (p. 250)
# Broad Field Emphasis

The Christian Ministry major with the Broad Field emphasis maintains a full ministry scope for the person who desires to prepare for an effective ministry of discipleship across many fields or a more "customized" approach to fit the direction of the student.

## Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
</tr>
</tbody>
</table>

## Integrated Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 224</td>
<td>Integrated Field Experience - Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CM 225</td>
<td>Integrated Field Experience - Small Group Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 324</td>
<td>Integrated Field Experience: Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CM 325</td>
<td>Integrated Field Experience - Ministry Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

## Specific Ministry Strategies

Select three of the following: 9

- CM 175 Foundations of Youth Ministry
- CM 215 Foundations of Children's Ministry
- CM 315 Principles of Family Ministry
- CM 400 Principles of Adult Ministry

## Finishing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
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</table>

## Biblical Studies Required Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 48
# Family Ministries Emphasis

## Description
The Christian Ministry major with an emphasis in Family Ministries maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry expertise. The family ministries specialization lays a foundation for an effective ministry of discipleship across the age-span within the context of a local church ministry.

## Coursework

### Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
<td>3</td>
</tr>
<tr>
<td>or CM 201</td>
<td>Survey of Christian Education</td>
<td></td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
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</table>

### Integrated Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 224</td>
<td>Integrated Field Experience - Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CM 225</td>
<td>Integrated Field Experience - Small Group Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 324</td>
<td>Integrated Field Experience: Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>CM 325</td>
<td>Integrated Field Experience - Ministry Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Family Ministry Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CM 280</td>
<td>Psychological and Sociological Foundations of Family</td>
<td>3</td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
<td>3</td>
</tr>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td>3</td>
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</table>

### Specific Ministry Strategies

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 215</td>
<td>Foundations of Children's Ministry</td>
<td></td>
</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td></td>
</tr>
</tbody>
</table>

### Finishing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required Biblical Studies Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
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### Recommended

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td></td>
</tr>
<tr>
<td>ENG 235</td>
<td>Children's Literature</td>
<td></td>
</tr>
<tr>
<td>PSY 335</td>
<td>Child Development</td>
<td></td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td></td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development</td>
<td></td>
</tr>
<tr>
<td>PSY 360X</td>
<td>Introduction to Social Work</td>
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</tr>
</tbody>
</table>

## Total Hours
51
Pre-Seminary Emphasis

Description
The Christian Ministry major, Pre-Seminary emphasis, maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry. The pre-seminary (pastoral preparation) specialization lays a foundation for an effective ministry of leadership, preaching and shepherding in the context of a local church ministry. It is designed to enable a student to do further graduate studies at a seminary of their choice. It particularly has in view the Advanced Placement MDiv of Trinity Evangelical Divinity School.

Coursework

Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
</tr>
<tr>
<td>GR 121</td>
<td>Elementary Greek</td>
<td>4</td>
</tr>
<tr>
<td>&amp; GR 122</td>
<td>Elementary Greek</td>
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Integrated Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CM 224</td>
<td>Integrated Field Experience - Spiritual Formation</td>
<td>3</td>
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</table>

IFE Elective
Select one of the following:

- CM 225 Integrated Field Experience - Small Group Ministry
- CM 324 Integrated Field Experience: Discipleship
- CM 325 Integrated Field Experience - Ministry Methods

Pastoral Relationships

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 372X</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>or CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Specific Ministry Strategies
Select one of the following:

- CM 175 Foundations of Youth Ministry
- CM 215 Foundations of Children's Ministry
- CM 315 Principles of Family Ministry
- CM 400 Principles of Adult Ministry

Finishing Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
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</tr>
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</table>

Required Biblical Studies Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 52

Advanced Placement Courses
(In addition to the Pre-Seminary emphasis, a student will need 12 additional hours—some can meet general education requirements—to qualify for TEDS Advanced Placement MDiv program.)

BRS 330 Christian Evidences 3
BRS/PH 363X Survey of Religious Diversity 3
PH 182 Ethics 3
Theology Elective 3-6
Cross-Cultural Experience

| Total Hours | 12-15 |

## Recommended

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI/GR 221X</td>
<td>Intermediate Greek</td>
<td>3</td>
</tr>
<tr>
<td>BI/GR 222X</td>
<td>Intermediate Greek</td>
<td>3</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 360X</td>
<td>Introduction to Social Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 21

## Biblical Studies Minor

Coursework for the Minor in Biblical Studies

### Biblical Studies Required Coursework (embedded):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3</td>
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</tbody>
</table>

### Additional General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>IDS 150</td>
<td>Foundations of Christian Thinking and Living</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 24
Criminal Justice

Within a Christ-centered liberal arts curriculum, the mission of the Criminal Justice Program is to provide students with a strong foundation in the studies of criminology including criminal law, legal systems, corrections, and policing in order to prepare them to enter advanced programs in legal studies and law enforcement, and for allied careers in the criminal justice field.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should also have skills in using word processing, spreadsheets, and databases.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 300</td>
<td>Legal Writing and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 320</td>
<td>Police and Societal Interactions</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 351</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 360</td>
<td>Race, Gender, Ethnicity, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 361</td>
<td>Juvenile Justice and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Police Response to Protests, Riots, and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 445</td>
<td>Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 460</td>
<td>Victimology and Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>Criminal Justice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 255</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
<td>3</td>
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</table>

**Total Hours**

49
Psychology

Through the online Psychology Major, students are not only prepared for graduate school and the workplace, but they also learn how to better understand themselves and relate with others in an effective manner. Starting with a Christ-centered curriculum, students can learn the knowledge and skills to be part of God's restorative work in a fallen world.

The online courses are a subset of the all of the Psychology Department's offerings and are chosen and sequenced to not only complete the Psychology major, but to complete an emphasis in Counseling Psychology. This emphasis has wide applications to community, church and home, but is designed to prepare students for further training in the people helping professions.

The curriculum link will show the list of courses that are offered online. Other courses from the Psychology Department, which are not offered online, may be used to fulfill the requirements of the Psychology major and also to fulfill the requirements of the Counseling Psychology emphasis. (See the full list of courses that can be used to fulfill requirements of the major and the various emphases in the Psychology Department section of this catalog.)

### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 141</td>
<td>Psychology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 346X</td>
<td>Research Methods and Design</td>
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### Developmental Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3</td>
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</table>

### Theory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Theories of Learning</td>
<td>3</td>
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### Application Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3</td>
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### Integrative Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
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### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Internship I</td>
<td>3-6</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
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</table>

Total Hours: 47-50

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Counseling Psychology Emphasis

### Theory Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
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### Clinical Course

<table>
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<th>Title</th>
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<tbody>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
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### Specialty Course

Select one of the following: 3

<table>
<thead>
<tr>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
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### Practical Courses

Select two of the following: 6

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>PSY 345/445/470X</td>
<td>Internship I (counseling related only)</td>
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</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
<td></td>
</tr>
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</table>

### Professional Issues Course
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
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<td>18</td>
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</table>
REACH Adult Undergraduate Program

Purpose and Mission

Since its inception in 1983, REACH has been committed to providing adult learners with quality Christian higher educational opportunities in the liberal arts and professions in the context of a Christian worldview. Programs maximize convenience, relevance, and service to students while helping them grow as whole individuals through engaging instruction and stretching curricula. Though originally designed as a degree completion program, REACH now offers admission to students with no prior college experience. The REACH program provides adults with a means to complete degrees that will draw on past experience and provide tools for life. Through the REACH program will grow spiritually, intellectually, vocationally, and relationally and will have the tools to continue that growth throughout their lives.

An Overview

The REACH program of Trinity College offers unique opportunities for adult learners to enhance their professional goals through accelerated education. The degree earned is the same Bachelor of Arts offered through Trinity’s traditional programs and is accredited by the Higher Learning Commission.

The programs offer a means for busy adults to complete their undergraduate degree in a convenient and timely manner. Adults may enter REACH with any number of prior college credits and, through taking accelerated courses one at a time, may finish their degree with maximum speed and minimum inconvenience. To make this happen, REACH offers clusters of courses that proceed in sequence. When a group of students desiring a particular major cohort is gathered, they begin the course sequence. Faculty cycle through, but the students in the cohort stay together. Major cohort schedules can take between eighteen and thirty months to complete.

To finish a Bachelor of Arts degree, students may combine several general education clusters to meet the graduation requirements. Single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, seek credit for prior experiential or job-related learning, or take courses from the traditional or online campus to meet graduation requirements.

REACH is guided by these understandings of the adult learner:

- **Adults are busy and have many competing responsibilities.** To introduce any educational program into already full schedules is a considerable challenge. With work responsibilities, church activities, civic efforts, and the never-ending task of raising children, finding time for classes can be difficult. The fewer scheduling adjustments and the more learning that can be done at times convenient to the student, the better the educational design fits the busy adult.

- **Adult students are motivated to learn.** Adults who choose to return to school after a time in the workforce are typically ready to give the effort needed to benefit from classes for which they are sacrificing. Because of this, learning proceeds much more quickly and faculty do not have to spend valuable time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level or quality in their academic pursuits.

- **Adults have learned discipline.** As a result of being in the workforce and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the REACH program. Assignments can be completed, and completed well, within tight time frames despite busy schedules and varied responsibilities to work, family, church, and society.

- **Adults have broad life experiences.** Learning theory tells us we learn by relating abstractions to memories of past experiences. For this reason, persons who have experienced a work environment and been placed in leadership positions in the past are better able to absorb concepts of management and leadership. Individuals who have wrestled with the loss of a loved one can relate to philosophical questions of mortality and the problem of evil. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

- **Adults desire relevance.** If a subject immediately relates to a current task or a contemporary problem, ears perk up and brains respond appropriately. Working adults encounter situations where their learning may be consistently applied and thus are more motivated and better able to learn.

- **Adults have developed skill in independent learning.** REACH courses seek to foster this skill. To succeed in life, adults have by necessity learned to seek information on their own from a variety of sources. Assuming this ability to independently gather and process information, our adult programs rely on students to grasp more knowledge and skills on their own without a teacher being the fountain from which all information flows.

- **Adults learn best when they are personally involved.** The more active people are in their own learning, the better the learning. If individuals are only called upon to listen to a “talking head,” little learning takes place. When learners interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, the learning is deep and retention is long. For this reason REACH seeks to create situations for active learning.

- **Adults have many insights of their own.** Experience is a tremendous teacher. As individuals go through life, they gain new perspectives and insights based on the events that have occurred around them. When a group of adults who have varied backgrounds, travels, and work experiences gathers, the accumulated knowledge and wisdom is considerable. To rely solely on one faculty member’s thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is valued more highly than lecture in REACH classes.

- **Adults can direct their learning to fill gaps in their knowledge.** Reading and research outside the classroom allow students to fill in gaps between their current knowledge and the knowledge necessary to meet the objectives of the liberal arts and professional courses that are part of the REACH program. Adults are able to recognize where there is still much to learn and have the discipline and learning skills to focus on those areas where they most need to concentrate.

- **Adults learn well in groups.** Group learning is widely recognized as an effective learning process. Peers tutor each other in groups. There is emotional support in groups. Warm friendships develop in groups, resulting in a positive climate for learning. Ideas and learning that would not have occurred individually happen in groups as a synergy is created. Weaknesses in one student are offset by the strengths of others in groups. Teamwork, cooperation, and leadership skills are fostered within groups.

The REACH Program

- Provides adult students a flexible means of completing their entire undergraduate degree in a reasonable time frame without forcing students to abandon work or family responsibilities.
Students can enter the program at various stages in their academic career and enroll in cohorts that proceed one course at a time. Cohorts can be combined to form an entire degree program supplemented by transfer hours, elective courses, credit for learning outside the classroom, and credit by examination. To complete an undergraduate degree through Trinity, students must fulfill the general education requirements, complete a major, and earn a total of 124 credits.

**REACH Standard Framework**

- **REACH** is designed to be a nonresidential program.
- Classes meet one time per week (or every other week) for a four-hour block.
- Students generally take one course at a time.
- Students generally stay with the same group of people through their major, forming a cohort.
- Classes meet for five to seven weeks.
- Classes may be subdivided into study groups expected to accomplish group tasks in addition to individual work.
- Skills that cross the curriculum are deemed just as important as the content specific to courses.
- Interaction is emphasized in the classroom, focusing on integrative activities and student input. Prior learning is valued and drawn upon to enhance the educational environment.
- Integrative papers are the primary means of evaluation, though tests may be used when appropriate to the content.

**Goals Across the Curriculum**

The key question that constantly confronts the curriculum in our rapidly changing society is “What educational qualities will allow an individual to succeed and thrive in the unfolding future?” Eight competencies rise to the top. Trinity seeks to enhance these abilities across the curriculum for each of the REACH degree programs. They are as follows:

1. **Integration of a Christian worldview**: The ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships, and issues and then to discern responses consistent with that perspective
2. **Self-knowledge**: A willingness to examine oneself, including one’s emotions, temperament, values, goals, experiences, preferences, habitual processes, and identity structure
3. **Open-minded inquiry**: The commitment to explore, understand, and appreciate divergent perspectives, values, and cultures without losing identity through premature closure or complete relativism
4. **Critical thinking**: The evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of one’s own beliefs and viewpoints
5. **Aesthetic appreciation**: Love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic
6. **Organizational effectiveness**: The ability to effectively participate in organizational settings, including working in teams, giving leadership, and solving problems creatively
7. **Communication**: Competency in reading, writing, speaking, listening, and collaboration
8. **Lifelong learning**: Awareness of foundational questions and knowledge structures in a variety of disciplines, coupled with curiosity, a desire to learn, and skills in self-direction

**Second Bachelor’s Degree Option**

Applicants to the REACH Program who already hold a regionally accredited bachelor’s degree will be allowed to pursue and, if all the requirements are met, earn a second bachelor’s degree from Trinity. From a student’s existing bachelor’s degree coursework, we would transfer applicable general education and elective credits that meet current Trinity degree requirements for the second bachelor’s degree program. Also, students would be required to complete the major, as well as IDS 105, BI 101 and BI 111, if they do not transfer in those equivalent courses.

**Student Manuals**

No later than two weeks prior to the start of each course, students should secure a copy of the Student Manual for that course. This extended syllabus details all course objectives, materials, and requirements and may contain worksheets and reading material necessary for the course. Since most courses have assignments due the first night of class, it is imperative that the student consults the student manual at an early date to be adequately prepared.

The course manuals can be found at https://my.tiu.edu (you will need to enter your Trinity login information), then Academics, then Syllabi & Manuals, then REACH Manuals. The books for courses are also listed in the course manuals.

To guarantee a well-rounded liberal arts education, the college requires all REACH students to gain understanding in a variety of fields. These requirements can be met by taking REACH general education courses, through transfer credit, credit for prior college-level learning, or credit by examination. Before graduating, students must have 45 credit hours of general studies distributed in the following way.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 105</td>
<td>Foundations for Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least one field:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology of Adolescence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least two fields:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics and Business</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Education
- Political Science
- Psychology
- Sociology
- Health and Wellness

Humanities
Select at least three fields: 12
- Fine Arts (Art, Music, and/or Theatre excluding performance)
- English (excluding composition)
- Speech
- Foreign Language
- History
- Literature
- Philosophy

College Writing
Select 6 hours 6

Science
Select at least one field: 3
- Biology
- Geology
- Astronomy
- Chemistry
- Physics
- Earth Science

Math or Computer Science
Select three hours 3

Intercultural Study
Students must give evidence of exposure and sensitivity to diverse cultures. They may accomplish this through any of the following means. Select one:
- Travel or internship, with learning documented through a life learning paper
- Domestic intercultural study or work, with learning documented through a life learning paper
- One year (two semesters) of college-level foreign language study
- Approved course emphasizing intercultural studies

Total Hours 45

1. IDS 105 must be completed as the first course in the REACH program for all incoming degree-seeking students.
2. May also be met through taking HI 101, HI 102, and HI 103.
3. Must have significant lab or fieldwork component.
4. Math must be college algebra or above; computer must be general introduction, not programming, and completed within the past five years.

Satisfying General Education Requirements

The following REACH courses can be used to satisfy general education requirements:

Graduation Requirement

IDS 105 | Foundations for Adult Learning | 3
---|---|---

New Testament
BI 101 | Understanding the Old Testament | 3

Old Testament
BI 111 | Understanding the New Testament | 3

Psychology
Select three hours of the following: 3
- PSY 140 | Introduction to Psychology
- PSY 330 | Developmental Psychology
- PSY 337 | Psychology of Adolescence
- PSY 339 | Adult Development

Social Science
Select six hours of the following: 6
- HPW 180 | Introduction to Health and Wellness
- POL 250 | American Government
- PSY XXX | Any PSY course satisfies part of this requirement
- SOC XXX | Any SOC course satisfies part of this requirement
- BUS XXX | Any BUS course satisfies part of this requirement

Humanities
Select 12 hours of the following: 12
- COM 112 | Speech
- ENG 222 | Studies in Fiction
- ENG 305 | Argumentation and Persuasive Speaking
- ENG 308 | Nineteenth-Century Women Authors
- ENG 355 | Literature and Ideas
- HI XXX | Any HI course satisfies part of this requirement
- MUH 231 | Music Appreciation
- PH 350 | Asian Religious Thought

English Composition
- ENG 111 | Critical Thinking and Writing | 3
- ENG 115 | Writing and Research | 3

Science
Select three hours of the following: 3
- BIO 145 | Human Biology
- BIO 300 | Environmental Conservation
- PS 101 | Earth Science

Math or Computer Science
Select three hours of the following: 3
- CIS 230 | Applied Computer Technology
- MA 119 | College Algebra
- PSY 280X | Introductory Statistics
- PSY 285X | Statistics

Intercultural
Select three hours of the following: 3
- COM 335 | Intercultural Communication in a Global Context
- PH 350 | Asian Religious Thought
- SOC 330 | Race and Ethnic Relations
Electives

Elective credit may also be required to satisfy the 124-credit hour requirement for graduation. After completing all general education requirements and major requirements, elective credit may be needed to fulfill the outstanding credit requirement. Electives can be met through transfer credit, credit for prior college-level learning, credit by examination, or by taking REACH general education courses.

Because of the integrated nature of the courses in each major and the elements that are built across the curriculum, students must take from Trinity a majority of the courses that constitute the major. A maximum of 33 percent of the total credit hours for any REACH major may be accepted as transfer credit.

REACH Adult Undergraduate Majors

- General Business Major (p. 259)
- Business Administration Major (p. 259)
- Christian Ministries Major (p. 261)
- Criminal Justice Major (p. 260)
- Liberal Arts Major (p. 262)
- Nonprofit Administration Major (p. 261)
- Organizational Leadership Major (p. 260)
- Psychology Major (p. 263)

Dual Degree Programs for Adult Undergraduates

Bachelor of Arts / Master of Arts in Leadership (p. 233)

Trinity College offers the following certificates for non-degree-seeking students.

Certificate in Bible and Theology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following recommended courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>IDS 150</td>
<td>Foundations of Christian Thinking and Living</td>
<td></td>
</tr>
<tr>
<td>Any BI/BRS elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

Certificate in Christian Ministries

Ministry Foundations:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3</td>
</tr>
<tr>
<td>or CM 181</td>
<td>Spiritual Formation</td>
<td></td>
</tr>
</tbody>
</table>

Intercultural Ministry:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministry</td>
<td>3</td>
</tr>
<tr>
<td>or CM 210</td>
<td>Ministry in its Cultural Context</td>
<td></td>
</tr>
</tbody>
</table>

Evangelism:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>or CM 321</td>
<td>Theology and Practice of Evangelism</td>
<td></td>
</tr>
</tbody>
</table>

Teaching the Bible:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any CM elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 15

Assessment of Prior Learning

Trinity College recognizes that adult students have had many learning experiences prior to their entrance into the REACH Program. REACH offers a variety of ways through which students may be able to earn college credit for learning acquired through these life experiences. This learning may have been acquired through professional/job endeavors, ministry/church activities, personal or family events, or education in unaccredited settings. Students may receive credit for college-level learning gained through these experiences, not for the experiences themselves. This learning may be demonstrated in a variety of ways:

- Credit by examination through CLEP and DSST
- ACE assessed credit for military training
- Life Learning Papers (LLP)
- Business and Professional Training (BPT)
- Advanced Placement (AP) credit

The following questions are designed to clarify how you might receive college credit through these options.

1. Who do I talk to about PLA at REACH?

The Director of Academic Programs manages the PLA process. Talk to your Student Services Associate about your options. If you are a new student, talk to your admission representative about PLA.

2. What is the limit for PLA credit?

A maximum of 82 credits can be granted for prior learning and/or transfer credit. This includes credit awarded by CLEP/DSST, Life Learning Papers, and Business and Professional Training.

3. Can I use PLA to substitute for core requirements of a major?

Yes. A maximum of 3 credits of Prior Learning credits may be used for core requirements in a major. PLA credits may also be applied to general education or general electives for the degree.

Note: Prior Learning credit is not an option for education majors in any category.

4. What is CLEP/DSST?

College-Level Examination Program (CLEP) is administered by the Educational Testing Service (ETS). ETS also administers the STA, ACT, and other exams. More information can be found
College-level learning must demonstrate the following characteristics:

- Be measurable through documentation
- Be at a level of achievement defined by faculty as university equivalent or consistent with the learning of other students in university studies
- Be applicable outside of the specific job or context in which it was learned
- Have a knowledge base
- Be reasonably current
- Imply a theoretical or conceptual, as well as practical, understanding
- Show some relationship to degree goals and/or lifelong learning goals
- Not repeat learning for which credit has already been earned

6. What is ACE?

The American College on Education is composed of more than 1,500 institutions of higher learning and national and regional education associations and is the major nongovernmental body concerned with postsecondary education. ACE evaluates military and professional training programs, determines the level of learning, and recommends the amount of credit that should be granted. At the present time, REACH accepts credit for military training through ACE. Transfer credit is determined based on an assessment conducted through the records office. More information can be found at www.acenet.edu (http://www.acenet.edu).

7. What is a Life Learning Paper?

Life Learning Papers (LLPs) earn credit by demonstrating college-level learning acquired through life experience apart from formal training. This can include learning from a variety of settings, including travel abroad, family, and work and ministry experiences. Learning is demonstrated through writing a paper clearly describing learning outcomes. Faculty evaluate the LLPs. Students must participate in a Prior Learning Assessment Workshop before they can pursue such credit. For planning purposes, an early start on this process is encouraged. Credit in this area is granted based on CAEL (Council for Adult and Experiential Learning) standards.

8. What is Business and Professional Training (BPT)?

Business and Professional Training (BPT) demonstrates college-level learning through nontranscribed training experiences such as workshops and conferences. The student verifies learning through providing documentation regarding the curriculum, organization, trainers/teachers, and hours. Faculty evaluate the BPTs. Students must participate in a Prior Learning Assessment Workshop before they can pursue such credit.

9. What is college-level learning?

College-level learning must demonstrate the following characteristics:

- Be measurable through documentation
- Be at a level of achievement defined by faculty as university equivalent or consistent with the learning of other students in university studies
- Be applicable outside of the specific job or context in which it was learned
- Have a knowledge base
- Be reasonably current
- Imply a theoretical or conceptual, as well as practical, understanding
- Show some relationship to degree goals and/or lifelong learning goals
- Not repeat learning for which credit has already been earned
General Business Major

To complete a major in General Business, a student needs to complete the following 36 hours:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280X</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Business Administration Major

To complete a major in Business Administration, a student needs to complete the 36 credit hour core (see below) and at least one 12 credit concentration, for a total of 48 hours:

**Business Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280X</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

**Concentrations**

**Nonprofit Administration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 214</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Board Governance and Volunteer Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 376</td>
<td>Nonprofit Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Marketing**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 331</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 433</td>
<td>Marketing Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Human Resource Management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BUS 355</td>
<td>Personnel Evaluation and Coaching</td>
<td>3</td>
</tr>
<tr>
<td>BUS 356</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Organizational Leadership**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 340</td>
<td>Visionary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 341</td>
<td>Leading Teams</td>
<td>3</td>
</tr>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 471</td>
<td>Leadership and Organizational Culture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**Criminal Justice Major**

*Strongly Recommended General Education Courses*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should also have skills in using word processing, spreadsheets, and databases.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 300</td>
<td>Legal Writing and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 320</td>
<td>Police and Societal Interactions</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 351</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 360</td>
<td>Race, Gender, Ethnicity, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 361</td>
<td>Juvenile Justice and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Police Response to Protests, Riots, and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 445</td>
<td>Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 460</td>
<td>Victimology and Restorative Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>Criminal Justice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 255</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**Organizational Leadership Major**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Nonprofit Administration Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 214</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 302</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 328</td>
<td>Quantitative Skills for Managers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Board Governance and Volunteer Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 376</td>
<td>Nonprofit Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 335</td>
<td>Intercultural Communication in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

Christian Ministries Major

BI 101 and BI 111 are prerequisites for all upper division Bible courses in the Christian Ministry major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BRS/HI 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select five of the following courses, with at least two courses from Old Testament and two courses from New Testament:</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Old Testament:</td>
<td></td>
</tr>
<tr>
<td>BI 302</td>
<td>Pentateuch</td>
<td></td>
</tr>
<tr>
<td>BI 304</td>
<td>Old Testament Prophetic Books</td>
<td></td>
</tr>
<tr>
<td>BI 306</td>
<td>Old Testament Poetic Books</td>
<td></td>
</tr>
<tr>
<td>BI 308</td>
<td>Old Testament Historical Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Testament:</td>
<td></td>
</tr>
<tr>
<td>BI 312</td>
<td>Life of Christ</td>
<td></td>
</tr>
</tbody>
</table>
## Liberal Arts Major

Students must take a minimum of 9 credit hours in each of the following areas:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History, Philosophy, Art, and Music</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>English and Communication</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Biblical and Religious Studies</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Science and Mathematics</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Social Sciences</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Hours** 45

Students must take a minimum of 6 upper-level credit hours (i.e., 300-level or above) in at least four of the five areas, with a total of at least 30 credit hours being upper level.

### Concentrations

**Pastoral Leadership**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 214</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Board Governance and Volunteer Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CM 211</td>
<td>Theology and Practice of Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 381</td>
<td>Introduction to Preaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 12

CM 446 is taken concurrently with other courses, typically in the second half of the major sequence.

### Nonprofit Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 214</td>
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<td>BUS 373X</td>
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<td>3</td>
</tr>
<tr>
<td>BUS 376</td>
<td>Nonprofit Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 12

### Counseling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 381</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 382</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 384</td>
<td>Parent Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 12
# Psychology Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology ¹</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 346X</td>
<td>Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 371</td>
<td>Dynamics of Group Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
<td>3</td>
</tr>
</tbody>
</table>

## Concentrations

Select one of the following two concentrations

<table>
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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 384</td>
<td>Parent Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

¹ PSY 140 is a prerequisite for all upper division coursework in the Psychology major.

## Concentrations

### Counseling

<table>
<thead>
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</thead>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
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</tr>
<tr>
<td>PSY 384</td>
<td>Parent Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12

## Nonprofit Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
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</tr>
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</tr>
<tr>
<td>BUS 376</td>
<td>Nonprofit Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 12
Undergraduate Admissions

- Traditional Undergraduates (p. 264)
- Online Programs (p. 266)

Traditional Undergraduate Admissions

Dear Prospective Student,

The following information is designed to give you a clear understanding of the admissions requirements and how to complete your application (http://www.tiu.edu/apply) to Trinity International University. Please review the information carefully and contact our team if there is anything we can do to assist you in the process. Please contact us at 847.317.7000 or email us at admissions@tiu.edu. We are here to help you navigate the college search in any way we can and are grateful that you are considering Trinity to further your education.

Sincerely,

Jordan Bryant
Director of Undergraduate Admissions

Trinity cordially invites you to visit our campus and live a day in the life of a Trinity student. Whether you choose to visit during one of our special visit events or schedule a personalized visit, you will get a firsthand, up-close-and-personal view of life at Trinity. The following information will introduce you to the different opportunities we offer for campus visits. To set up a visit, fill out the reservation form on our website (http://www.tiu.edu/visit) or in our campus visit brochure, call our office toll-free at 847.317.7000, or e-mail us at admissions@tiu.edu.

Preview Day Events

Our visit events are a great opportunity to learn about Trinity and meet other prospective students and their families. There are four Preview Day events: Fall Preview (October & November), Winter Preview (February), and Spring Preview (Late March, Early April). Each event is slightly different, but all of them include the following:

- President’s Welcome breakfast
- Campus Life Speakers
- Chapel Service
- Campus and Residence Hall Tours
- Class Visit
- Lunch in Hawkins Hall
- Interaction with Admissions staff
- Overnight Stay in Residence Halls (optional)

Personalized Visits

If you can’t make it to a Preview Day, you can arrange a personalized visit at no cost. Personalized visits are available Monday-Friday, 9:00 a.m.–4:00 p.m., and can include your choice of the following options: meetings with faculty, coaches, directors, financial aid, enrollment counselor, a campus tour, class visit, a chapel service, meals on campus, and overnight accommodations in the residence halls for students. Please plan your visit with us at least one week in advance by e-mailing admissions@tiu.edu or by calling 847.317.7000.

Steps to Admission

Online Application

Complete the online application (http://undergrad.tiu.edu/admissions/apply).

Spiritual Recommendation

Please have a youth pastor, mentor, or church leader who knows you personally complete the recommendation form (http://tiu_forms.formstack.com/forms/sr_contact_information). Required of all applicants for acceptance.

Official High School Transcripts

Contact your school to request that your official transcripts be sent to Trinity. Required of all applicants for acceptance. Home-schooled students must submit transcripts from any high school attended, a transcript with all courses taken as a home-schooled student, and information/explanation of curriculum used for home schooling.
Official College Transcripts (if applicable)
Request official college transcripts from each college you have attended. Your application cannot be processed until we receive all official college transcripts. Transcripts will be evaluated upon acceptance by the Records Office.

ACT/SAT Test Scores
Trinity accepts either ACT or SAT test scores. Please specify Trinity on each test application (ACT code # 1150; SAT code # 1810). If you did not request your scores to be sent to Trinity directly through the testing center, please visit their website and request the scores be sent to Trinity. If your ACT or SAT is listed on your official high school transcripts, you do not need to send a separate report to the admissions office. Please confirm this with your guidance counselor. All applicants with fewer than twelve college-level transfer credits earned at a post-secondary institution must submit ACT or SAT scores to be considered for admission. For the ACT, Trinity recommends, but does not require, students to take the writing portion. Only the Math and Critical Reading sections of the SAT score will be considered for admission.

Please send all required admissions pieces (transcripts, test scores, etc) to:

Trinity International University
Attn: Admissions Operations
2065 Half Day Road
Deerfield, IL 60015

Financial Aid
Trinity suggests that students complete the Free Application for Federal Student Aid (http://www.fafsa.gov) (FAFSA). This form should be completed by March 1 to ensure the best financial aid package possible. Every student who completes the FAFSA will receive a minimum of $2,000 in institutional aid. The school code is 001772.

Enrollment Deposit
Upon acceptance, students deposit holds your place at Trinity College and in the residence hall. For those students living on campus, the enrollment deposit is $150.00. For students commuting to campus, the enrollment deposit is $100.00. Both deposits are fully refundable until May 1 of the anticipated enrollment year. The deposit form is available online (http://undergrad.tiu.edu/admissions/accepted/secure-your-spot).

Room Reservation Form
The room reservation form is available online (http://undergrad.tiu.edu/admissions/accepted/secure-your-spot) and must be completed to reserve your housing.

Health Forms
The health forms (http://undergrad.tiu.edu/wp-content/uploads/sites/10/2015/04/Immunization_Form_updated-logo.pdf) must be completed before starting classes, but it is not necessary to complete an application.

Traditional Undergraduate Admission Requirements
Trinity prepares Christian young people to dream big about their chosen path of study and future profession. Therefore, we evaluate an applicant’s academic promise, motivation, and Christian commitment. Admission to Trinity is available to those who have:

• A high school diploma or successful completion of the GED
• A minimum 2.5 high school GPA on a 4.0 scale
• A recommended minimum of college prep courses in the following:
  • English: four years
  • Science (including one lab science): two years
  • Social Studies: two years
  • Foreign Language, Music, Art: two years
  • Mathematics (including Algebra and Geometry): two years
• A minimum ACT score of 19 and/or SAT score of 900
• Provided a favorable recommendation from a pastor
• Submitted an application with the $25 application fee
• Graduated in the top half of the high school class

Students who do not fully meet the academic requirements for admission are considered if there are factors that point to probable success. This decision is made by the Admissions Committee.
Applicants for whom English is not their native language must take the Test of English as a Foreign Language (TOEFL). Applicants with acceptable TOEFL scores may enroll provided all other admissions requirements are acceptable. Applicants whose scores are not acceptable are expected to complete an intensive course in English as a foreign language at one of the many recognized language centers throughout the country.

The State of Illinois requires incoming students to submit written proof of immunity to measles, mumps, rubella, and tetanus/diphtheria. Immunization records need to be verified by a health care provider and then sent to Trinity Health Services. Students who are taking less than 6 hours of credit or were born prior to 1957 are exempt from this law. For more information, please contact Health Services at 847.317.6698.

Trinity International University does not discriminate on the basis of race, sex, age, national or ethnic origin, marital or parental status or handicap in student admissions, financial aid, educational and athletic programs, or employment in all other areas. Under these nondiscriminatory policies persons will not be excluded by reason of physical handicap provided they are otherwise qualified for admission as students at Trinity International University. In all other areas, Trinity reserves the right to deny admission to any student for any reason it deems adequate.

Transfer applicants are welcome at Trinity. Approximately one-third of the new students each year are transfers. A graduate of a Bible institute or community college with a breadth of courses may wish to consider the General Studies major, an interdisciplinary program that allows entrance to advanced areas of study.

Once accepted to TIU, transfer work will be evaluated. (Those wishing an evaluation sooner should make that request to the Admissions Office.) Though practicing a fairly liberal transfer policy, the university reserves the right to accept only courses that are equivalent in content, objectives, and extent to those offered by Trinity. Students may receive credit for subjects not offered at Trinity when approved by the Associate Dean and validated by the University Registrar. For further information see the Transfer Credit Policy (p. 85).

### Online Program Admissions

#### Admissions Requirements – Online Undergraduate Programs

Trinity offers several majors completely online. These programs allow students to complete a Trinity degree a convenient online delivery.

Admission to Trinity online programs is available to those who have met the following requirements:

<table>
<thead>
<tr>
<th>Diploma / GED</th>
<th>Have a high school diploma, verified by transcript or official GED score report</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>Earned a cumulative minimum overall GPA of 2.0 on all prior college work (if applicable)</td>
</tr>
<tr>
<td>Demonstrated Writing Proficiency for college-level work by one of the following:</td>
<td></td>
</tr>
<tr>
<td>1. Prior College Course Work</td>
<td>• Have earned 16 or more college credits, with a cumulative overall GPA of 2.5. (Technical credits are not considered in meeting this criterion)</td>
</tr>
<tr>
<td></td>
<td>• AND Have been enrolled in college-level coursework within the most recent five years</td>
</tr>
<tr>
<td></td>
<td>• AND Have completed a two-course college English composition sequence with grades of C or better in both courses.</td>
</tr>
<tr>
<td>2. Standardized Test Scores</td>
<td>Composite score of 19 (SAT 900) and ACT English score of 19 (SAT 450 verbal).</td>
</tr>
<tr>
<td>3. Writing Placement Test</td>
<td>Satisfactory score on a writing placement test.</td>
</tr>
</tbody>
</table>

### Adult Undergraduate Admissions

#### Standard Admission Requirements - REACH

The standard requirements for admission to REACH course work, no matter how many credits are transferred from other institutions, are as follows:

- Minimum age 23 OR age 21 with two years of work experience before beginning coursework
- For those with no prior college, proof of high school graduation or GED certification is required
- Original transcripts from all previous college/university study indicating a minimum overall cumulative grade point average of 2.0 (using 4.0 scale)
- One pastoral letter of recommendation assessing professional abilities, character, and capacity for university-level study is required for Christian Ministries majors only
A score of at least 71 on the Internet-based, 560 on the written, or 132 on the computer-based Test for English as a Foreign Language (TOEFL) exam by applicants for whom English is not their first language

A passing score on the writing placement test

Applicants who do not fully meet the admissions requirements are considered if there are factors that point to probable success. This decision is made by the Admissions Committee.

Admission for Those Transferring Fewer than 15 Semester Credits

Applicants seeking admission with fewer than 15 college credits may take only lower-division (100–200) courses. Students must complete at least 3 credits toward the English composition requirement within the first year of coursework in the program.

Admission to Upper-Division Courses

Beyond the general admission requirements, additional requirements to any upper-division courses include the following:

- Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of "C" or better was received and an overall 2.0 on a 4.0 scale ("C" includes C, C+)
- Completion of at least 3 credits in college composition with a "C" or better
- Completion of IDS 105R Foundations for Adult Learning—a REACH course

Admission to REACH Majors

Majors in addition to the general admission requirements, a student entering the major cohorts must meet the following criteria:

- Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of "C" or better was received and an overall 2.0 on a 4.0 scale ("C" includes C, C+)
- Completion of at least 3 credits in college composition with a "C" or better
- Completion of REACH composition course when applicable as determined by writing placement test
- Completion of IDS 105R Foundations for Adult Learning—a REACH course

Computer Expectations

Incoming students are expected, at a minimum, to be able to use a personal computer for writing and formatting papers, corresponding via e-mail, and doing basic searches for information on the World Wide Web. Access to a personal computer, printer, and the Internet is expected and necessary in all courses. Although computers, printers, and the Internet are available in computer labs in both Deerfield and South Chicago, it is strongly recommended that all students use their own equipment to complete weekly assignments.

Writing Placement

REACH is a writing-intensive program. Students are expected to achieve a level of writing competence early in their Trinity experience to excel in their studies. In an effort to ensure the success of all students, a computerized writing evaluation will be administered by the REACH admissions staff for students who do not meet all of the following criteria:

- Have 15 or more college credits (technical credits are not considered in meeting this criterion)
- Have been enrolled in school within the last five years • Have a cumulative GPA of at least 2.5 from previous college work
- Have completed English Composition 1 and 2, or the relevant equivalents, achieving a minimum grade of B-

The results of the writing assessment will determine what, if any, writing course(s) students will be required to complete with a "C" or better within the first 24 credits of the REACH program. If students have met all their writing general education requirements and achieve a satisfactory score on the assessment, no further writing courses will be required. If, however, the score is below the determined level on the assessment, students will be required to take the course(s) most appropriate to their level, regardless of whether all general education requirements have been met.

Application Process

Prospective students are encouraged to start the application process early. Incoming students should be registered two weeks prior to the start of class. (Our admissions staff is available to help you with any of these steps.) The application process is as follows:

- Complete the online application (http://reach.tiu.edu/admissions/apply).
- Submit official transcripts from all colleges and universities attended by the applicant to Admissions Operations. Student copies and faxed or hand-delivered copies that are not in an envelope sealed from the sending institution are not considered official and will not be accepted for admission purposes. Please send all required admissions pieces to: Trinity International University Admissions Operations 2065 Half Day Road Deerfield, IL 60015
- For those with no prior college, a photocopy of high school diploma or GED is required.
- Christian Ministries majors: Submit one pastoral recommendation that will be used to assess your character, and academic and professional traits. Recommendations from family members or friends will not be accepted. The character recommendation request is included in the online application for admission.
- A passing score on the writing placement test (see above, "Writing Placement"). Appointments should be made with an admissions counselor to complete this assessment.
- If English is not your primary language, you must take the Test of English as a Foreign Language (TOEFL) exam. A score of at least 71 on the Internet-based, 560 on the written-based, or 132 on the computer-based TOEFL is required for admission to the program. If you score below this requirement, you are expected to complete an intensive course in English as a foreign language at one of the many recognized language centers throughout the country before being considered for admission to the program.
• Upon completion of all admissions requirements, REACH Admissions will evaluate your application packet for admission. You will then be notified of your admission status.

• If you are offered admission, confirmation of your acceptance of admission is required. A nonrefundable Confirmation Fee, payable to Trinity International University, must be received to confirm your acceptance of admission and intent to register. At this time you will also confirm your course schedule.

• Although not required for admission, you are strongly encouraged to complete the FAFSA (Free Application for Federal Student Aid) form. The FAFSA is available online and should be completed as early in the admission process as possible since some types of aid are available only at certain times of the year. More details are provided in the financial aid section.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through a Certificate of Finance
4. Applicant has submitted a US $2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity’s International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.

Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (COF) must identify monies readily available for the first year of study and document additional funding for the duration of the student’s program. Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds from US $25,000 to US $30,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US $2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a $125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1 and B-2) may be admitted as Visiting Students and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student’s ability to secure an F-1 visa in the future should their educational goals change.
A Message from the Dean

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

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

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

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

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

Programs

Certificate Programs
Certificate in Christian Studies

Master’s Programs

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

Master of Arts Professional Programs (MA in)
- Master of Arts in Chaplaincy and Ministry Care
- Master of Arts in Mental Health Counseling
- Master of Arts in Ministry
- Master of Arts in Urban Ministry (South Chicago Regional Center)

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

Master of Theology (ThM)
Concentrations in:
- Church History
- Counseling
- Educational Ministries
- Mission & Evangelism
- New Testament
- Old Testament
- Pastoral Theology

- Systematic Theology
- Specialized Concentration

Doctoral Programs

Professional Doctoral Program (DMin)
Doctor of Ministry
Concentrations in:
- Leadership & Ministry Management
- Military Chaplaincy
- Missions and Evangelism
- Pastoral Care
- Pastoral Ministry
- Preaching

Academic Doctoral Program (PhD)
- Doctor of Philosophy (Educational Studies)
- Doctor of Philosophy (Intercultural Studies)
- Doctor of Philosophy (Theological Studies)
  - Historical Theology
  - New Testament
  - Old Testament
  - Systematic Theology
Distinctives

A Global Community
Trinity Evangelical Divinity School is one of the largest seminaries in the world. The divinity school enrolls more than 1,200 students from more than forty states and from almost forty countries. Hundreds of students take advantage of opportunities available through extension sites across the United States. Trinity Evangelical Divinity School offers seven master's and two doctoral degrees in many different concentrations of study, as well as a one-year certificate in Christian studies.

A Diverse Faculty
The divinity school faculty includes nationally and internationally recognized scholars in Old and New Testament studies, Biblical and Systematic Theology, Philosophical Theology and Apologetics, Pastoral Theology, Church History, Educational Ministries, Mission and Evangelism, Counseling, and Bioethics.

A Proven Track Record
Approximately 85 percent of Trinity's Master of Divinity students are successfully placed in ministry positions within six months of graduation. In addition to ministry, students who graduate from the master's degree programs serve in teaching, counseling, and many other professional fields.

Trinity Evangelical Divinity School's academic and professional doctoral programs serve nearly 300 active students from all over the world. Trinity offers an academic doctorate—the Doctor of Philosophy with concentrations in three areas: Educational Studies, Intercultural Studies, and Theological Studies. Graduates of the academic doctoral programs have been placed in faculty, administrative, and church positions around the world. Trinity's professional doctoral program, the Doctor of Ministry, is designed to enhance the skills and effectiveness of men and women already involved in ministry.

A Community of Believers
We have a firm desire to minister to our students beyond the academic realm. Numerous organizations on campus provide support, fellowship, and service opportunities to members of the Trinity family. Groups that address the needs and interests of international students, women students, minority students, and wives of students, will be happy to welcome you into their fellowship. Trinity even has programs for the children on campus. We also have active service organizations such as the International Missions Fellowship and the student government.

A Community Commitment to Nondiscrimination
It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or gender in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. Trinity complies with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. (See “Grievance Procedure for Discriminatory and Sexual Harassment Complaints”)

A Community Committed to Equipping Men and Women for Ministry
Trinity acknowledges that, according to Scripture, both men and women are created in the image of God and are objects of God's gracious redemption in Jesus Christ. In Christ, both men and women are gifted and equipped for ministry and are called to serve God in varied ways. Because of this, Trinity seeks to be a community where both men and women are valued and warmly accepted as servants of Jesus Christ.

As an educational institution, Trinity does not ordain people. We seek to equip people for ministry. We actively recruit and admit women into all programs (including all foci of the MDiv program). We seek to address the unique needs of women as students and as future ministers in our curriculum development. We seek to develop placement services for women as they pursue the ministries to which God has called them. We also seek to promote and protect an ethos where women are encouraged to fulfill their ministry calling.

A Great Location
Our beautifully wooded main campus is located twenty-five miles north of downtown Chicago in Deerfield, Illinois. This location provides students with the best of both urban and suburban worlds. We are close enough to the city to take advantage of its cultural, educational, and ministry opportunities while also enjoying many of the characteristics of suburban life. To assist you in relocating, we have a full-time Transition Coordinator (847.317.8000) who has access to valuable information regarding off-campus housing opportunities. Our Housing Office (847.317.7134) coordinates our on-campus dormitories and apartments.
Cooperative Programs

Educational Consortia

Trinity Evangelical Divinity School is a member of both the Northside Chicago Theological Institute (NCTI) and the Association of Chicago Theological Schools (ACTS). Full-time Trinity master’s students in good standing and enrolled in a degree program may register for courses in any of the member schools and pay Trinity’s tuition charge.

Northside Chicago Theological Institute (NCTI)

NCTI represents a consortium of theological seminaries on the north side of Chicago. The following schools are members of NCTI:

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

Each fall semester ST 6011 and each spring semester ID 6012 are offered cooperatively in ecumenical mode by NCTI.

Association of Chicago Theological Schools (ACTS)

ACTS includes NCTI members as well as the following schools:

- **American Baptist Churches, U.S.A.**: Northern Seminary, Lombard
- **Ecumenical**: Chicago Theological Seminary, Chicago
- **Episcopal**: Bexley-Seabury Seminary, Chicago
- **Evangelical Lutheran Church of America**: Lutheran School of Theology at Chicago
- **Presbyterian Church, U.S.A.**: McCormick Theological Seminary, Chicago
- **Roman Catholic**: Catholic Theological Union, Chicago
- **Unitarian Universalist**: Meadville Lombard Theological School, Chicago

ACTS seminaries’ cross-registration policy enables TEDS students to choose from more than 750 courses offered at these schools. Current course listings may be found on the ACTS website (http://www.actschicago.org/).

ACTS also sponsors a number of clusters and cooperative activities that further broaden educational opportunities for TEDS students. The following may be of particular interest to TEDS students: the Urban Clinical Pastoral Education Program (part of the national CPE program focusing on urban and public ministry); the Language Program at the Hyde Park Cluster (providing noncredit French, German, Latin, Spanish, Greek for those doing academic research); the Seminary Consortium for Urban Pastoral Education (SCUPE—providing programs for those anticipating urban ministry as a vocation); the ACTS Library Council, which enables TEDS students to access and check out 1.7 million volumes in the ACTS libraries. See the ACTS website (http://www.actschicago.org/) for more information.

International Partnerships and Study Opportunities

Jerusalem University College ¹

Trinity’s membership in Jerusalem University College (JUC) provides students with the opportunity of supplementing their campus studies with study in the Holy Land. JUC offers both undergraduate and graduate courses designed to introduce students to the Near East, to provide introduction and advanced training in the languages and literatures of that area from antiquity to the present, and to contribute to the understanding of Near Eastern cultures and peoples in other times as well as in the present. JUC’s staff has been recruited from the faculties of the Hebrew University and the University of Tel Aviv.

Archaeological and geographical field trips supplement the classroom lectures. In class and on the field, students are in constant contact with specialists and with the land whose geography, archaeology, and history are being studied.

Special opportunities are also available for Trinity students to study in the Holy Land, Egypt, or other Middle Eastern sites. These study tours involve instruction from one of our professors, who leads the tour, and academic credit can be received.

For further information on JUC, contact:

Jerusalem University College
4249 East State St., Suite 203, Rockford IL 61108-2045
Phone: 815.229.5900, Fax: 815.229.5901
In Israel: 011.972.2.671.8628

Nairobi Evangelical Graduate School of Theology of Africa International University ¹

TEDS’s partnership with Nairobi Evangelical Graduate School of Theology (NEGST) in Nairobi, Kenya involves three forms of collaboration: faculty exchange, doctoral student exchange, and partnership in common scholarship projects; as well as some shared administrative services. The intent of the partnership is mutual benefit, for the fulfillment of the institutional missions, and the strengthening and maturation of both institutions.

For additional information contact the TEDS Dean’s Office.

Torch Trinity Graduate School of Theology ¹

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

The Torch Trinity Graduate School of Theology is approved by the Ministry of Education of the South Korean government and is accredited to offer master’s-level degrees, including the MDiv. TTGST’s academic programs are based on a curricular philosophy that is substantially congruent with TEDS. From its inception in March 1998, TTGST has been regarded as a valued partner in graduate theological education with Trinity.
Multimedia resources to assist people in grappling with bioethical issues: Conferences in non-U.S. locations, such as Recent conferences have included the following topics: National/International conferences on the Trinity campus disciplinary, denominational, institutional, and cultural boundaries: Various conferences bring together a wide range of leaders across discounted access to conferences. gives people access to the international journal biotechnology, and our common humanity. A membership program among many other issues. Its mission is to explore nexus of biomedicine, decisions, abortion, reproductive technologies, and managed care, bring biblical-Christian perspectives to bear on current and emerging The Center for Bioethics & Human Dignity was established in 1994 to Primary Website: www.cbhd.org E-mail: info@cbhd.org Fax: 847.317.8101 Phone: 847.317.8180 Deerfield IL 60015 USA 2065 Half Day Road The Center for Bioethics & Human Dignity was established in 1994 to bring biblical-Christian perspectives to bear on current and emerging bioethical challenges. Such challenges include genetics, end-of-life decisions, abortion, reproductive technologies, and managed care, among many other issues. Its mission is to explore nexus of biomedicine, biotechnology, and our common humanity. A membership program gives people access to the international journal Ethics and Medicine, the Center’s newsletter Dignitas, and a variety of internet resources, as well as discounted access to conferences. Various conferences bring together a wide range of leaders across disciplinary, denominational, institutional, and cultural boundaries: National/International conferences on the Trinity campus each June. Recent conferences have included the following topics:

- 2015: Science, Research, and the Limits of Bioethics
- 2014: Bioethics in Transition
- 2013: Health and Human Flourishing
- 2012: Reclaiming Dignity in a Culture of Commodification

Conferences in non-U.S. locations, such as

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

- Audios & Videos: Hundreds of topical CDs, DVDs, and online media by a diverse group of national and international experts in bioethics.
- Books & Booklets
- Internet: Websites, internet newblog, weekly podcasts, and regular free internet publications to inform international understanding, dialogue, and collaboration on bioethical challenges

The Center for Bioethics & Human Dignity (CBHD)

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

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For additional information concerning the TTGST, please write to:

Torch Trinity Graduate School of Theology
Sucho P.O. Box 375, Sucho Ku, Seoul 137-603, Korea Phone: 82-2-570-7372, Fax: 82-2-570-721 E-mail: ttmklee@unitel.co.kr

1 TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit prior to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

1.1

The Center for Bioethics & Human Dignity (CBHD)

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

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

Programs

- **Christ on Campus Initiative:** This series of publications is aimed at producing top-notch Christian scholarship on the most important issues related to college students.
- **Deerfield Dialogue Group:** This gathering of TEDS faculty members is to enhance scholarship and discuss one another’s research.
- **Faculty Initiatives:** TEDS faculty members are awarded annual grants for the purpose of conducting conferences and summer workshops aimed at the mission of the Center.
- **Hansen Fellowships:** Every year three TEDS PhD students are awarded a $10,000 tuition scholarship based on vocational and research interests related to the Center.
- **Kanter Lectures in Revealed Theology:** This series occurs every two years and takes a more academic approach to the contemporary issues in theology.
- **Scripture and Ministry Lecture Series:** This series occurs four times annually and takes a more practical approach toward bridging the gap between theologians and ministry practitioners.
- **Timothy Series:** This series celebrates the calling to the pastorate and features seasoned pastors sharing their personal ministry experience and advice to TEDS seminary students.
- **Trinity Debates:** This series features expert presentations and open discussion as a forum for discussing challenging issues related to the church, theology, and the Christian life.

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The office of Extension and Affiliated Education is committed to assisting the church to develop professional and lay leaders through nontraditional forms of education. These include such off-campus learning experiences and primary delivery systems as extension sites and
TEDS online distance education courses. Graduate school prerequisites may, in some cases, be met through Office of Extension and Affiliated Education courses. Contact the Office of Extension and Affiliated Education at 800.588.7705 or the Admissions Office (tedsadm@tiu.edu) (847.317.6900) for additional information. Students desiring to pursue Office of Extension and Affiliated Education courses as part of their master's program should consult their Program Chair.

**Personnel**

**Trinity Evangelical Divinity School**

**Academic Administration**

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

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

**H. Wayne Johnson, PhD (MDiv '83, ThM '84)**
Associate Dean of Trinity Evangelical Divinity School
Director of the MDiv Program

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

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

**William P. Donahue, PhD**
Director of the Professional Doctoral Program

**Stephen P. Greggo, PsyD**
Counseling Department Chair

**David M. Gustafson, PhD (MDiv '88, ThM '89)**
Mission and Evangelism Department Chair

**Donald Guthrie, PhD (MDiv '85)**
Director of the PhD/Educational Studies Program

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

**Emanuel Naydenov, PhD**
Director of Extension and Affiliated Education

**David W. Pao, PhD**
New Testament Department Chair

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

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

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

**Phillip W. Sell, PhD**
Director of Supervised Ministries and Placement

**Doug Sweeney, PhD (MA '89)**
Church History and the History of Christian Thought Department Chair
Full-time Faculty

Full-time and regular faculty include full-time teaching faculty and administrators, and faculty and administrators with part-time teaching loads and other institutional responsibilities. All are involved in daily campus life. In the case of teaching faculty, they have completed the regular full interview process, or in some cases, may be a Dean’s appointment. The date that follows the name of each faculty member indicates the year that full-time teaching at Trinity began.

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

Dr. Alcántara has served in pastorates in Oregon and New Jersey, and as a youth minister in Massachusetts. He is the recipient of several awards in the area of homiletics, which allowed him to complete his studies at both the university of Edinburgh and Princeton. His latest publication is Crossover Preaching (2015), and he has been published in a number of journals, including Preaching, Teaching Theology and Religion, Practical Matters, and the Journal of the Evangelical Homiletics Society. He is a member of the Academy of Homiletics, the Evangelical Homiletics Society and the Hispanic Theological Initiative.

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

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

Assistant Professor of Counseling
BA, Trinity College

MA, PsyD, Illinois School of Professional Psychology

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

Steven M. Bryan, 2016
Professor of New Testament
BSc, Oklahoma State University
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Cambridge University

Before coming to TEDS in the fall of 2016, Dr. Bryan served as a missionary in Ethiopia for more than 23 years. He served as the first Dean of Studies of the Ethiopian Graduate School of Theology for 6 years and taught for many years at the Evangelical Theological College in Addis Ababa. From 2009-2015, he was the Director of SIM Ethiopia, leading the work of 150 missionaries from Europe, Australasia, Africa, and North America, as well as 400 Ethiopian ministry and support staff, in a wide variety of church planting, disciple-making, leadership development and compassion ministries. Dr. Bryan was selected as part of the Ethiopian delegation to the 2010 Lausanne Congress on World Evangelization in Cape Town, South Africa. He completed his PhD in New Testament at Cambridge University, and his PhD thesis – Jesus and Israel’s Traditions of Judgement and Restoration - was subsequently published by Cambridge University Press. In addition, he has published a number of articles and reviews in a variety of journals and publications. His research interests focus on Jesus and the gospels, mission, and Second Temple Judaism. He is married to Dawn, a graduate of Trinity College and they have three teenage sons. Steve enjoys reading about culture, politics and history and coaching his sons’ basketball teams.

Constantine R. Campbell, 2013
Associate Professor of New Testament
AdvDipJazz, Canberra School of Music, Australian National University
BD, Moore Theological College
PhD, Macquarie University

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

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


Peter T. Cha, 1997
Professor of Church, Culture and Society
BA, University of Chicago
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Northwestern University

Prior to joining the Trinity faculty, Dr. Cha was involved in a number of different ministries, including youth and young adult ministry in Korean immigrant churches, campus ministry with InterVarsity Christian Fellowship, church planting and pastoring a multiethnic congregation. He is currently a board member for Catalyst Leadership Center (an Asian North American Christian Leadership organization) and of InterVarsity Christian Fellowship, USA. Dr. Cha is a coauthor of *Following Jesus without Dishonoring Your Parents: Asian American Discipleship* (IVP, 1998) and *Growing Healthy Asian American Churches* (IVP, 2006). He also contributed chapters to *Telling the Truth: Evangelizing Postmoderns* (Zondervan, 2000), *Korean Americans and Their Religions* (Penn State University Press, 2001), *This Side of Heaven: Race, Ethnicity, and Christian Faith* (Oxford University Press, 2006) and *Honoring the Generations: Learning with Asian North American Congregations* (Judson Press, 2012).

Dean of Trinity Evangelical Divinity School
Vice President of Education
Professor of Biblical and Systematic Theology
BA, MTH, University of Sydney
BD, University of London
Dip A (Theol) Moore Theological College
ThL, ThD, Australian College of Theology

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

Deborah A. Colwill, 2013
Associate Professor of Educational and Leadership Studies
BA, University of Minnesota
MDiv, PhD, Trinity Evangelical Divinity School
PhD, Benedictine University College of Business

Prior to coming to Trinity in January 2013, Dr. Colwill served as Assistant Professor of Leadership and Director of Institution Research and Evaluation at Asbury Theological Seminary. Her long term areas of interest include development of emerging leaders, senior leadership team collaboration, bridging the generation gap between existing and emerging leaders, development of healthy churches and Christian organizations, and adult learning theory. In addition to teaching, she has served in a variety of leadership and consulting positions. She has written *Educating the Scholar-Practitioner in Organization Development*.

William P. Donahue, 2012
Director of the Professional Doctoral Program
Associate Professor of Pastoral Theology
AB, Princeton University
MABS, Dallas Seminary
PhD, University of North Texas

After working in the marketplace for P&G and PNC Financial Corp., Dr. Donahue served in various pastoral roles in churches in Texas, Pennsylvania and Illinois, including 18 years with Willow Creek Community Church and the Willow Creek Association. While at Willow Creek he developed leadership strategies and events for over 10,000 leaders on 6 continents. He is also Founder and President of The LeaderSync Group, Inc., a leadership development and consulting organization. His areas of expertise include organizational strategy, team building, leadership development, and transformational community. He has published over 20 books and leadership training resources, including the best-selling *Leading Life-changing Small Groups*, *Coaching Life-Changing Leaders* (with Greg Bowman), *Building a Life-Changing Small Group Ministry* (with Russ Robinson), the DVD series *Making Small Groups Work* (with Henry Cloud and John Townsend), *Building Biblical Community*.
Ingrid Faro, 2015
Assistant Director of the MDiv Program
Affiliate Professor of Old Testament
BS, Northern Illinois University
MS, University of Illinois Medical Center
MDiv, PhD, Trinity Evangelical Divinity School

Ingrid returned to TEDS from teaching as Assistant Professor of Old Testament at the Scandinavian School of Theology in Uppsala, Sweden, where she maintains an affiliation. While working on her PhD, she taught as adjunct faculty at TEDS in the Department of Old Testament and Semitic Languages for seven years, and also taught at North Park Seminary in Chicago. She completed her dissertation on the meaning and theology of evil in the Hebrew text of Genesis in 2013. Her current research focus is on good and evil. She is ordained through the Fellowship of Christian Assemblies. Previously, Ingrid worked with Theological and Cultural Thinkers through Navigators to develop educational and spiritual formation materials, served as Director of Women’s Ministries at an EFCA church, and has been teaching in various fields since 1984. She also lived in Israel while conducting research for her prior M.S. in Nutrition, with numerous return visits. While a student at TEDS, Ingrid was president of TEDS’ Trinity Society of Women and participated in organizing Trinity’s first Women’s Theological Conference. Ingrid teaches, preaches, and is a conference speaker in various contexts on topics of evil, suffering, forgiveness, hope, identity in Christ, the goodness of God, and biblical leadership. She is a widow with a wonderful family, and enjoys deep conversations, and any activities in the beauty of nature.

John S. Feinberg, 1983
Professor of Biblical and Systematic Theology
BA, University of California, Los Angeles
MDiv, Talbot Theological Seminary
ThM, Trinity Evangelical Divinity School
MA, PhD, University of Chicago

Before coming to Trinity, Dr. Feinberg served on the faculties of Western Conservative Baptist Seminary and Liberty Baptist Seminary. He is the author of No One Like Him: The Doctrine of God, The Many Faces of Evil, Where Is God? A Personal Story of Finding God in Grief and Suffering, and coauthor with Paul D. Feinberg of Ethics for a Brave New World. He also edited Continuity and Discontinuity, and coedited (with his brother, Paul) Tradition and Testament: Essays in Honor of Charles L. Feinberg.

Bruce L. Fields, 1988
Professor of Faith and Culture
Joint appointment at Trinity College and Trinity Graduate School
BA, University of Pennsylvania
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Marquette University

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

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

James E. Gruenewald, 2009
Associate Professor of Counseling
BA, University of Wisconsin, Milwaukee
MA, Trinity Evangelical Divinity School
EdD, Northern Illinois University

Dr. Gruenewald is a Licensed Clinical Professional Counselor in private practice at the Baldwin Center in Deerfield, with more than thirty five years experience in individual, marital, family, and group counseling. He came to Trinity in 1996 as affiliate adjunct faculty, where he taught in the Psychology Department at Trinity College for twelve years. In 2009, he became full time faculty in the Counseling Department at TEDS, while still maintaining his practice in Deerfield. In addition to teaching and counseling, Dr. Gruenewald has served as an associate youth and singles pastor before beginning his counseling career, and is currently an elder in his church. He has been a member of numerous professional organizations, including the American Counseling Association, Christian Association for Psychological Studies, American Association of Christian Counselors, and the American Mental Health Counselors Association. He has been married since 1979 and is the father of two sons, two grandsons and one granddaughter. When it comes time for rest and rejuvenation, he spends time outdoors, particularly at the lake cabin he built in Wisconsin. Running, gardening, construction and long walks with his wife are among his passions.

David M. Gustafson, 2012
Chair of the Mission and Evangelism Department
Associate Professor of Evangelism and Missional Ministry
BB, Western Illinois University
Dr. Harris taught as an adjunct at TEDS from 2001 to 2006. Her MA, PhD, Trinity Evangelical Divinity School Associate Professor of New Testament Dana M. Harris, 2006 learning, and early adulthood transitions. He and his wife, Mary, have two ministry, vocational stewardship, sustainable vocational ministry, adult teacher at conferences and retreats, often addressing intergenerational board of the Presbyterian Church in America (PCA). He is a frequent twenty-five years and currently serves on the Discipleship Ministries Thriving Committee. He also represents Trinity as a member of the Kern Family The Jeanette L. Hsieh Chair of Educational Leadership BA, Grove City College MDiv, Trinity Evangelical Divinity School MA, Indiana University of Pennsylvania EdD, University of Georgia Prior to joining the TEDS faculty in 2012, Dr. Guthrie served as a faculty member and the academic dean at Covenant Theological Seminary in St. Louis, MO. Previously, he served as a campus minister and senior administrator with the Coalition for Christian Outreach in Pittsburgh, PA. Dr. Guthrie currently serves on several university committees including the Kingdom Leadership Committee and the Oikonomia Steering Committee. He also represents Trinity as a member of the Kern Family Foundation’s Oikonomia Network Advisory Committee. Dr. Guthrie is a co-author of Resilient Ministry: What Pastors Told Us About Surviving and Thriving. His current research interests include the promising pedagogy of facilitated agency and Christian formation in higher education. He has enjoyed serving as an elder in several local churches over the past twenty-five years and currently serves on the Discipleship Ministries board of the Presbyterian Church in America (PCA). He is a frequent teacher at conferences and retreats, often addressing intergenerational ministry, vocational stewardship, sustainable vocational ministry, adult learning, and early adulthood transitions. He and his wife, Mary, have two young adult children.

Donald C. Guthrie, 2012
Director, PhD Program in Educational Studies
Professor of Educational Ministries
The Jeanette L. Hsieh Chair of Educational Leadership
BA, Grove City College
MDiv, Trinity Evangelical Divinity School
MA, Indiana University of Pennsylvania
EdD, University of Georgia

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

Dana M. Harris, 2006
Associate Professor of New Testament
BA, Stanford University
MA, PhD, Trinity Evangelical Divinity School

Dr. Harris taught as an adjunct at TEDS from 2001 to 2006. Her dissertation topic was The Eternal Inheritance in Hebrews: The Appropriation of the Old Testament Inheritance Theme by the Author of Hebrews. She is currently writing the volume on Hebrews for the Exegetical Guide to the Greek New Testament (Broadman & Holman). She recently wrote the article on “Priest,” in the NIV Study Bible. Her research interests include Hebrews, Revelation, Greek syntax, linguistics, hermeneutics, Second Temple Literature (particularly apocalyptic literature), and archaeology. In July 2010, Dr. Harris became the editor of the Trinity Journal. Dr. Harris has taught extensively at retreats, conferences, and adult Sunday school classes. She also teaches Bible and theology classes in various overseas contexts. Prior to coming to Trinity, Dr. Harris was the managing editor of the Hoover Digest, a quarterly academic journal covering public policy, economics, and foreign affairs, published by the Hoover Institution, Stanford University. For the first five years after the fall of the Berlin Wall, she coordinated a program, funded by the Pew Charitable Trust that brought young diplomats from former Soviet-satellite countries to Stanford for four-month study programs. As an undergraduate, she double-majored in International Relations and French Studies. Prior to coming to Trinity, she was also extensively involved in ministry.

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

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

Joshua Jipp, 2012
Assistant Professor of New Testament
BA, Northwestern College
MDiv, Trinity Evangelical Divinity School
ThM, Duke Divinity School
PhD, Emory University

Dr. Jipp came to TEDS in the spring of 2012. Prior to teaching at Trinity, he has lectured on the New Testament in a variety of settings, including Northwestern College, the Interdenominational Theological Center (Atlanta, GA), as a part of the Emory Theology Certificate program.
S. Steve Kang, 2015
Professor of Educational Ministries and Interdisciplinary Studies
AB., Cornell University
MDiv, MRE, Trinity Evangelical Divinity School
PhD, Northwestern University

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

John F. Kilner, 1993
Franklin and Dorothy Forman Chair of Christian Ethics and Theology
Professor of Bioethics and Contemporary Culture
Director of Bioethics Programs
Joint appointment at Trinity Graduate School
BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University

Dr. Kilner served for more than eleven years as the first president of The Center for Bioethics and Human Dignity on the Trinity campus, where he continues as senior fellow. Dr. Kilner has authored/edited 21 books with such publishers as Eerdmans, Zondervan, Kregel, Tyndale, Yale University Press, and Georgetown University Press, including Biotechnology and the Human Good; Life on the Line: Ethics, Aging, Ending Patients’ Lives, Allocating Vital Resources; Why the Church Needs Bioethics: A Guide to Wise Engagement with Life’s Challenges; and most recently, Dignity and Destiny: Humanity in the Image of God. He has also written many articles that have appeared in periodicals such as the Hastings Center Report; Journal of Health Politics, Policy, and Law; American Journal of Public Health; Archives of Internal Medicine; Mayo Clinic Proceedings; American Journal of Jurisprudence; and Interpretation. Dr. Kilner has been interviewed in such television venues as NBC (with Tom Brokaw), FOX News (with Bill O’Reilly), CBS, CNN, and PAX, such radio venues as National Public Radio, Moody Broadcasting Network, and Salem Network, and such newspaper venues as the New York Times, Washington Times, and Chicago Tribune. He is currently co-chair of the bioethics section of the Evangelical Theological Society. He has served as a professor at Asbury Theological Seminary and at the University of Kentucky and as a senior associate at the Park Ridge Center. His honors include the 2006 national Educator of the Year Award from the Christian Medical & Dental Associations (Tennessee); the 2015 international Paul Ramsey Award for Exemplary Achievement in the Field of Bioethics from the Center for Bioethics and Culture Network (California); and the 2016 Book of the Year Award from Christianity Today–Best Book in Theology or Ethics–for his book Dignity and Destiny.

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

Prior to Trinity, Dr. Krapohl served for five years as a reference librarian at Baylor University. For the last two years of his Baylor service he was assistant head of the social science and humanities department. Dr. Krapohl also taught courses in church history and western religions at Siena College in Loudonville, New York. A student of modern American evangelicalism, he has published several works on the subject, including a book entitled The Evangelicals: A Historical, Thematic, and Biographical Guide (Greenwood, 1999).

Te-Li Lau, 2008
Associate Professor of New Testament
BS, MS, Stanford University
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Emory University

Before pursuing theological studies, Dr. Lau served in the Singapore military for two and a half years and worked in Silicon Valley for ten years, obtaining patents in the field of computer engineering. He taught New Testament Greek at Singapore Bible College, TEDS, and Emory University,
before joining the faculty at Trinity. His publications include The Politics of Peace: Ephesians, Dio Chrysostom, and the Confucian Four Books (Brill), a chapter in Global Perspectives on the Bible (Pearson), and the introduction and notes for Ephesians in the NIV Study Bible (2015). He is currently writing a monograph on Paul’s use of shame for moral formation. His current research interests include the relationship between emotions and ethics, and the comparative analysis of New Testament and Confucian texts.

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

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

Dennis R. Magary, 1979
Chair of the Old Testament and Semitic Languages Department
Professor of Old Testament and Semitic Languages
BA, Fort Wayne Bible College
MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Wisconsin

Dr. Magary joined the full-time TEDS faculty in 1984. Dr. Magary has also taught at Trinity College (Deerfield), the University of Wisconsin-Madison, the Institute of Christian Studies (Madison, WI) and Bethel College (Indiana). He has taught as adjunct professor at the Caribbean Graduate School of Theology (Kingston, Jamaica), Visiting Instructor at Torch Trinity Graduate School of Theology (Seoul, Korea), and professor of Old Testament for Timothy Training International (Hong Kong). In addition to teaching at Trinity, he also serves as a lecturer with the U.S. Center for World Missions and has taught in China and Eastern Europe. Dr. Magary’s publications include chapters contributed to Seeking Out the Wisdom of the Ancients (which he also co-edited), Preaching the Old Testament (Baker), and most recently co-edited Do Historical Matters Matter to Faith? A Critical Appraisal of Modern and Post-Modern Approaches to Scripture (Crossway). He has contributed articles to the New International Dictionary of Old Testament Theology and Exegesis and to Eerdmans Dictionary of the Bible. He served as a translation consultant and contributor of notes to both the ESV Study Bible and Quest Study Bible. He served as a theological advisor and content collaborator for the Jeremiah Study Bible. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. Dr. Magary is a licensed minister in the Missionary Church. Dennis and his wife, Pamela, reside in Vernon Hills, Illinois. They have three married children and seven grandchildren.

Scott M. Manetsch, 2000
Professor of Church History
BA, Michigan State University
MDiv, MA, Trinity Evangelical Divinity School
PhD, University of Arizona

Dr. Manetsch joined Trinity’s faculty in 2000 after serving three years as Assistant Professor of Religion at Northwestern College (Iowa). Ordained in the Reformed Church in America, he served as an associate pastor of education and discipleship for three years. During graduate school, he was awarded a Fulbright fellowship and spent two years doing archival research on French Reformation history at the university of Geneva. He is the author of Theodore Beza and the Quest for Peace in France, 1572-1598 (Brill, 2000), Calvin’s Company of Pastors. Pastoral Care and the Emerging Reformed Church, 1536-1609 (Oxford, 2013), and co-editor of The Great Commission: Evangelicals and the History of World Missions (Broadman & Holman, 2008). His articles have appeared in such journals as the Bibliotheque d’humanisme et renaissance, Calvin Theological Journal, Church History, Themelios, Trinity Journal, and Westminster Theological Journal. Dr. Manetsch is the associate general editor of the Reformation Commentary on Scripture series (InterVarsity Press) and is presently completing the volumes on 1 & 2 Corinthians. He is a member of the Calvin Studies Society, the Evangelical Theological Society, the Sixteenth-Century Studies Society, and the American Society of Church History.

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

Dr. McCall works at the intersections of systematic theology with biblical, historical, and philosophical theology. His research interests focus on the doctrines of the Trinity, Christology, hamartiology, and soteriology. He has published articles in Philosophia Christi, the Trinity Journal, the International Journal of Systematic Theology, and the Scottish Journal of Theology, and he has contributed chapters to several edited volumes. He is the coeditor (with Michael C. Rea) of a contributor to Philosophical and Theological Essays on the Trinity (Oxford University Press, 2009) and the coauthor (with Keith D. Stanglin) of Jacob Arminius: Theologian of Grace (Oxford University Press, 2012). He is also the author of Which Trinity? Whose Monotheism? Philosophical and Systematic Theologians on the Metaphysics of Trinitarian Theology (Eerdmans, 2010) as well as Forsaken: The Trinity and the Cross, and Why It Matters (InteVaristy Academic, 2012), and he is a coauthor of Two Views on the Doctrine of the Trinity (Zondervan, 2014). Current projects include a monograph on the doctrine of sin and an introduction to philosophical theology. Before coming to Trinity, Dr. McCall served as pastor of churches in Michigan and Alaska. With his wife Jenny and their four children, he enjoys a wide range of sports and outdoor activities.

John M. Monson, 2008
Associate Professor of Old Testament and Semitic Languages
BA, Wheaton College
MA, Institute of Holy Land Studies
MA, PhD, Harvard University

Dr. Monson was born to missionary parents in Zaire but spent most of his youth in Jerusalem, Israel, where he developed an interest in biblical studies, archaeology, and historical geography. Prior to coming to Trinity he taught for eleven years at Wheaton College, where he received the Faculty Achievement Award in Teaching. His archeological fieldwork has taken him to Syria, Lebanon, and numerous excavations in Israel. His most recent publications include Dothan I: Remains from the Tell (1953-1964) (Eisenbrauns), 1 Kings in the Zondervan Illustrated Bible Backgrounds Commentary (2016), and The Temple of Solomon (Oxford University Press, forthcoming).
James R. Moore, 1995  
**Associate Professor of Educational Ministries**  
BA, MA, Indiana Wesleyan University  
PhD, Trinity International University

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

Harold A. Netland, 1993  
**Professor of Philosophy of Religion and Intercultural Studies**  
BA, Biola College  
MA, PhD, Claremont Graduate University

Prior to coming to Trinity, Dr. Netland was a missionary educator for nine years in Japan with the Evangelical Free Church of America. Dr. Netland was involved in ministries among university students, church planting, and teaching at Tokyo Christian University. Dr. Netland’s areas of expertise include religious pluralism, epistemology of religion, and missions in East Asia. Dr. Netland’s published works include *Encountering Religious Pluralism: The Challenge to Christian Faith and Mission and Christianity and Religious Diversity: Clarifying Christian Commitments in a Globalizing Age*. He coauthored with Gerald R. McDermott, *A Trinitarian Theology of Religions*; coauthored with Keith Yandell, *Buddhism: A Christian Exploration and Appraisal*; and coedited with Craig Ott, *Globalizing Theology: Belief and Practice in an Era of World Christianity*.

Craig Ott, 2002  
**Director of the Doctor of Philosophy (Intercultural Studies) Program**  
**Professor of Mission and Intercultural Studies**  
ReachGlobal Chair of Mission  
BA, California State University, Long Beach  
MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott was a missionary with ReachGlobal (EFCA) to Germany for twenty-one years. He served as academic dean and faculty member at the Akademie für Weltmission (Köln, Germany), and planted several churches in both the United States and Germany. Areas of expertise include theology of mission, contextualization, church planting, and teaching across cultures. His published works include *Missionary Methods: Research, Reflections, and Realities* (coeditor), *Encountering Theology of Mission* (coauthor), *Global Church Planting* (coauthor), *Globalizing Theology: Belief and Practice in an Era of World Christianity* (coeditor), and *Das Triningsprogramm für Mitarbeiter* as well as numerous journal articles and book chapters. He is a member of the Evangelical Missiological Society, American Society of Missiology, and the Midwest Mission Studies Fellowship and has taught or consulted in over forty countries.

David W. Pao, 1998  
**Chair of the New Testament Department**  

Professor of New Testament  
BA, Wheaton College  
MA, Wheaton Graduate School  
MTS, MA, PhD, Harvard University


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

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

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

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

**Robert J. Priest, 1999**

**G. W. Aldeen Professor of International Studies**

**Professor of Mission and Anthropology**

BA, Columbia Bible College  
MDiv, Trinity Evangelical Divinity School  
MA, University of Chicago  
PhD, University of California, Berkeley

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

**Steven C. Roy, 1998**

**Associate Professor of Pastoral Theology**

BA, Stanford University  
MDiv, Gordon-Conwell Theological Seminary  
PhD, Trinity Evangelical Divinity School

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

**Phillip W. Sell, 1998**

**Director of Supervised Ministries and Placement**

**Associate Professor of Pastoral Theology**

BA, Wheaton College  
ThM, Dallas Theological Seminary  
PhD, University of Iowa

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

**Elizabeth Yao-Hwa Sung, 2007**

**Associate Professor of Biblical and Systematic Theology**

BA, Lebanon Valley College  
MA, University of Michigan  
MMus, University of Michigan  
MDiv, PhD, Trinity Evangelical Divinity School

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

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

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

Tite Tiénéou, 1997
Research Professor, Theology of Mission
The Tite Tiénéou Chair of Global Theology and World Christianity
Dean Emeritus
BS, Nyack College
Maîtrise en Théologie, Faculté Libre de Théologie Evangélique, Vaux sur Seine, France
MA, PhD, Fuller Theological Seminary

Dr. Tiénéou has served as founding president and dean of Faculté de Théologie Evangélique de l’Alliance Chrétienne in Abidjan, Côte d’Ivoire, West Africa. He has taught at the Alliance Theological Seminary in Nyack, New York. While pastor of a church in Bobo-Dioulasso, Burkina Faso, he founded and directed the Maranatha Institute. He is an active participant in numerous conferences and special lectureships and has contributed many articles to scholarly journals. He has authored The Theological Task of the Church in Africa.

Eric J. Tully, 2012
Assistant Professor of Old Testament and Semitic Languages
BA, Moody Bible Institute
MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Wisconsin

Prior to coming to Trinity, Dr. Tully taught at the University of Wisconsin-Madison and Nashotah House Theological Seminary. He is a member of the Evangelical Theological Society and the Society of Biblical Literature. His research interests include the prophetic literature, Hebrew linguistics, and textual criticism. He is the author of The Translation and Translator of the Peshitta of Hosea (Brill, 2015). He is currently working on a book on Old Testament Textual Criticism and writing a commentary on the Hebrew text of Hosea.

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

Prior to his "third coming" to TEDS, Dr. Vanhoozer served as Blanchard Professor of Theology at Wheaton College and Graduate School (2008-11) and as Senior Lecturer in Theology and Religious Studies at New College in the University of Edinburgh (1990-98), where he also served on the Panel of Doctrine for the Church of Scotland. He is the author of Biblical Narrative in the Philosophy of Paul Ricoeur (Cambridge University Press, 1990), Is There a Meaning in This Text? the Bible, the Reader, and the Morality of Literary Knowledge (Zondervan, 1998), First Theology: God, Scripture, and Hermeneutics (InterVarsity Press, 2002), The Drama of Doctrine: A Canonical-Linguistic Approach to Christian Theology (Westminster John Knox, 2005) and Remythologizing Theology: Divine Action, Passion and Authorship (Cambridge University Press, 2010), Faith Speaking Understanding: Performing the Drama of Doctrine and (with Owen Strachan) The Pastor as Public Theologian: Reclaiming a Lost Vision. He has edited several books, including The Cambridge Companion to Postmodern Theology (Cambridge University Press, 2003), Dictionary for Theological Interpretation of the Bible (Baker, 2005), and a collection of essays by Trinity students entitled Everyday Theology: How to Read Cultural Texts and Influence Trends (Baker, 2005).

John D. Woodbridge, 1970
Research Professor of Church History and the History of Christian Thought
BA, Wheaton College
MA, Michigan State University
MDiv, Trinity Evangelical Divinity School
Doctorat de Troisième Cycle, Université de Toulouse, France

Dr. Woodbridge was awarded a Fulbright Fellowship and has done post-graduate study with fellowships from the National Endowment for the Humanities [2] and the American Council of Learned Studies. Dr. Woodbridge has taught history at the University of Toulouse, Northwestern University and Hautes Etudes, Sorbonne, Paris. He is the author of Revoit in Prerevolutionary France (Johns Hopkins) and Biblical Authority Infallibility and Inerrancy in the Christian Tradition (Zondervan). He is the co-author with Timothy George, The Mark of Jesus (Moody), co-author with Frank James, The Zondervan History of the Christian Church Volume Two (Zondervan), co-author with Maurice Possley, Hitler in the Crosshairs A GI’s Story of Courage and Faith (Zondervan), co-author with Collin Hansen, A God-Sized Vision Revival Stories that Stretch and Stir (Zondervan), co-author with D. A. Carson, Letters along the Way (Crossway) and co-author with Mark Noll and Nathan Hatch, The Gospel in America (Zondervan).

He is editor of Great Leaders of the Christian Church (Moody Press; Gold Medal Award), Ambassadors for Christ (Moody; Gold Medal Award), More Than Conquerors: Portraits of Believers from All Walks of Life (Moody Press; Gold Medal Award). He is co-editor with Thomas McComiskey, Doing Theology in Today’s World: Essays in Honor of Kenneth S. Kantzer (Zondervan), co-editor with D. A. Carson, God and Culture: Essays in Honor of Carl F. H. Henry (Eerdmans); co-editor with Jacques LeBrun, Richard Simon, Additions aux Recherches curieuses sur la diversité des langues et
religion (Press Universitaires de France); co-editor with Henning Graf Reventlow and Walter Sparr, Historische Kritik and biblischer Kanon in der deutschen Aufklärung (Otto Harrasowitz), co-editor with D. A. Carson, Hermeneutics, Authority and Canon (Zondervan), co-editor with D. A. Carson, Scripture and Truth (Zondervan) and co-editor with John N. Akers and John H. Armstrong, This We Believe: The Good News of Jesus Christ for the World (Zondervan). Dr. Woodbridge has also served as a senior editor for Christianity Today. He enjoys composing music for relaxation.

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

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

As part of its ministry to the church at large, Trinity encourages its faculty to do further research and writing by granting sabbatical leaves. During a sabbatical, faculty members are released from normal responsibilities such as teaching, student advising, and participating in academic committees. As a consequence, students may not find specific courses offered by a particular professor during a given semester. Information regarding the faculty sabbatical leave schedule is available on the MyTIU web page.

Affiliate Faculty

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

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

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

Daniel Ebert
Affiliate Professor of New Testament
Director of Graduate Programs, Kendall
BA, Clearwater Christian College
MDiv, Asian Theological Seminary
ThM, Biblical Theological Seminary
PhD, Trinity Evangelical Divinity School

Dr. Ebert grew up in Asia where his father did Bible translation work. Later he returned to the Philippines where he worked for over twenty years in Christian education, church planting, and leadership development. Since 1998 Dr. Ebert has been teaching in the United States but remains active in global missions, and has a special interest in God’s work among Muslims.

Martin I. Klauber
Affiliate Professor of Church History
BA, State University of New York at Buffalo
MA, MDiv, Trinity Evangelical Divinity School
MA, PhD, University of Wisconsin at Madison

Dr. Klauber is an investment banker and author of several scholarly works on post-Reformation theology. In addition to teaching regularly on Trinity’s campus, he frequently teaches at Trinity’s extension sites.

Alice Ott
Affiliate Professor of the History of Mission and World Christianity
BGS, Ohio University
MDiv, PhD, Trinity Evangelical Divinity School

Dr. Ott served as a missionary in Germany for twenty-one years. Her areas of expertise include German Pietism, Pietist missions, and the history of the missionary movement. She has contributed chapters to various academic volumes on Pietism. Likewise Dr. Ott’s research on the religious history of the Harmony Society was published in 2014 as The Sunwoman in the Wilderness. She has published an article on the role of gender, race, and world mission in the journal Studies in World Christianity.

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

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

Rick Richardson
Affiliate Professor of Mission and Evangelism
BS, Lafayette College
MDiv, Northern Baptist Theological Seminary
PhD, Trinity Evangelical Divinity School

Dr. Richardson is Associate Professor of Evangelism at Wheaton College and an associate evangelist with InterVarsity Christian Fellowship. He has served in campus ministry for 20 years, regularly speaking and ministering as an evangelist on campuses in many different parts of the country. He is also an ordained Anglican priest and has served as a pastor.

Ed Stetzer
Affiliate Professor of Research and Missional Ministry
BS, Shorter College
MAR, Liberty Baptist Theological Seminary
DMin, Beeson Divinity School
MDiv, PhD, Southern Baptist Theological Seminary

Dr. Stetzer has planted churches in New York, Pennsylvania, and Georgia and transitioned declining churches in Indiana and Georgia. He has trained pastors and church planters on five continents and has written dozens of articles and books. For three years, Dr. Stetzer was a professor at Southern Seminary in Louisville, Kentucky. He is the director of Lifeway Research and Lifeway’s Missiologist in Residence. His books include Planting New Churches in a Postmodern Age (2003), Perimeters of Light: Biblical Boundaries for the Emerging Church (with Elmer Towns, 2004), Strategic Outreach (with Eric Ramsey, 2005), Breaking the Missional Code (with David Putman, 2006), Planting Missional Churches (2006), Comeback Churches (with Mike Dodson, 2007), and 11 Innovations in the Local Church
Joy Kooi-Chin Tong
Affiliate Professor of Intercultural Studies
BA, National ChengChi University, Taiwan
MDiv, Singapore Bible College
Master in Communication Studies, Nanyang Technological University, Singapore
PhD, National University of Singapore

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

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

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

Joy Kooi-Chin Tong
Affiliate Professor of Intercultural Studies
BA, National ChengChi University, Taiwan
MDiv, Singapore Bible College
Master in Communication Studies, Nanyang Technological University, Singapore
PhD, National University of Singapore

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

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

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

Professors Emeriti

Barry J. Beitzel
Professor Emeritus of Old Testament and Semitic Languages
Director, Middle Eastern Studies Program
BA, MA, Bob Jones University
PhD, The Dropsie University
Post-PhD, L’Université de Liège
1976-2016

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

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

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

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

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

Perry G. Downs
Professor Emeritus of Educational Ministries
Diploma, Miami Christian College
BS, Philadelphia College of Bible
MA, PhD, New York University
1976-2015

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

**Duane H. Elmer**  
**Professor Emeritus of Educational Ministries**  
Diploma, Moody Bible Institute  
BA, Michigan State University  
MA, Trinity Evangelical Divinity School  
MA, PhD, Michigan State University  
1999-2015

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

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

Dr. Harris has taught students on every educational level. From 1981 to 1986 he served as Director of Tyndale House, a residential biblical research library in Cambridge, England. He has coedited *Pauline Studies* and written *Raised Immortal, From Grave to Glory, Jesus as God, Three Crucial Questions about Jesus*, as well as *Colossians and Philemon*, the first of his twenty projected volumes called *Exegetical Guide to the Greek New Testament* being published by Eerdmans.

**David J. Hesselgrave**  
**Professor Emeritus of Mission**  
Diploma, Trinity Theological Seminary  
BA, MA, PhD, University of Minnesota  
1965-1991

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

**David L. Larsen**

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

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

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

Dr. Liefeld has taught Greek at Shelton College and served with InterVarsity Christian Fellowship and the Christian Medical Society. He is active in various aspects of Christian ministry, including evangelism, Bible teaching, and conference speaking. He has contributed to *The Expositors Bible Commentary, The New Testament Commentary, The Zondervan Pictorial Bible Encyclopedia, and The New International Dictionary of New Testament Theology*. Dr. Liefeld is the coauthor of *Daughters of the Church*.

**John W. Nyquist**  
**Professor Emeritus of Mission and Evangelism**  
BA, MA, California State University  
MA, MDiv, PhD, Trinity Evangelical Divinity School  
1977-2012

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

**Grant R. Osborne**  
**Professor Emeritus of New Testament**  
BA, Fort Wayne Bible College  
MA, Trinity Evangelical Divinity School  
PhD, University of Aberdeen  
1971-72, 1977-2016

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

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

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

Mark H. Senter III
Professor Emeritus of Educational Ministries
BA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, Loyola University of Chicago
1980-2015

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

Willem A. VanGemeren
Professor Emeritus of Old Testament and Semitic Languages
Diploma, Moody Bible Institute
BA, University of Illinois, Chicago
BD, Westminster Theological Seminary
Visiting Graduate Student, Hebrew University, Jerusalem
MA, PhD, University of Wisconsin
1992-2015

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

Endowed Faculty Chairs

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson's outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

The Eva Cornelius Chair of Christian Education was funded by Miss Eva Cornelius to advance the Christian education ministry of the seminary.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh's outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

The Paul E. Little Chair of Evangelism honors the life of evangelist and TEDS professor of evangelism Paul E. Little to further the study and practice of evangelism at TEDS.

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

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

The Tite Tiénou Chair of Global Theology and World Christianity was given in honor of Dr. Tienou's outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology

The William Washington Chair of Student Leadership was given in honor of Dr. Washington's outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.
Adjunct Faculty

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

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

Tim Baldwin is a career educator with over twenty-five years of experience in classroom instruction, curriculum development, and teacher training. He began his career as a high school history and Bible teacher. Subsequently, he founded and directed an organization which assisted refugees and immigrants through the provision of counseling, non-formal education, and discipleship. He has been a regular presenter and frequent instructor in a wide variety of contexts over the past 15+ years. The focus of his doctoral research is culturally responsive pedagogy in the context of predominantly White institutions.

Camille Bishop
Adjunct Assistant Professor of Educational Studies  
BA, University of North Carolina at Wilmington  
Med, North Carolina State University  
PhD, Trinity Evangelical Divinity School

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

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

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

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

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

William P. Cheshire
Adjunct Professor of Bioethics  
AB, Princeton University  
MA, Trinity International University  
MD, West Virginia University

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

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

Prof. Cunningham is an attorney and educator who serves as Board Chair for Americans United for Life, the oldest national pro-life organization in the U.S. Her books include Suicide and Euthanasia, Alternative Medicine, The Reproduction Revolution, and Abortion and the Constitution.

Lee Eclov
Adjunct Associate Professor of Counseling  
BA, Trinity College  
MDiv, Trinity Evangelical Divinity School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Mathewson is senior pastor at Libertyville Evangelical Free Church in Illinois. He assumed this position after serving as pastor of Dry Creek Bible Church in Belgrade, Montana. Pastor Mathewson has written *The Art of Preaching Old Testament Narrative* (2002) and *Joshua and Judges* (The People’s Bible Commentaries, 2003).

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

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

Emanuel Naydenov  
*Adjunct Associate Professor of Theology*  
*Director of Extension and Affiliated Education*  
Diploma in Biblical Studies, BBAL Logos, Bulgaria 
MDiv, Bethel Seminary  
PhD, Marquette University

Emanuel D. Naydenov heads the Office of Extension and Affiliated Education at Trinity Evangelical Divinity School. He is responsible for the Extension and Distance Education programs at TEDS as well as for fostering TEDS partnerships with significant parachurch organizations in the areas of graduate education and ministry training. Dr. Naydenov earned his PhD in Religious Studies from Marquette University in the area of Systematic Theology. His dissertation project was entitled: *The Unsettled Church: The Search for Identity and Relevance in the Ecclesiology of Nicholas Healy, Ephraim Radner, and Darrell Guder*. He comes to Trinity after being involved in launching the first accredited seminary in the country of Bulgaria after the fall of Communism.
He is a contributor to the Bulgarian Journal of Theology and other indigenous theological and educational projects. He is also a cofounder of the Roundtable for Distance Education, a forum comprised of elite seminaries leading the way in nontraditional theological education and a member of the American Academy of Religion. He is an ordained minister in the Free Church. The Naydenovs currently reside in Oak Creek, Wisconsin, where the family attends Elmbrook church.

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

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

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

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

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

Dr. Rae is professor of Philosophy of Religion and Ethics and chair of the department at Talbot School of Theology. He has served as an ethicist at several California hospitals and has published a number of works on bioethical issues, including *Bioethics: A Christian Approach in a Pluralistic Age* (Eerdmans), *Body and Soul: Human Nature and the Crisis in Ethics* (IVP), and *Biotechnology and the Human Good* (Georgetown University Press).

Alvin E. Sanders  
Adjunct Assistant Professor of Missions  
BS, Cincinnati Christian University  
MA, Trinity Evangelical Divinity School  
PhD, Miami (Ohio) University

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

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

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

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

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

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

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

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

Paula has been a Licensed Professional Clinical Counselor (LCPC) in IL since 1999.

**Visiting Faculty**

Visiting faculty include faculty members who teach on an occasional basis, whether only one course or a full semester on a visiting basis. Visiting faculty members who have taught at Trinity Evangelical Divinity School during the last three years include the following:

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

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

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

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

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

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

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

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

Morris Vos
**Visiting Professor of German**
PhD, Indiana University

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

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

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

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

**Departmental Teaching Fellows**

**David Bryan**
Teaching Fellow in New Testament, 2016-2017

**Charles Cruise**

**Lance Higginbotham**
Teaching Fellow in Interdisciplinary Studies, 2013-2016

**Geoffrey Ng**

**Chi-ying Wang**

**Jonathan Wolters**
Teaching Fellow in New Testament 2016-2017

Lance Higginbotham
Teaching Fellow in Interdisciplinary Studies, 2013-2016

Geoffrey Ng

Chi-ying Wang

Jonathan Wolters
Teaching Fellow in New Testament 2016-2017
Academic Life

The Theological Fabric of the Trinity Curriculum

The early Trinity Evangelical Divinity School was birthed in the vision of the late nineteenth-century Norwegian-Danish Free Church and Swedish Evangelical Free Church, both of which developed Bible-theological curriculum to serve their pastoral leaders. Both were part of the Free Church movement, “an association of evangelical denominations whose sole requirement for church membership is spiritual life through personal faith in Jesus Christ as the Son of God, Savior and Lord” (Article 2 of the Constitution). The merger of these two groups in 1950 formed the Evangelical Free Church of America (EFCA), which continues today as the sponsoring church of Trinity Evangelical Divinity School.

Catholicity of spirit marked the early EFCA founders, who emphasized “unity in essential matters and liberty in all things non-essential” (E.A. Halleen, church leader). Doctrinal statements supported common beliefs and were intentionally silent on matters such as the time and method of baptism, the extent of the presence of Christ in the elements of the Lord’s Supper, Arminianism and Calvinism, and the timing of the Tribulation in eschatology. The belief was strong—”since all were members of the body of Christ through faith in Jesus Christ as Savior and submission to Him we should not demand that all believers be in agreement in all other matters” (A.T. Olson, retired EFCA president).

The arrival of Dr. Kenneth S. Kantzer to TEDS in 1962 reinvigorated the vision of the Seminary in terms of catholicity. Dr. Kantzer, with the support of the EFCA leadership, promoted TEDS as the “love gift of the EFCA to the broad evangelical world.” In an era when theological schism was rampant, Dean Kantzer called upon TEDS to embrace students and faculty who hold diverse theological views within the context of historic orthodox Christianity.

The TEDS of the twenty-first century still encourages diversity under the leadership of Dean Dr. Graham Cole. Committed to broad historically orthodox Christianity, and as a servant to the EFCA and the world wide church, TEDS welcomes and encourages faculty who affirm the inerrancy of Scripture. Regular TEDS faculty, while all subscribing to the EFCA’s Statement of Faith, currently represent diverse theological and denominational fellowships, including the following:

- Anglican Church of Australia
- Christian and Missionary Alliance
- Evangelical Free Church of America
- Lutheran Congregations in Mission for Christ
- North American Baptist Conference
- Presbyterian Church in Canada
- Reformed Church in America
- The Wesleyan Church
- Baptist General Conference
- Conservative Baptist Association
- Evangelical Covenant Church
- Fellowship of Evangelical Baptist Churches in Canada
- Missionary Church (Fort Wayne, Indiana)
- Presbyterian Church in America
- Presbyterian Church, USA
- Southern Baptist Convention

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

Curriculum offerings are regularly taught a breadth of theological diversity while affirming the commonality of the Christian faith. The breadth of faculty backgrounds also enables TEDS to offer courses that emphasize the history and theological tenets of various theological traditions, including Fundamentalism, Anabaptist, Lutheran, Reformed, and Wesleyan, in accordance with faculty expertise and student interests.

We invite you to join students and faculty from many church backgrounds as we seek together to affirm our commonality in Jesus Christ and the study of the Holy Scripture.

Academic Information

Academic and Personal Advisement

Admissions Office counselors generally provide initial academic guidance to prospective and admitted students. From the time of admission, students are encouraged to begin consulting online resources for academic advisement. They consult both the Catalog and the Academic Handbook as they plan their coursework. The online degree audit process through the online Dashboard enables students to marshal the resources of their personal institutional data record in determining completed and outstanding program requirements. This audit process is maintained by the Graduate Records Office.

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

Academic Calendar Year

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

General academic calendar dates may be found elsewhere in this catalog. Reference should be made to the current Academic Handbook or to the online Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, as well as special sessions and lectures.

Academic Handbook and Catalog

Students admitted to Trinity are subject to the program requirements of the Catalog current at the time of initial enrollment (matriculation). ). Students may elect, by indicating their intention to the Records Office, to complete the program requirements of a subsequent catalog; however, the catalog change policy requires that students complete all degree
requirements under any subsequent catalog selected. Students must choose one catalog or the other—not a combination of the two. If a student withdraws and is readmitted, or finishes one program and is readmitted into a second one, the student is subject to the program requirements current at the time of re-enrollment.

Specific policies and procedures related to master’s, Doctor of Ministry, and Doctor of Philosophy programs are contained in the respective program handbook (see relevant doctoral sections later in this catalog). The annually updated **Academic Handbook for Master’s Students** is available on the myTIU website (https://my.tiu.edu/ICS/Academic_Resources/Student_Handbooks) at the time of enrollment to all incoming master’s students, and an annual electronic addendum updates changes. The **Academic Handbook** contains detailed policy and procedural matters, detailed Academic Calendar, registration information, advisement tips, exam details, and guidelines regarding program capstone experiences (theses, etc.).

Students are well advised to retain at the time of their initial enrollment both the current Catalog and the **Academic Handbook** and observe changing academic procedures in subsequent Handbooks during their TEDS program. Careful reading and study of these two publications will facilitate timely program completion, the Catalog describing the program curriculum and the **Academic Handbook** describing the policies and procedures related to the completion of that curriculum.

### Academic Integrity

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community, which include respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted. Additional information and details are available in the **Academic Handbook**.

### Academic Load

To be considered full time, master’s-level students must enroll in at least 10 credit hours each semester (9 credit hours for students on our Florida campus). Students will be considered part time if they are enrolled in 1-9 credit hours (1-8 credit hours in Florida). However, for financial aid purposes “half time” is defined as 5-9 credit hours (5-8 credit hours in Florida). Note that tuition fee structures and academic load structures differ. Doctoral Students refer to doctoral section of the catalog.

The normal course load for full-time students is 10 to 15 credit hours. Registration for more than 18 semester credit hours requires a student to be in good academic standing with a cumulative GPA above the minimum required for graduation in the student’s degree program. Students employed more than twenty hours per week are advised against enrolling for a full-time academic load.

### Active and Inactive Student Status

Program students are expected to register at the beginning of each semester for all coursework (including short-term modulars) or other program requirements (Field Education, Internship, Capstones, Thesis, Extensions of Capstones, etc.) they intend to complete during the semester. The status of such students is considered **active** and campus services such as library, e-mail, faculty, etc. are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester. If students are regularly taking courses each year (such as summer), but their enrollment is not continuous every semester because of regular vocational responsibilities, they should notify the Records Office to ensure their **active** status is maintained.

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a **Leave of Absence** (LOA) from the Student Life Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a **Withdrawal** must be completed through the Student Life Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by students, and they do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered **inactive** (e.g., active students must register for at least one course each semester).

**Inactive** students must reapply to TEDS with no guarantee of readmission. At the time **inactive** students reapply, they are subject to a **reactivation fee**. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

### Biblical Languages

A distinctive part of some of the Master of Arts programs and the Master of Divinity program at Trinity is the requirement in biblical languages. Language requirements often are the aspect of the program curricula that either facilitate or delay timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements.

The biblical Hebrew language sequence for MDiv students includes two semesters of elementary Hebrew and one semester of Hebrew exegesis (10 semester hours) prior to beginning Old Testament canon courses. Master of Arts students with a concentration in Old or New Testament must complete prerequisite language work as outlined in the Catalog.

The biblical Greek language sequence for MDiv students requires one year of beginning Greek met by undergraduate coursework or intensive independent study, or Trinity’s two-semester or summer school undergraduate beginning Greek sequence. Completion of the MDiv in three years is nearly impossible for those beginning their MDiv studies without prior completion of undergraduate beginning-level Greek study or completing it at Trinity in the summer prior to enrollment. The beginning Greek requirement is a prerequisite to enrollment in the two-semester (8 semester hours) Greek exegesis courses, which in turn are followed by New Testament canon courses. Master of Arts students with a concentration in New or Old Testament must complete prerequisite language work as outlined in the Catalog.

All students with biblical language background, whether obtained by formal undergraduate or graduate coursework or independent study, must complete a proficiency exam in Hebrew or Greek for placement into the appropriate level in the Hebrew or Greek language sequence. It is possible that prior language preparation will enable students to demonstrate competency at a level sufficient to exempt them from beginning language courses; however, Trinity’s biblical language programs are intense, and such competency should not readily be assumed. Nor should it be assumed that prior completion of biblical languages at other graduate institutions is equivalent to that required...
at Trinity, in which case course hours may transfer, but proficiency demonstration must still be demonstrated.

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

Candidacy
Admission to a TEDS program must be followed by candidacy for the degree. Candidacy requirements vary from program to program and are outlined under the specific program description and concentration. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution. Admission or change to another program is not automatic and must be accompanied by a complete reapplication.

Capstone Events
Most Trinity programs require a capstone event: professional project, major or integrative paper, internship, comprehensive exams, thesis, dissertation, or a combination of these. Note carefully the requirement in your program curricula and consult with your department as to the precise guidelines for that event.

Capstone event writers (papers, theses, dissertations) should note carefully the university writing requirements outlined in the TIU Style and Format Manual and avail themselves of the counsel of the University Student Success Center in their writing.

Capstone Extensions and Fees
Some capstone events are regularly completed during the semester of enrollment (major papers, internships, etc.); however, others often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (ID 7466, ID 7469, ID 7481, ID 7484, XX 7486, XX 8986) in which students must enroll to maintain their active student status (see “Active and Inactive Student Status” above). If students are enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for students to maintain their active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for each semester in which they failed to register and may be rendered inactive in their program requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Course Extensions
During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies. All semester course work is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). All extensions beyond the date of the final exam are granted only by the Dean or Associate Dean of Students, not individual faculty members.

Course extensions are granted only in the case of an unforeseen emergency such as severe illness/hospitalization or death of an immediate family member. Such emergencies are to be reported immediately, or within seventy-two hours of the occurrence. Requests based on being overcommitted, vacation or travel plans, work or ministry responsibilities, family visits, etc. will be denied.

Note that only the Dean or Associate Dean of Students, not individual faculty members, grants course extensions. The Dean or Associate Dean of Students will notify the students and faculty member of the disposal of the request and may recommend that

1. no grade penalty be given provided the extension deadline is met or
2. a grade reduction of one full letter grade be given for each week the extension is effective.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of final exam week. All work must be submitted by the assigned deadline, or a Fail (“F”) will be permanently recorded.

Course Registration and Course Withdrawal
Course registration dates are announced annually and posted on the TEDS Academic Information web page in MyTIU. All changes in course registration (dropping and adding courses) must be completed during the first two weeks of the semester. A fee is assessed during the second week. Courses may not be added after the second week of classes. Courses dropped after the second week are considered course withdrawals with a “W” assigned during the first 50 percent of class meetings (e.g., during the first seven weeks of a semester-length course; during the first five days of a ten-day course) and an “F” assigned thereafter.

Note: Students are encouraged to review the Refund policy in the Catalog before dropping or withdrawing from semester, quad, or Field Education classes. Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

Students are responsible for reviewing Catalog program requirements and the Academic Handbook and for consulting the available academic advisement tools as needed prior to course registration to ensure that their courses apply to their program or personal interests.

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

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

Course Repeat Policy
Courses in which a letter grade of “B-” or lower is earned may be repeated in a regularly scheduled class mode with a different professor (until a grade of “B-” or better is obtained in the repeated course). The higher of the two grades earned will be calculated in the GPA; and the lower grade will remain recorded as originally completed with the notation “This course was repeated” and not calculated in the GPA. No additional credits will be earned, nor any tuition discount given for the repeated course. This policy has been created to assist students dealing with unexpected “real-life issues” that threaten one’s academic record and call
for a decision, while at the same time enabling students to make up the course without negative academic reflection.

**Course Scheduling and Attendance**

One semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing quarter hours with semester hours, 1 semester hour equals 1.5 quarter hours.

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

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

Class attendance is expected in graduate education at Trinity. Participation in class discussions and completion of course requirements are also expected. Absences for illness or other emergencies should be discussed directly with the instructor. Students missing more than a minimal number of class hours can expect to have their final grade penalized or fail a course when absences are excessive. Students participating in intensive short-term courses, such as modulars or weekend classes, are expected to attend all sessions for course credit or should not enroll in the course.

Students are expected to adequately prepare for class sessions. Short-term modular courses require preparation in advance of the first class meeting, or students may be asked to drop the course. Please consult the online course syllabus for short-term modular course preparation expectations.

**Course Substitutions and Program Modifications**

Master’s-level programs may be modified through transfer credit or advanced standing (see the Admissions section of the catalog). Further program course modifications are based on previous coursework or educational objectives, as described in the TEDS Academic Handbook, and are arranged with the faculty. Program course substitutions may be made within the department by the written consent of the faculty advisor or department chair or by the mutual consent of both department chairs if the substitute courses fall outside the department of the concentration. Written signed notification of such substitutions should immediately be filed with the Records Office.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

**Degree Combinations or a Second TEDS Degree**

Students may wish to combine a professional degree, such as the MDiv, with a research degree, such as a Master of Arts, if their future expectations include ministry and teaching. (See “Tips on Selecting the Appropriate Master’s Program” under “Master’s Programs.”) This option is desirable because in most cases students may complete coursework for both degrees in less time than taking the programs separately; however, admission to one degree program at Trinity does not guarantee that a student will be admitted to another program.

Although it is permissible to have simultaneous enrollment in two degree programs, the specific program requirements for each program must be met. Some of TEDS’s present systems (technology) do not always well recognize persons with enrollments in two programs, so additional consultation may be necessary. Manual degree program audits are available through the Records Office.

A student may overlap program requirements up to 50 percent of the shorter degree. For example, a student combining the MDiv and MA in Counseling Ministries (MA in CM) could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA in CM) with the MDiv. Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Generally a minimum of four years are required to complete both an MDiv and MA because of the program requirements, including MDiv internship, thesis, and comprehensive exams. (Note: The 50 percent degree overlap is not applicable in the case of a third degree.)

If students complete one Trinity degree and desire to enroll in a second Trinity degree while retaining the first degree, they must complete the program residency (normally a minimum of 16 semester hours) in that second degree.

Students who desire all the hours of a completed TEDS degree to count for another degree program may do so, but only by forfeiting their completed degree. For example, a student who has completed the MA (Christian Studies) program may desire to use all of the completed hours to pursue the MDiv program. In such cases, the first degree is surrendered. Contact the Records Office for details.

MDiv and ThM combinations: MDiv and ThM coursework may not overlap; however, students may take up to nine hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply those hours to their ThM requirements upon matriculating into the ThM program.

**Degree Program Definitions**

In light of the lack of an industry standard in defining degree combinations and relationships, and in an attempt to provide clarity to students and faculty, the following degree program definitions are used at Trinity:

**Concurrent or second degrees**—enrollment in two or more programs simultaneously or concurrently in one or more schools of TIU resulting in multiple degrees; a student must qualify separately for enrollment in each program, and meet program requirements for each program as outlined in the Catalog

**Advanced placement programs (AP)**—programs that grant advanced placement (with or without credit) in a degree program on the basis of a student’s prior academic work (the only TEDS program in this category is the Advanced Placement MDiv)

**Dual degree programs**—linked undergraduate—graduate program combinations where a student completes and is awarded an undergraduate degree, and moves seamlessly into a graduate degree (both at Trinity International University); admission to the graduate degree is conditional upon completion of the undergraduate degree; some program requirements may be met concurrently, however the
awarding of the two degrees is sequential occurring at two different graduations (two programs in this catalog exist at TEDS: the Bachelor of Arts and MA (Intercultural Studies); and the Bachelor of Arts and MA in Mental Health Counseling)

Accelerated degree programs—accelerated refers to a modification of the curriculum leading to a different type of degree program progression, and resulting in one degree (the only TEDS program in this category is the MDiv with Pre-Seminary Honors)

Joint degree programs—joint degrees are offered in conjunction with other institutions with both institutions noted on the diploma; TIU does not offer any joint programs.

Examinations
All students, whether or not English is their primary language, are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for that particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Associate Dean of Students if they need adjustments in the location, length, or manner of their exams based on their disability.

Final examinations are given during examination week at the end of fall and spring semesters for every regularly scheduled Trinity course. The method and manner of the exam is at the discretion of the instructor. All final examinations must be taken when scheduled.

Expulsion or Dismissal from Trinity Evangelical Divinity School
A student may be expelled or dismissed from TEDS under the following circumstances:

• If a student fails to demonstrate academic improvement after a period of academic probation: Academic dismissal is processed by the Records Office in accordance with Catalog policy.
• If a student has breached community guidelines of academic integrity as described in the Catalog and Academic Handbook: An expulsion for breach of academic integrity is processed by the Dean of Students in accordance with Academic Handbook policy.
• If a student has breached community life expectations as described in the Catalog and Student Guide: An expulsion for breach of community life expectations is processed by the Dean of Students in accordance with Student Guide policy.
• If a student has been denied candidacy for reasons stated earlier or relative to matters of Christian character described in the Catalog and the candidacy process: An expulsion related to candidacy is processed by the Student Life Committee of the TEDS Faculty.

Appeals of expulsion or dismissal should be made in writing to the office or body noted above for a second review. Further appeal is directed to the Dean, whose decision is final.

Field Education and Internships
Field education and internships involve supervised work in a field-based ministry. A variety of these educational experiences are available (see course descriptions for PT 5090, PT 5095 and PT 7465, and PT 7466). All are designed to

1. integrate classroom studies with field-based ministry,
2. aid in acquiring, reinforcing, and refining ministry knowledge and skills, and
3. assist in the assessment and development of Christian character, spirituality, ministerial call and identity.

Field Education and Internship experiences are guided by a field supervisor who serves as a mentor. Opportunities for Trinity students in the Chicago metropolitan area are abundant and diverse. Field Education and Internship courses may also be taken in any semester (fall, spring, or summer) and anywhere in the world under primary supervision of a field-based mentor. Students enrolled at extension sites and regional centers are required to meet the same field education requirements and should consult their extension coordinator for details on enrollment and completion of these courses.

Field education is a program requirement in most programs and a prerequisite for Internship in the MDiv program. All new students enrolling in their first Field Education or Internship must complete a one-time Field Education/Internship orientation. For Field Education, this orientation is offered at the beginning of the fall and spring semester. New extension and Florida students should contact their coordinators on how to complete the field education orientation requirement. Students must complete this orientation before Field Education credit can be obtained. For Internship, this orientation is offered at the middle of each fall and spring semester and serves to fulfill one of the two prerequisites for beginning the Internship (see MDiv candidacy to fulfill the other Internship prerequisite).

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

Students with extensive ministry experience (two to four years or more full time) prior to enrolling in Trinity who desire to obtain a waiver of Field Education or receive advance substitution of Internship requirements are encouraged to contact the Office of Supervised Ministries. For MDiv students, the application deadline for fall admissions is August 1 of the following year and for spring admissions is January 1 of the following year. For MA students, application deadlines are January 1 (for fall admissions) and August 1 (for spring admissions).

Begin working early with the Office of Supervised Ministries before registering for a Field Education or Internship course. Contact the office at 847.317.8030 or e-mail fielded@tiu.edu; the Office of Supervised Ministries will provide additional information.

Formations Groups
Participation in Formation Groups (see detailed information under Community Life) is encouraged for all students throughout their program. MDiv students are required to complete two semesters of Formation Group as part of their candidacy process (see MDiv Candidacy). For students in other masters programs, registration and participation in two semesters of Formation Group can serve to fulfill up to one Field Education requirement. No more than one Field Education requirement can be fulfilled in this manner.
Grading

The following descriptions provide some guidance to the use of grades at Trinity. These descriptions are not precise and should not to be confused with the precision of grade point averages (GPAs), which reflect levels of program progress. GPAs for candidacy and graduation are stipulated by program and are noted under each program in the Catalog.

"A" designates outstanding work—superior achievement of course objectives.

"B" designates good work—commendable achievement of course objectives.

"C" designates acceptable work—satisfactory achievement of course objectives.

"D" designates minimal work—marginal achievement of course objectives.

"F" designates failure—unacceptable work. "F" is also assigned when a course is dropped after 50 percent course meetings.

The following grade points are assigned to letter grades:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

In addition to letter grades, the following grading notations are also used.

AU (Audit): Assigned when one registers to audit a class and is not enrolled for credit. No hours or grade points accumulate. Auditors are expected to attend class.

CR (Credit): Represents successful completion of a course offered on a credit / no credit basis. These hours apply toward program requirements but are not calculated in the grade point average. Only courses such as colloquia and internships, and others as designated in the Catalog course descriptions, are offered CR/NC.

NC (No Credit): Represents failure to successfully complete a course offered on a credit / no credit basis. These hours are calculated as attempted but do not apply toward program requirements and are not calculated in the grade point average.

W (Withdraw): Indicates that a student withdrew from a course after the initial add period and during the first 50 percent of class meetings (e.g., during the first seven weeks of a semester-length course; during the first five days of a ten-day course). Withdrawals are not calculated in grade point average.

Withdrawals after the first 50 percent of class meetings result in the administrative assignment of an "F" grade.

Note: Students may add or drop semester, quad, or Field Education classes or withdraw with a refund within the first two weeks of the semester (short-term modulars may be added/dropped through first day of class). Tuition and fee assessment deadlines and financial aid deadlines may be independent from academic deadlines.

NR (Not Reported): Is posted when a grade has not yet been submitted for a course. "NR" may appear for one of three reasons: a) the instructor has not yet submitted a grade; b) a course extension has been granted by the Dean of Students Office; or c) the course meets as a modular near the end of the semester and all students have been granted an extension for submitting final work at a date announced by the instructor within ninety days of the last class session.

"NR" changes to a letter grade upon submission of the final grade; or to an F when coursework is not completed by the assigned deadline; or if a grade has not been posted by the faculty member at the end of the first semester following the course (second semester in the case of DMin students).

Assigned grades may not be changed by an instructor unless an error was made in computation or in the original recording of the grade. Students who wish to contest a grade may petition the Academic Exceptions Committee but should be aware that an instructor’s assigned grade is rarely overturned.

General Graduation Requirements for All Master’s Programs

The following general requirements apply to all students of master’s programs at Trinity (doctoral students should consult the graduation requirements for the specific doctoral program: PhD/EDS, PhD/ICS, PhD/THS, DMin):

- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.
- Evidence of Christian life and character and recommendation accordingly by the faculty. Regardless of their choice of vocation, students are expected to give evidence of a consistent Christian testimony, a concern for others, and sincere commitment to Christ such as to qualify for Christian service. Cooperation in field education, standards of Christian conduct, and the attitudes manifest toward other students, professors, and all those working with the student, are expected to be such as to commend the gospel, strengthen the church, and honor the Lord.
- Completion of all program requirements, including coursework, field education, capstone projects, and so on as required by the catalog program curricula in effect at the time of initial enrollment.
- Completion of residency requirements in each program.
- Completion of the program during the time duration provided in the degree’s statute of limitation.
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with the accounting office.

Graduation and Commencement Participation

Students may graduate (complete their degree program and receive their degree) in May, August, or December of the academic year. Specific
graduation requirements are listed in the master’s and doctoral sections of the catalog and in the respective program curricula. Graduates are encouraged, but not required, to participate in one of the two annual commencement ceremonies held each year in December and May.

Candidates for graduation (August, December, or May) must submit the online Application for Graduation form (found on the Records web page MyTIU (http://my.tiu.edu) > Campus Services > University Records > Deerfield Graduate Records Forms) to the Records Office by July 15 for the following December graduation, or by December 15 for the following May or August graduation. If candidates later change their intended date of completion, they must immediately update and resubmit their Application for Graduation form. Application for Graduation forms are not “carried” from graduation date to graduation date but must be updated by candidates.

After completing the Application for Graduation form, candidates must indicate their plans to participate through completion of the Commencement Participation form between August 1 and November 15 for the December ceremony, and between January 1 and April 1 for the May ceremony. (Note: Submissions after this date are moved to the following commencement ceremony.) These candidates are then kept informed of the details for the upcoming ceremony by the Commencement Coordinator. Additional ceremony information is available on the TIU commencement website.

Candidates who have not yet completed all program requirements are eligible to participate in the commencement ceremony and have their name listed in the program, when the following criteria have been met. Program requirements may be tracked by the online student dashboard audit system. (Note: These criteria are established by faculty policy and are nonnegotiable.)

1. On-time submission of Application for Graduation and Commencement Participation forms.
2. Six or fewer program hours remain, and the student is registering for these hours in the ensuing semester (spring for December participants or summer for May participants). (This may include Internship in the case of MDiv or MA/ICS students.)
3. Program candidacy has been granted.
4. All general and major comprehensive exams have been passed.
5. Capstone papers or projects have been submitted (including integrative/major papers, projects, etc).
6. The master’s thesis, DMin project, or PhD dissertation defense is passed by December 1 or May 1.
7. No other program requirements remain outstanding (e.g., program prerequisites, field education, formation group participation, and so on have all been completed).

Note: The above criteria are set by faculty policy and consistently applied. Waivers are seldom granted.

If the candidate later becomes ineligible for participation by falling short of the earlier stated criteria, immediate notification must be made by the candidate to the Records Office, and the candidate will be removed from the participation list. If a candidate is unable to participate and notification is given, or if one fails to respond to the invitation to participate, such candidates will be considered in absentia.

Candidates may participate, or participate in absentia, in only one commencement for each degree program. Please ensure that your current e-mail and post office mail address are up to date with the Records Office. Participation must occur no later than the May ceremony following program completion.

Graduation with Honors

Graduation honors are awarded to graduates of the Master of Arts and Master of Divinity programs as follows. Honors are awarded on the basis of the cumulative GPA of all coursework completed at TEDS.

<table>
<thead>
<tr>
<th>Honor Type</th>
<th>Minimum Cumulative Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>cum laude</td>
<td>3.50</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>3.80</td>
</tr>
<tr>
<td>summa cum laude</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Leave of Absence or Withdrawal from the University

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Student Life Office (gradstudentLife@tiu.edu). The student should schedule an appointment with the TIU Florida Director of Academic Operations at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA the student is considered “Active” but “On Leave” and should maintain contact with TEDS, assuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Registrar’s Office. During the LOA, the program statute of limitation clock keeps ticking; however, students remain in their program of admission, and no continuation fees are assessed. LOA status is not intended merely to delay program deadlines or other program responsibilities, but is rather a genuine absence from the TEDS community.

If during the LOA, students find that they must withdraw from the university or need further extended leave beyond what was originally filed, they must communicate their intentions with the Student Life Office. LOA beyond twelve months is considered withdrawal from the university, and students must reapply with no guarantee of readmission.

Withdrawal from the University

If a student desires to withdraw from the university with no intention of returning, the student must complete a Withdrawal from the University form available from the Student Life Office. Withdrawal is not complete until final settlements have been made with the Registrar’s Office and the Business Office. Withdrawal from the university deactivates students’ files, and if they desire to return at a future date, they must reapply with no guarantee of readmission.

Withdrawal for Students Called to Active Military Duty

Trinity students called to active military duty have the following options:

1. Receive course grades for the current semester, or extensions for all courses, if approved by your professors.
2. Receive administrative drops with a refund for some courses and grades/extensions in other courses, if approved by your professors.
3. Withdraw from all current semester courses with a full refund of tuition and fees.
4. Contact the TIU-VA Certifying Official in the Registrar’s Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Probation and Dismissal (Academic)

Maintaining good academic standing—defined as maintaining the minimum GPA for the program in which a student is enrolled—is the responsibility of the student. Regular monitoring of academic standing results in transcript posting and written notification of academic probation or dismissal in the following categories. It is the responsibility of students on academic probation to inform the Dean’s Office in writing of academic progress, including the steps being taken to remedy their GPA status.

Academic Probation occurs at the conclusion of any semester in which a student’s cumulative GPA falls below that which is required for their program of study. Academic probation is also assigned at the time of admission for students with a low academic record for admission.

Academic Dismissal occurs at the conclusion of two consecutive semesters in which a student’s cumulative GPA falls below the requirements for their program of study. Such a student is immediately academically dismissed from Trinity and administratively dropped from all courses.

Readmission: Subsequent to academic dismissal, the Admissions Committee will consider application for readmission only after the elapse of one semester and only if warranted by exceptional circumstances when applicants can demonstrate that satisfactory progress can be made. If students are readmitted, they must earn and maintain the minimum GPA required for their program of study for each subsequent semester, or they will be immediately academically dismissed.

Following is the minimum GPA required for good academic standing and specific degree program completion:

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

Residency Requirements

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

- Course work at Trinity
- Course work on the Deerfield Campus
- Course work at or near the end of the degree program

Specific residency requirements vary from degree to degree; however, the final 8 credit hours for all Trinity master’s level degrees must be taken through Trinity course work.

Statute of Limitation for Program Completion, Program Extension, Course Sunset, and Program Readmission

Statute of Limitation

The statute of limitation indicates the maximum length of time permitted for completion of a Trinity program. These vary according to the program and are noted under the program curricula. A summary follows:

Certificate: ten years
MA, ThM: five years
MA in Min, MA in UM, or MA/TS, MDiv: eight years

At the time a statute of limitation ends, a student is administratively rendered inactive and dropped from the program unless a program extension is on file in the Records Office. Such students must reapply to TEDS with no guarantee of readmission, and are subject to a reactivation fee (see Active and Inactive Status in this Catalog).

Note: Part-time students enrolled in a TEDS program and making consistent and definite program progress by completing program coursework every semester are generously granted program extensions.

Program Extension

A program extension request is considered by petition to the Master’s Exceptions Committee, and generally does not add more than two years to a program’s statute of limitation. The petition should be filed at least one semester before a statute of limitation ends and show evidence of consistent program progress and a definitive plan for program completion. When a program extension is granted, a student is in continuation status and a continuation fee is charged each successive semester (fall and spring) until the student graduates, whether or not the student is enrolled in class work and in addition to any tuition fees.

TEDS does recognize some students who are permanent part-time students and continue to make consistent and definite program progress by completing program coursework every semester; or the student who is a missionary under overseas appointment and unable to continue coursework every semester (though in light of the availability of online distance education curriculum, class schedules, transportation and the changing nature of furloughs continued study is often possible). In such cases, petitions filed for program extensions and/or waiver of continuation fees are welcomed.

Course Sunset and Readmission

Students who withdraw from Trinity (or are administratively rendered inactive) without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed.

Readmitted students two to five years beyond the date of their original statute of limitation can expect to complete an additional 25 percent program hours, in addition to retaking comprehensive exams, thesis proposal and processes, language competency exams, and other program requirements. Students readmitted more than five years beyond their statute of limitation can expect to complete a significant number of additional program hours, the amount of which is decided on a case-by-case basis. As is the common practice in higher education, and in
conformity with the Program Standards of the ATS, TEDS coursework older than ten years is not considered current and must be retaken.

A written statement outlining plans for program completion must be included in application materials. Readmission is solely for the program to which the applicant is making application. Conditions for admission and program requirements will be outlined in the letter of readmission and are determined by the department or program director as applicable. Students who did not withdraw, but were rendered inactive are also subject to a reactivation fee (see “Active and Inactive Student Status” elsewhere in this Catalog.)

**Technology and Students**

Most classrooms are equipped with LCD projectors, networked computers, DVD and VCR players, and other audio-visual equipment. Students are given MyTIU password information and a Trinity e-mail account upon receipt of the tuition deposit in the admissions process and are expected to become familiar with and use their computer skills as part of the academic and student process. Graduate education in the twenty-first century demands technology skills, including use of a computer for course assignments.

**Transcripts and Records**

Admissions documents are retained for an accepted student who does not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official transcripts bear the seal of the school and are distributed in a sealed envelope. They may be requested from the Records Office by presentation of the Transcript Request Form or a signed letter and will be sent directly to the student, to an institution upon request, or may be picked up in the Records Office. Unofficial transcripts are also available and may be faxed.

Allow seven business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for any minimal fees for transcripts.
Degree Program Options
TEDS offers a number of accredited degree programs to enable Christians to pursue God’s calling for their life of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. Programs are briefly outlined below, followed by a fuller description in the order they appear below. (Note that admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program to make application.)

Certificate in Christian Studies
The Certificate in Christian Studies is not a degree program but is designed for persons who desire to take seminary coursework without enrolling in a program. It is also an appropriate course of study for persons who have not yet decided on a degree program or for those who simply want to enrich their Christian understanding. Courses may be taken in the Certificate in such a way that they later apply to a degree program.

Master of Arts Programs
The Master of Arts (MA) is considered an academic degree in general theological studies designed to provide a basic understanding of particular theological disciplines for further graduate study or for general educational purposes. It is designed on a two-year model for program completion, dependent upon prerequisites completed. Often the MA is a prerequisite degree for enrolling in a public university-based terminal degree or doctoral program, though this is not always the case. Many universities accept students into a master’s/doctoral program track that will award the student a master’s degree while admitting them later to a doctoral program. Students anticipating future terminal degree work are advised to consult with the institution where they anticipate undertaking doctoral studies to ensure that their graduate-level preparation will be appropriate for doctoral admission. Often such students may be required to devote the capstone project in their master’s program to the writing of a thesis that demonstrates ability to do academic research.

TEDS offers MA concentrations in a number of areas:

- **Theological Studies**: with the objective of providing a basic understanding of Christianity for general educational purposes, drawing from the breadth of the curriculum
- **Biblical and Near Eastern Archaeology and Languages**: focusing on archaeology and languages
- **Church History**: specializing in the history of the Christian church
- **Educational Ministries**: specializing in educational ministry in the church/parachurch context
- **Intercultural Studies**: prepares or further equips participants for the task of Christian missions through bridging cultures both at home and abroad
- **New Testament**: an emphasis upon intensive study of the New Testament
- **Old Testament and Semitic Languages**: concentrates on the study of Old Testament, Semitics, Near Eastern languages and literature, and the cultural background of the Jewish people

**Systematic Theology**: specialized study in Christian doctrine its biblical grounding, historical development, logical coherence, and contemporary context

**Specialized Concentration**: by special application when curriculum objectives significantly extend beyond one department

Master of Arts in [specialized ministry] Programs
A second group of master’s degrees is explicitly designed to equip persons professionally for competent leadership in some form of specialized ministry in congregational or other settings. These degrees, designed on a two-year full-time model for program completion, are designated Master of Arts in [specialized ministry]. TEDS offers the following:

- **Master of Arts in Chaplaincy and Ministry Care (MA in CMC)**: a program designed to develop pastoral and spiritual life counseling skills
- **Master of Arts in Mental Health Counseling (MA in MHC)**: a professional licensure track program with the intent to train students to become licensed mental health professionals
- **Master of Arts in Ministry (MA in Min)**: designed for church volunteers, lay staff, parachurch workers, and persons engaged in specialized church-related service organizations, enabling them to pursue interdisciplinary studies that will equip them for competent leadership in their specific ministry context
- **Master of Arts in Urban Ministry (MA in UM)**: based at the South Chicago Regional Center in Dolton and serves students engaged in urban ministry for further effective service in an urban context

Master of Divinity Program
The Master of Divinity (MDiv) degree is the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The MDiv is also the required prerequisite degree for Doctor of Ministry programs and is the recommended graduate theological degree for those intending to pursue advanced theological research degrees (ThM, PhD). As such, the MDiv carries two roles: first, to prepare persons for ministerial leadership and possibly future Doctor of Ministry studies; and, second, to provide theological training for those anticipating enrolling in a Master of Theology or Doctor of Philosophy program when that program is housed in a private theological school. Trinity’s distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. TEDS has recently reinvigorated its MDiv degree by offering the following six ministry foci within the degree:

- Congregation Ministry: Pastor-Teacher
- Congregational Ministry: Team Ministry
- Cross-Cultural Ministry
- Pastoral Care
- Research Ministry
- Specialized Ministry: Compassion and Justice
- Specialized Ministry: Chaplaincy
- Specialized Ministry: Other
**Master of Theology Program**

The Master of Theology (ThM) degree is intended to provide advanced theological study beyond the MDiv in one discipline. The ThM may strengthen study toward future doctoral-level studies, help prepare for some forms of teaching, provide advancement of ministerial practice, or offer a context for disciplined reflection upon a specialized function of ministry. TEDS's ThM offers concentrations in each of the eight departments, and an interdepartmental specialized concentration as arranged at the time of application. Specifically:

- Church History
- Counseling
- Educational Ministries
- Mission and Evangelism
- New Testament
- Old Testament
- Pastoral Theology
- Systematic Theology
- Specialized Concentration

**Doctor of Ministry Program**

The Doctor of Ministry (DMin) program is a professional program intended for persons engaged in full-time vocational Christian ministry, such as pastors, associate pastors, Christian educators, missionaries, workers in parachurch organizations, chaplains, and evangelists. The DMin program is designed to enhance professional ministry competencies with concentrations in the following six areas. See the Doctoral Programs section of the Catalog for a further description.

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

**Doctor of Philosophy Program**

The Doctor of Philosophy (PhD) program at TEDS is specifically designed for persons who wish to pursue advanced study and research in a field of interest. TEDS offers three areas of research study as follows. See the Doctoral Programs section of the Catalog for further description.

- Educational Studies
- Intercultural Studies
- Theological Studies

**Additional Areas of Focused Study**

TEDS degree programs are offered in the disciplines above; however, many additional areas of focused study integrate coursework offered across disciplines, in a variety of departments, or on the basis of current course offerings (many times by visiting faculty). These course offerings fit into degree programs in varying ways, and students are encouraged to consult with their faculty advisor or department chair to blend course selections particular to their needs and interests. The topic areas noted below may be completed as outlined or may be completed as specialized areas in the MDiv program.

**Bioethics**

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

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

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

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

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

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

6 hours in bioethics taken in the elective area of the MDiv or MA/TS (if fewer than 6 hours are taken there, the missing hours can be added to the 15 hours needed to complete the MA/BE degree)

15 hours in bioethics including the following courses (courses not taken as electives in their first degree)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>3</td>
</tr>
<tr>
<td>or BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3</td>
</tr>
<tr>
<td>Other BE elective courses as needed to complete 15 hours</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Hours**: 15

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

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

During any fall before the final year of MDiv or MA/TS studies:
- BE 5000 Introduction to Bioethics: Matters of Life and Death (3 hours as part of MDiv or MA/TS degree)

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

During the spring of the final year of MDiv or MA/TS studies:
- BE 5300 Clinical Issues in Bioethics 2
- BE 5500 Bioethics and Public Policy 2
- BE 6100 Bioethics Colloquium 1
- BE 5299 The Clinical Context 1
- or BE 5499 The Public Policy Context 1

During the summer after the final year of MDiv or MA/TS studies (a six-day block of classes):
- BE 6500 Advanced Bioethics Institute 3
- BE 5900 Bioethics National Conference 3

Total Hours 21

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

Chaplaincy Studies
Chaplains bring the presence of Christ to persons and situations that are often inaccessible to traditional pastors, missionaries and parachurch workers. Chaplaincy ministry is incarnational by nature, and a chaplain’s parish ranges from battlefields to airfields, hospital rooms to break rooms, prison chapels to ships at sea. Though chaplains are often associated with military forces or hospitals, chaplains may also serve in a number of different situations including disaster relief (first responder), corporate, fire departments, police departments, airports, race tracks, sports teams, nursing homes, hospice, and correctional. Additionally, though many chaplains serve in a full-time capacity, a number of pastors have enhanced their community outreach by serving as reserve chaplains or as volunteers with their local police or fire departments. The opportunities for chaplaincy ministry are indeed plentiful.

Trinity recognizes the value of chaplaincy studies and offers a variety of classes designed to introduce students to chaplaincy vocational options, and then train further those who desire to specialize. Since most chaplaincy programs require a Master of Divinity degree or its equivalent, students desiring to become chaplains are encouraged to enroll as MDiv students, then use their electives to specialize as appropriate.

Trinity is unique in its ability to offer not just basic chaplaincy courses, but specialized study options in related subjects including bioethics, counseling, and philosophy of religion (essential to those who will serve in pluralistic environments). Additionally, Trinity’s proximity to a major military installation (Naval Station Great Lakes), major hospitals (including the nation’s first Federal Health Care Center), an abundance of nursing home, multi-level care facilities, and other chaplaincy-related organizations make this an ideal location to pursue chaplaincy training.

Prospective chaplains may choose the following courses or others relevant to the specialization:
- PT 6300 Intro to Chaplain Ministries 2
- ME 8310 Religious Pluralism & Mission 3
- ID 7375 Clinical Pastoral Education 1-2
- PT 7210 Pastoral Practices 2-3
- PT 6215 Personal Spiritual Formation for Ministry 2
- ME 8312 Christian Encounter with World Religions 3
- CC 5615 Cultural Engagement 3
- CO 6120 Addiction Counseling 3
- CO 7140 Crisis Counseling 2-3
- CM 6572 Pastoral Counseling for Marriage & Family 3
- EM 5560 Church Ministry with Adults 2-3
- BE 5000 Introduction to Bioethics: Matters of Life and Death 3
- PT 7870 Ministry of Mercy & Justice 2
- BE 5000 Introduction to Bioethics: Matters of Life and Death 3
- BE 5100 Intensive Bioethics Institute 3-4
- BE 5499 The Public Policy Context & BE 5500 Bioethics and Public Policy 3
- BE 5900 Bioethics National Conference 2-3
- BE 6300 Bioethics, Human Dignity, and the Church 3
- BE 6500 Advanced Bioethics Institute 3-4

Field education and internship credit may be earned in a variety of ways, including attendance at Chaplain Basic Officer Training (Army, Navy or Air Force) held at Fort Jackson, SC.

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

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

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

Students preparing for church planting may take the following courses:

**Foundations of Church Planting**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5150</td>
<td>Introduction to Church Planting (for urban or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>intercultural contexts)</td>
<td></td>
</tr>
<tr>
<td>or ME 8230</td>
<td>Global Church Planting and Development</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Issues in Church Planting**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 6155</td>
<td>Advanced Church Planting</td>
<td>2</td>
</tr>
<tr>
<td>PT 5155</td>
<td>Church Planting Boot Camp (preparation for a specific</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>plant)</td>
<td></td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Specialized Ministry Skills for Church Planting, Depending on a Student's Area of Interest or Need**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
<td>2-3</td>
</tr>
<tr>
<td>EM 6260</td>
<td>Small Group Process in Ministry</td>
<td>2-3</td>
</tr>
<tr>
<td>ME 7510</td>
<td>Missional Church</td>
<td>3-4</td>
</tr>
<tr>
<td>ME 6963</td>
<td>Principles of Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>PT 7848</td>
<td>Ministry of the Urban Church</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours** 23-27

Field Education and Internship may be completed emphasizing church planting, urban ministry, missions, and evangelism. For more information contact Dr. Craig Ott, Professor of Mission and Intercultural Studies, at cott@tiu.edu or (cott@tiu.edu) tiu (cott@tiu.edu). (cott@tiu.edu)edu

**Clinical Pastoral Education**

The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu (http://www.acpe.edu)) is a multicultural, multifaith organization devoted to providing education and improving the quality of ministry and pastoral care offered by spiritual caregivers of all faiths through the clinical educational methods of Clinical Pastoral Education (CPE).

Some denominations require CPE units for ordination, and others require CPE for chaplaincy (check with your denomination). Recognizing the value of CPE, and the desire of Trinity students to participate in the experience, Trinity will grant academic credit for student participation in three ways:

1. as Field Education credit;
2. as MDiv Internship credit; or
3. as elective credit by enrolling in ID 7375.

Students wishing to complete CPE for Field Education and/or MDiv Internship should contact the Supervised Ministry Office, and students wishing to complete CPE for elective credit should contact the Dean’s Office for details before they begin the CPE experience. One completed CPE unit is equivalent to two Field Education units, 2 semester hours of MDiv Internship, or 1-2 semester hours (student choice) of elective credit. (Note: One CPE unit equals 400 clock hours.)

Before the CPE experience begins, students should meet with the Supervised Ministry or Dean’s Office with the following information in hand: completed site CPE, notice of approval of acceptance by CPE trainer, start and end date for experience, number of hours being completed per week during the experience, number of Trinity credit hours desired. The Trinity portion of the experience will conclude with a debrief meeting and/or paper; presentation of the ACPE’s Certificate of completion, and course registration (at completion) for the experience.

**Compassion and Justice**

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

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7724</td>
<td>Ministry in Under-Resourced Communities</td>
<td>3</td>
</tr>
<tr>
<td>ME 7722</td>
<td>Studies in Reconciliation</td>
<td>2</td>
</tr>
<tr>
<td>ME 8815</td>
<td>Ethnicity: Modes of Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CO 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ST 7715</td>
<td>Political Theologies</td>
<td>3-4</td>
</tr>
<tr>
<td>ST 7710</td>
<td>Biblical and Theological Anthropology: Race, Ethnicity,</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Nationality</td>
<td></td>
</tr>
<tr>
<td>PT 7842</td>
<td>Understanding the Urban World</td>
<td>2</td>
</tr>
<tr>
<td>ME 8312</td>
<td>Christian Encounter with World Religions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Focus or general electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Hours** 34-36

In addition to inter-disciplinary class experiences, several extra-curricular opportunities aim to further deepen students’ learning and growth in this area of ministry. The Mosaic Fellowship (a multiracial formation group that focuses on the Biblical calling of reconciliation), Faith Alive (a college-seminary student group that focuses on serving the under-resourced communities), and the Social Justice Living Floor (a residence hall floor that houses single students who seek to grow in the Biblical understanding and practice of social justice) offer rich and varied opportunities for learning and serving. Finally, Trinity has been actively collaborating with CCDA (Christian Community Development Association) and North Lake County churches to create field education and internship opportunities for those who want to actively serve in under-resourced communities while doing their coursework.

**Urban Ministry**

Trinity maintains a regional campus center in urban Chicago. Class work at that site may be taken in the focus area of Urban Ministry, or a student may complete the Master of Arts in Urban Ministry at this site. TEDS also regularly offers a number of classes at the Deerfield campus particularly pertinent to urban ministry.

**The Certificate in Christian Studies**

**Purposes of the Certificate**

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

**Admission Requirements and Prerequisites**

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

**Completion Requirements**

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

- Complete a minimum of 24 graduate semester hours through Trinity with a cumulative GPA for program coursework of at least 2.0, with no course work graded below a “C-” applicable to the Certificate.
- All coursework applicable to the Certificate must be completed within a ten-year period.
- Application to graduate must be made by July 15 of the year of intended graduation for December graduation or by December 15 preceding the intended graduation semester for May or August graduation through the filing of the Application for Graduation form in the Records Office. This initiates the processes related to graduation and serves to advise you of the requirements necessary for program completion.
- Evidence of Christian life and character and recommendation accordingly by the faculty.
- Completion of all requirements required by the Catalog curricula in effect at the time of initial enrollment
- Settlement of all financial obligations to Trinity and any other ACTS seminaries with Student Financial Services.

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

**Christian Studies Courses**

Total hours required 24 semester hours
Master’s Programs

Master's Programs

• Master of Arts (MA) (p. 307)
  • Concentration in Theological Studies (MA/TS) (p. 310)
  • Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) (p. 313)
  • Concentration in Church History (MA/CH) (p. 315)
  • Concentration in Educational Ministries (MA/EM) (p. 317)
  • Concentration in Intercultural Studies (MA/ICS) (p. 319)
  • Concentration in New Testament (MA/NT) (p. 321)
  • Concentration in Old Testament and Semitic Languages (MA/OT) (p. 323)
  • Concentration in Systematic Theology (MA/ST) (p. 325)
  • Specialized Concentration (p. 327)

• Master of Arts in Chaplaincy and Ministry Care (MA in CMC) (p. 328)
• Master of Arts in Mental Health Counseling (MA in MHC) (p. 330)
• Master of Arts in Ministry (MA in Min) (p. 332)
• Master of Arts in Urban Ministry (MA in UM) (p. 336)
• Master of Theology (ThM) (p. 346)
• Master of Divinity (MDiv) (p. 338)

Master of Arts (MA)

Master of Arts (MA) Program Purpose

The purpose of the Master of Arts degree program is to provide a basic understanding of theological disciplines for further graduate study or for general educational purposes. The concentration nomenclature articulates the specific discipline under study. Achieving specified student learning outcomes in the concentration meet the MA degree program goals. This MA program is oriented toward general theological studies rather than ministerial leadership, and is academic rather than professional in focus.

Persons desiring an interdisciplinary basic understanding of Christianity should enroll in the Master of Arts Concentration in Theological Studies, which draws courses from across the curriculum. Other Master of Arts concentrations focus coursework within a particular departmental discipline as noted in the descriptions that follow.

MA Admission Requirements

Applicants to the MA program must meet the following requirements:

1. Possess an earned bachelor’s degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) or 3.0 on a 4.0 scale.
2. Submit official transcripts, in a sealed envelope directly from the institution, from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
3. Submit recommendation forms online from each of the following:
   • Applicant’s pastor or church leader
   • Applicant’s employer or a business acquaintance
   • A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
4. Submit a written three-part statement with your
   a. personal testimony
   b. present spiritual life and Christian service and
   c. ministry goals as described in the application.
5. Submit test scores from either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) if the undergraduate GPA is lower than 3.0 or if the undergraduate degree is from an institution without regional accreditation.
6. All applicants for whom English was not their primary language of instruction must submit the Test of English as a Foreign Language (TOEFL) (see Admission section of Catalog for details.)
7. A personal interview may be required.
8. Additional specific program concentration requirements noted below must also be met.

MA Prerequisite Hours

The general prerequisites for the Master of Arts program at TEDS follow. Note the particulars under each program concentration

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major or its equivalent in an area appropriate to the concentration
3. languages appropriate to the concentration (TEDS testing for placement)

See below for specific concentration requirements for (2) and/or (3).

Note: Outstanding prerequisites must be completed early in the program and before candidacy.

**MA Residency and Program Duration**

- 24 hours must be completed through Trinity coursework, with the final 8 program hours completed through Trinity.
- Residency is understood as in-person interaction of instructors and students in locations approved for offering of a full degree. As such, all MA concentrations (with the exception of Theological Studies) are approved for the Deerfield site, and the concentration core curriculum is available only in Deerfield; however, some general coursework may be taken at TEDS extension sites or in TEDS Online Distance Education mode if offered. The MA (Theological Studies) is available in full at extension sites. In all cases, the number of online distance courses that can be taken in a program is limited by course availability and the requirement that students must complete the prescribed Residency Requirement.
- Duration: Generally two to three semesters of full-time coursework are followed by one to two semesters of Capstone work including comprehensive exams, field work, and thesis as required in the concentration.
- All MA program requirements must be completed within five years of matriculation into the program (statute of limitations).

**MA Candidacy Requirements**

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

- All outstanding prerequisites and entrance deficiencies and conditions are removed.
- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 after program admission. (Note: These hours must be completed after admission to the program concentration, not after matriculation into TEDS.)
- The participant is making continued progress toward meeting all graduation requirements; and in the assessment of the department will be able to complete the degree program in timely fashion within the statute of limitations.
- The faculty has taken formal action to grant candidacy for the degree.

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

**MA Graduation Requirements**

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

- Completion of all program concentration requirements with a minimum cumulative grade point average for program coursework of 2.5, and with no coursework graded below a “C-” applicable to the degree.
- Successfully complete all required Capstones in the concentration.

**Master of Arts Available Concentrations**

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

**Programs**

- Concentration in Theological Studies (MA/TS) (p. 310)
- Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) (p. 313)
- Concentration in Church History (MA/CH) (p. 315)
- Concentration in Educational Ministries (MA/EM) (p. 317)
• Concentration in Intercultural Studies (MA/ICS) (p. 319)
• Concentration in New Testament (MA/NT) (p. 321)
• Concentration in Old Testament and Semitic Languages (MA/OT) (p. 323)
• Concentration in Systematic Theology (MA/ST) (p. 325)
• Specialized Concentration (p. 327)
Concentration in Theological Studies (MA/TS)

MA/TS Concentration Purpose
The MA/TS provides a basic understanding of Christianity for general educational purposes. Trinity’s MA/TS program draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student’s area of interest. The program is particularly suited for Christians desiring to better understand God’s revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in non-church-related vocations or for those seeking a general theological degree to accompany a specialized master’s degree. As a seminary degree, its particular focus is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education course work on a particular subject area available in the curriculum or at their particular site.

The MA/TS may be completed in full at the Chicago Regional Center, the Florida Regional Center, and at extension sites in Madison, Wisconsin; Milwaukee, Wisconsin; Indianapolis, Indiana; Akron, Ohio; and Columbus, Ohio. Coursework may also be completed in Pittsburgh, Pennsylvania. Some coursework may also be completed through TEDS online courses.

MA/TS and the MDiv or a Second Degree
The flexibility of the MA/TS curriculum and its biblical-theological focus makes it an ideal fit as a complementary degree to other MA programs, such as the MA/MHC. Students may also complete their MA/TS degree and then use all the hours in the program toward an MDiv degree. If MA/TS students are anticipating future MDiv studies, they should select courses that are required in the MDiv program, including biblical language courses. (See “Degree Combinations” in this Catalog.)

MA/TS Program Objectives
The MA/TS will enable participants to:

• Understand the biblical and theological constructs that form the foundation for the Christian faith
• Think critically and constructively about the historic and global contexts of Christianity
• Examine closely an area of theological studies of personal interest
• Articulate their Christian faith in light of their present vocational engagement
• Grow in personal and spiritual maturity
• Demonstrate competence in writing and research

MA/TS Program Admission Requirements and Prerequisites
The admission requirements for the MA/TS are those described under the Admissions section of the Catalog and the following requirements specific to the MA/TS program:

Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.

The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.

Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, and for others upon request from the Admissions Office.

MA/TS Residency Requirement and Program Duration
The residency requirement for the MA/TS degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Deerfield and extension site courses; and through Trinity Distance Education or independent study courses as arranged with the program advisor.

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

MA/TS Statute of Limitation
All MA/TS program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.
MA/TS Candidacy Requirements
Admission to the MA/TS program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program coursework after admission to the program.
- All entrance deficiencies and conditions are removed.
- Formal action has been taken by the faculty to grant candidacy for the degree.
- Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

MA/TS Graduation Requirements
1. Complete the General Graduation Requirements for all master’s programs.
2. Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a “C-” applicable to the degree.
3. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
4. Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS program allows participants to focus a significant part of their studies in an area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes, while enabling students to complete as many as 14 or more semester hours (electives plus capstone) in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area.

Biblical Studies
Select 8-12 hours of Biblical Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament</td>
</tr>
<tr>
<td>NT 5000</td>
<td>Intro to the New Testament</td>
</tr>
</tbody>
</table>

Recommended:

- OT 5000 Intro to the Old Testament
- NT 5000 Intro to the New Testament

Theological Studies
Select 9-12 hours of Theological Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
</tr>
</tbody>
</table>

Recommended:

- ST 5101 Theology I: Intro to Theology
- ST 5102 Theology II: Christ, Man, Sin & Salvation
- ST 5103 Theology III: Holy Spirit, Church, Last Things

Historical and Global Studies
Select 5-9 hours of Historical and Global Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5010</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>CH 5060</td>
<td>American Church History</td>
</tr>
<tr>
<td>CH 7450</td>
<td>Christianity in the Non-Western World Since 1700</td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
</tr>
<tr>
<td>ME 6760</td>
<td>Theology of Mission &amp; Evangelism</td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
</tr>
</tbody>
</table>

Recommended:

- CH 5010 History of Christianity
- CH 5060 American Church History
- CH 7450 Christianity in the Non-Western World Since 1700
- ME 6410 History of Missions in the Modern World
- ME 6760 Theology of Mission & Evangelism
- ME 7710 Contextualization

Electives

Select one option from the following:

- Option 1:
  - PT 5090 Field Education (two semesters)
- Option 2:
  - PT 5090 Field Education (one semester)
- ID 5080 Formation Group (two semesters)

Capstone

- ID 7468 MA (Theological Studies) Capstone

Total Hours

- Total Hours: 42
Concentration in Theological Studies (MA/TS)

1. Include both OT and NT studies; languages not applicable.
2. Select from ST, PR, CC, BE studies
3. Select from CH and ME studies
4. These courses may focus in a department or area of interest or be selected from across the curriculum.
Concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC)

MA/ARC Concentration Purpose

The Master of Arts concentration in Biblical and Near Eastern Archaeology and Languages (MA/ARC) provides specialized study in the discipline of Biblical and Near Eastern Archaeology. The MA/ARC is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/ARC Program Objectives and Student Learning Outcomes

To be announced

MA/ARC Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Archaeology and Near Eastern Studies and languages or its equivalent that includes a minimum of 6 hours of undergraduate Hebrew, and 12 hours of Bible (including OT and NT surveys), and/or archaeology Near Eastern studies
3. proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241 (testing for placement)

Theology Core

Recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>or ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Core

Biblical and Near Eastern Archaeology:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5075</td>
<td>Biblical Archaeology: Intro to the World of the Old Testament</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 9 hours of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5050</td>
<td>Geography of Bible Lands</td>
<td></td>
</tr>
<tr>
<td>OT 7420</td>
<td>Ancient Near Eastern Religions</td>
<td></td>
</tr>
<tr>
<td>OT 7425</td>
<td>Egypt and the Bible</td>
<td></td>
</tr>
<tr>
<td>OT 7430</td>
<td>Origins of Israel</td>
<td></td>
</tr>
<tr>
<td>OT 7435</td>
<td>History of Israel</td>
<td></td>
</tr>
<tr>
<td>OT 8000</td>
<td>Seminar: Current Issues (when topic is Hebrew Studies; approval by dept chair)</td>
<td></td>
</tr>
</tbody>
</table>

Cognate Languages:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5242</td>
<td>Hebrew Exegesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Select 6 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 7010</td>
<td>Biblical Aramaic</td>
<td></td>
</tr>
<tr>
<td>OT 7014</td>
<td>Extrabiblical Aramaic</td>
<td></td>
</tr>
<tr>
<td>OT 7020</td>
<td>Akkadian I</td>
<td></td>
</tr>
<tr>
<td>or OT 7021</td>
<td>Akkadian II</td>
<td></td>
</tr>
<tr>
<td>OT 7030</td>
<td>Ugaritic</td>
<td></td>
</tr>
<tr>
<td>OT 7040</td>
<td>Syriac</td>
<td></td>
</tr>
<tr>
<td>OT 7655</td>
<td>West Semitic Inscriptions</td>
<td></td>
</tr>
<tr>
<td>OT 7660</td>
<td>Middle Egyptian</td>
<td></td>
</tr>
<tr>
<td>OT 8000</td>
<td>Seminar: Current Issues (when topic is Cognate Lang; approval by dept chair)</td>
<td></td>
</tr>
</tbody>
</table>

Elective Course

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 7501</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Field Education

Select one option from the following:

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Field Education (2 semesters)</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PT 5090</td>
<td>Field Education (1 semester)</td>
<td></td>
</tr>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
<td></td>
</tr>
<tr>
<td>MA/ARC Capstone</td>
<td>MA/ARC Major Comprehensive Exam</td>
<td>0</td>
</tr>
<tr>
<td>OT 7455</td>
<td>Field Work in the Middle East</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
Concentration in Church History (MA/CH)

MA/CH Concentration Purpose

The Master of Arts concentration in Church History (MA/CH) provides specialized study in the discipline of the history of the Christian church. The MA/CH is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/CH Program Objectives and Student Learning Outcomes

1. Students will acquire a foundational understanding of the history of the Christian Church in the western and non-western world from the first century to the present.
2. Students will develop skills in historical research and writing necessary for academic ministry or service to the local church.
3. Students will gain confidence in using the Christian tradition in their ministries of preaching and teaching to help other Christians with issues of spiritual, doctrinal, and ecclesial identity, and to make more faithful disciples of those whom God calls them to serve.
4. Students will grow in their understanding of and appreciation for the rich diversity of faith traditions within the Christian churches.

MA/CH Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in history or its equivalent that includes a minimum of 18 hours in history
3. a reading knowledge of languages required to complete the thesis, depending on the area of study

Theology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Systematic Theology elective (ST prefix)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 8100</td>
<td>Classic Texts in the History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>CH 8911</td>
<td>Colloquium in Historical Methodology I</td>
<td>2</td>
</tr>
<tr>
<td>&amp; CH 8912</td>
<td>Colloquium in Historical Methodology II</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives in Church History

1. 12-14 hours

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 8455</td>
<td>History of Christianity in China</td>
</tr>
<tr>
<td>NT 7720</td>
<td>Backgrounds Early Christianity</td>
</tr>
<tr>
<td>ST 8310</td>
<td>Theology of Augustine</td>
</tr>
<tr>
<td>ST 8360</td>
<td>Karl Barth</td>
</tr>
<tr>
<td>ST 8410</td>
<td>Theology in Contemporary Literature</td>
</tr>
</tbody>
</table>

Elective Courses

Select 5-7 hours of elective courses

Field Education

Select one option from the following:

| Option 1: | |
| PT 5090 | Field Education (1 semester) |

Option 2:

| Option 2: | |
| ID 5080 | Formation Group (2 semesters) |

MA/CH Capstone

MA/CH Major Comprehensive Exam

Select one option from the following:

| Option 1: | |
| Two – 7980 MA Major Research Paper | |

Option 2:

| Option 2: | |
| CH 7485 | MA Thesis |

Total Hours

32

1 12 hours if Thesis option; 14 hours if Two Major Papers option
2 CH 7980 option available for those not intending to pursue PhD studies in history. Letters of recommendation for PhD studies will not be provided by departmental faculty for those pursuing this option.
CH 7485 option expected for those intending to pursue PhD studies in history.
**Concentration in Educational Ministries (MA/EM)**

**MA/EM Concentration Purpose**

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

MA/EM course offerings are drawn from across the curriculum based on a participant’s needs and ministry context (rather than a plethora of specific topical departmental courses). A foundational curricular core in Bible, theology, and educational ministries provide a structure for integrative educational thinking. Course selections are developed in consultation with an educational faculty advisor in areas of student interest leading to the program Capstone. The Capstone must demonstrate in-depth analysis and critique of educational practices for the local church, or other educational setting identified by the participant (parachurch, camps, Christian school, etc.)

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

**MA/EM Program Objectives and Student Learning Outcomes**

The MA/EM Concentration will enable participants to:

- Critique educational practices and experiences with renewed theoretical and educational understanding
- Ground their educational thinking in a strong biblical and theoretical base
- Integrate educational theory with Christian character and formation
- Link their educational framework within a contextualized ministry practice
- Identify and articulate a leadership philosophy and implementation strategy within an organizational system

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

**MA/EM Prerequisites**

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

**MA/EM Curriculum**

**Required Foundation Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology Core:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ST 5102</td>
<td>and Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>6</td>
</tr>
<tr>
<td>Bible Core:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>or NT 5000</td>
<td>Introduction to the Old Testament</td>
<td></td>
</tr>
<tr>
<td>OT 5100</td>
<td>Intro to the New Testament</td>
<td>4</td>
</tr>
<tr>
<td>or NT 5100</td>
<td>English Bible:</td>
<td>3</td>
</tr>
<tr>
<td>EM Foundations Core:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EM 5000</td>
<td>Foundations in Educational Ministry</td>
<td>2</td>
</tr>
<tr>
<td>EM 5125</td>
<td>Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
<td>2</td>
</tr>
<tr>
<td><strong>EM Concentration</strong></td>
<td></td>
<td><strong>11-14</strong></td>
</tr>
<tr>
<td>Participants consult with EM faculty advisor to focus concentration courses around an educational area of personal interest.</td>
<td><strong>11-14</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. This course may be replaced with another course in the same area with the approval of the educational faculty advisor.
**EM Portfolio and Capstone**

Select 0-3 hours of a Capstone experience

**Total Hours**

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

Components of each of the following courses will contribute to the MA/EM Portfolio for degree students.

**EM Concentration**

Suggested courses are offered on a regular basis (though not every course is offered every semester or every year). Consult EM advisor for current occasional special coursework that may be appropriate for your area of interest. Suggested courses from the EM Department include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5415</td>
<td>Education Theory in Historical and Cultural Context</td>
<td>2-3</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation &amp; Journey</td>
<td>2</td>
</tr>
<tr>
<td>EM 5576</td>
<td>Marriage &amp; Family Enrichment</td>
<td>2</td>
</tr>
<tr>
<td>EM 5540</td>
<td>Foundations of Youth Ministry</td>
<td>2</td>
</tr>
<tr>
<td>EM 5560</td>
<td>Church Ministry with Adults</td>
<td>2</td>
</tr>
<tr>
<td>EM 6000</td>
<td>Current Topics in Educational Ministries</td>
<td>1-3</td>
</tr>
<tr>
<td>EM 6260</td>
<td>Small Group Process in Ministry</td>
<td>2</td>
</tr>
<tr>
<td>EM 6265</td>
<td>Building Ministry Teams</td>
<td>2</td>
</tr>
<tr>
<td>EM 6270</td>
<td>Building Community in the Church</td>
<td>2</td>
</tr>
<tr>
<td>EM 6275</td>
<td>Developing Healthy Spiritual Leaders</td>
<td>2</td>
</tr>
<tr>
<td>ES 7524</td>
<td>Education &amp; Ministry Experiences for Children</td>
<td>3</td>
</tr>
<tr>
<td>ES 7550</td>
<td>Local Church as System</td>
<td>1-2</td>
</tr>
<tr>
<td>ES 7560</td>
<td>Program Planning Dynamics in the Local Church</td>
<td>1-2</td>
</tr>
<tr>
<td>ES 8000</td>
<td>Seminar: Current Issues in Educational Ministries</td>
<td>1-3</td>
</tr>
</tbody>
</table>

See below for suggested interdepartmental courses.

**EM Portfolio and Capstone**

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

**Suggested Interdepartmental Courses**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 5610</td>
<td>Cultural Hermeneutics</td>
<td>2</td>
</tr>
<tr>
<td>CH 5010</td>
<td>History of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>CO 5210</td>
<td>Counseling Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>CO 6530</td>
<td>Child &amp; Adolescent Counseling</td>
<td>2-3</td>
</tr>
<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
<td>2-3</td>
</tr>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>ID 6012</td>
<td>Prayer and Life in the Spirit</td>
<td>2</td>
</tr>
<tr>
<td>ME 5001</td>
<td>Foundations of Evangelism</td>
<td>2</td>
</tr>
<tr>
<td>ME 8215</td>
<td>Teaching Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ME 8815</td>
<td>Ethnicity: Modes of Inquiry and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
<td>1</td>
</tr>
<tr>
<td>PT 6300</td>
<td>Intro to Chaplain Ministries</td>
<td>2</td>
</tr>
<tr>
<td>PT 7860</td>
<td>Social &amp; Cultural Exegesis</td>
<td>2-3</td>
</tr>
</tbody>
</table>
Concentration in Intercultural Studies (MA/ICS)

MA/ICS Concentration Purpose

The Master of Arts concentration in Intercultural Studies (MA/ICS) provides specialized study in the discipline of intercultural studies and Christian mission. The MA/ICS seeks to develop students in knowledge and practice of cross-cultural ministry or work integrating theological, historical, and social scientific disciplines. The program is suitable for persons seeking academic preparation for service as missionaries, cross-cultural workers, teachers, strategists, or researchers. The program may also serve as an intermediate step toward doctoral study in a related area.

MA/ICS Program Objectives and Student Learning Outcomes

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

MA/ICS Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in intercultural studies or its equivalent that includes a minimum of 8 hours in intercultural studies/missions and social sciences, or extensive intercultural experience

Non-Traditional Student Option

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

Dual Degree MA/ICS Program for Trinity College Undergraduate Students

Trinity College (TC) students may apply to the dual degree MA/ICS program upon completion of 70 hours of undergraduate work. The following are also required:

• A minimum cumulative undergraduate GPA of 3.0
• A recommendation from the undergraduate academic advisor and the TC program chair
• A completed TEDS application
• A personal interview with an MA/ICS faculty member who approves the applicant’s admission to the program
• Completion of 8 hours of undergraduate missions and social science courses with a minimum 3.0 GPA
• Completion of a minimum of 9 hours of undergraduate Bible and theology through BI 101, BI 111, and BI 210 with a minimum 3.0 GPA.
• Completion of an intercultural experience of at least two weeks consisting of mission-type activities

Further details regarding BA studies may be ascertained by consulting the Trinity College catalog.

<table>
<thead>
<tr>
<th>Bible and Theology Core</th>
<th>7-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of one course (2 hours) each in Old Testament, New Testament, and Theology. The following are recommended:</td>
<td></td>
</tr>
<tr>
<td>OT 5100</td>
<td>English Bible:</td>
</tr>
<tr>
<td>NT 5100</td>
<td>English Bible:</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
</tr>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
</tr>
<tr>
<td>ST 7395</td>
<td>Hermeneutics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Core</th>
<th>12-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6760</td>
<td>Theology of Mission &amp; Evangelism</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>2-3</td>
</tr>
<tr>
<td>ME 6240</td>
<td>The Intercultural Missionary</td>
</tr>
<tr>
<td>ME 6610</td>
<td>Anthropology for Ministry</td>
</tr>
</tbody>
</table>
Concentration in Intercultural Studies (MA/ICS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 8210</td>
<td>Intercultural Communications</td>
<td></td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>or CH 7450</td>
<td>Christianity in the Non-Western World Since 1700</td>
<td></td>
</tr>
</tbody>
</table>

**Elective in Intercultural Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The following courses in other departments may be completed in the Concentration Core:</td>
<td></td>
</tr>
<tr>
<td>PT 5150</td>
<td>Introduction to Church Planting</td>
<td></td>
</tr>
<tr>
<td>PT 5155</td>
<td>Church Planting Boot Camp</td>
<td></td>
</tr>
<tr>
<td>PT 6155</td>
<td>Advanced Church Planting</td>
<td></td>
</tr>
<tr>
<td>HM 7260</td>
<td>Evangelistic Preaching</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective course work is dependent upon academic and professional goals, and is determined in consultation with the faculty advisor.</td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td>Field Education (2 semesters)</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td>Field Education (1 semester)</td>
<td></td>
</tr>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

**MA/ICS Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 7480</td>
<td>MA Capstone Integrative Paper</td>
<td>2</td>
</tr>
<tr>
<td>PT 7465</td>
<td>MDiv Internship (Part-time)</td>
<td></td>
</tr>
<tr>
<td>or PT 7466</td>
<td>MDiv Internship (Full-time)</td>
<td></td>
</tr>
<tr>
<td>ME 7485</td>
<td>MA Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours**

32

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

2 The thesis option requires a research methods course as an elective.
Concentration in New Testament (MA/NT)

MA/NT Concentration Purpose

The Master of Arts concentration in New Testament (MA/NT) provides specialized study in the New Testament. The MA/NT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/NT Concentration Objectives and Student Learning Outcomes

1. Student will acquire a reasonable level of competency in reading, translating, and exegeting the Greek text of the New Testament (as well as the Greek and Hebrew Old Testament where called for).
2. Student will be able to conduct research in the field of New Testament (and cognate) Studies and present research results in both oral and written form.
3. Student will demonstrate in-depth knowledge and understanding of major scholars, publications, methodologies, and dominant ideas of contemporary biblical scholarship.
4. Student will be able to grasp, articulate, and appropriate Scripture’s gospel message understood within the framework of God’s eternal Triune being and His redemptive#historical work.
5. Student will be able to appropriate such gospel message in his or her own ministry and personal life.

MA/NT Prerequisites

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Greek/theology (12 or more in Bible; beginning languages are not considered Bible courses)
3. proficiency in biblical Greek at a level equivalent to completion of TEDS NT 4031 (two years of undergraduate Greek; testing for placement)

Theology Core

Recommended:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>or ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT 5210</td>
<td>New Testament Greek Exegesis I</td>
<td>4</td>
</tr>
<tr>
<td>NT 5211</td>
<td>New Testament Greek Exegesis II</td>
<td>2</td>
</tr>
<tr>
<td>NT 8720</td>
<td>Advanced Greek Exegesis</td>
<td>2</td>
</tr>
<tr>
<td>NT 8911</td>
<td>New Testament Research</td>
<td>2</td>
</tr>
<tr>
<td>or ID 7900</td>
<td>Theological Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Elective Studies in New Testament 1,2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 7040</td>
<td>Syriac</td>
<td></td>
</tr>
<tr>
<td>ST 7395</td>
<td>Hermeneutics</td>
<td></td>
</tr>
</tbody>
</table>

Field Education

Select one option from the following:

Option 1:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5090</td>
<td>Field Education (2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

Option 2:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5090</td>
<td>Field Education (1 semester)</td>
<td></td>
</tr>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
<td></td>
</tr>
</tbody>
</table>

MA/NT Capstone

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/NT Major Comprehensive Exam</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>NT 7485</td>
<td>MA Thesis</td>
<td>0-3</td>
</tr>
</tbody>
</table>

Total Hours

32

1 One course may be an OT course
2 Up to 3 hours of the Capstone may be applied in the Concentration Core
Concentration in New Testament (MA/NT)

3 OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100) are not applicable in the MA program.
Concentration in Old Testament and Semitic Languages (MA/OT)

MA/OT Concentration Purpose
The Master of Arts concentration in Old Testament and Semitic Languages (MA/OT) provides specialized study in the Old Testament and Semitic Languages. The MA/OT is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

MA/OT Program Objectives and Student Learning Outcomes
To be announced

MA/OT Prerequisites
1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major in Bible or its equivalent that includes a minimum of 30 hours in Bible/Hebrew/theology (12 or more in Bible; beginning languages are not considered Bible courses)
3. proficiency in biblical Hebrew at a level equivalent to completion of TEDS OT 5241 (testing for placement)

Theology Core
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>or ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Core
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5242</td>
<td>Hebrew Exegesis</td>
<td>4</td>
</tr>
<tr>
<td>OT 8911</td>
<td>Old Testament Studies I: Pentateuch &amp; Historical Books</td>
<td>2</td>
</tr>
<tr>
<td>OT 8912</td>
<td>Old Testament Studies II: Poetic and Prophetic Books</td>
<td>2</td>
</tr>
</tbody>
</table>
Select 8 hours of Hebrew Language from the following:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5250</td>
<td>Hebrew Reading Skills</td>
<td>1</td>
</tr>
<tr>
<td>OT 8210</td>
<td>Exegesis of Genesis</td>
<td>1</td>
</tr>
<tr>
<td>OT 8230</td>
<td>Exegesis of Psalms</td>
<td>1</td>
</tr>
<tr>
<td>OT 8250</td>
<td>Exegesis of Isaiah</td>
<td>1</td>
</tr>
<tr>
<td>OT 8000</td>
<td>Seminar: Current Issues (when topic is Hebrew Studies; approval by dept chair)</td>
<td>1</td>
</tr>
<tr>
<td>OT 8720</td>
<td>Advanced Hebrew Exegesis:</td>
<td>1</td>
</tr>
<tr>
<td>OT 8729</td>
<td>Advanced Hebrew Studies:</td>
<td>1</td>
</tr>
</tbody>
</table>

Select 3 hours of Cognate Languages from:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 7010</td>
<td>Biblical Aramaic</td>
<td>1</td>
</tr>
<tr>
<td>OT 7014</td>
<td>Extrabiblical Aramaic</td>
<td>1</td>
</tr>
<tr>
<td>OT 7020</td>
<td>Akkadian I</td>
<td>1</td>
</tr>
<tr>
<td>or OT 7021</td>
<td>Akkadian II</td>
<td>1</td>
</tr>
<tr>
<td>OT 7030</td>
<td>Ugaritic</td>
<td>1</td>
</tr>
<tr>
<td>OT 7040</td>
<td>Syriac</td>
<td>1</td>
</tr>
<tr>
<td>OT 7655</td>
<td>West Semitic Inscriptions</td>
<td>1</td>
</tr>
<tr>
<td>OT 7660</td>
<td>Middle Egyptian</td>
<td>1</td>
</tr>
<tr>
<td>OT 8000</td>
<td>Seminar: Current Issues (when topic is Cognate Lang; approval by dept chair)</td>
<td>1</td>
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</tbody>
</table>

Select 7 hours of Old Testament Elective Studies from,1,2
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5050</td>
<td>Geography of Bible Lands</td>
<td>1</td>
</tr>
<tr>
<td>OT 5060</td>
<td>Devel of the Old Testament Canon</td>
<td>1</td>
</tr>
<tr>
<td>OT 6216</td>
<td>Pentateuch and Historical Books</td>
<td>1</td>
</tr>
<tr>
<td>OT 6217</td>
<td>Poetic and Prophetic Books</td>
<td>1</td>
</tr>
<tr>
<td>OT 7090</td>
<td>Old Testament Theology</td>
<td>1</td>
</tr>
<tr>
<td>OT 7420</td>
<td>Ancient Near Eastern Religions</td>
<td>1</td>
</tr>
<tr>
<td>OT 7425</td>
<td>Egypt and the Bible</td>
<td>1</td>
</tr>
<tr>
<td>OT 7430</td>
<td>Origins of Israel</td>
<td>1</td>
</tr>
<tr>
<td>OT 7432</td>
<td>Warfare in OT and Ancient NE</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>OT 7435</td>
<td>History of Israel</td>
<td></td>
</tr>
<tr>
<td>OT 7440</td>
<td>History of the Ancient Near East</td>
<td></td>
</tr>
<tr>
<td>OT 7460</td>
<td>Qumran Scrolls</td>
<td></td>
</tr>
<tr>
<td>OT 8000</td>
<td>Seminar: Current Issues (approval by dept chair)</td>
<td></td>
</tr>
<tr>
<td>OT 8723</td>
<td>Old Testament Textual Criticism</td>
<td></td>
</tr>
<tr>
<td>ST 7395</td>
<td>Hermeneutics</td>
<td></td>
</tr>
</tbody>
</table>

**Field Education**

Select one option from the following:

**Option 1:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5090</td>
<td>Field Education (2 semesters)</td>
</tr>
</tbody>
</table>

**Option 2:**

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

**MA/OT Capstone**

0-3

**MA/OT Major Comprehensive Exam**

0

**OT 7485**

MA Thesis

2

**Total Hours**

32

---

1. Up to 3 hours of the Capstone may be applied in the Concentration Core.
2. OT 5000, NT 5000, and English Bible courses (OT 5100, NT 5100) are not applicable to the MA program.
Concentration in Systematic Theology (MA/ST)

MA/ST Concentration Purpose

The Master of Arts concentration in Systematic Theology provides specialized study in Christian doctrine: its biblical grounding, historical development, logical coherence, and contemporary context. The MA/ST trains students to engage theological ideas in the world today through a strong biblical, evangelical foundation, mastery of our diverse theological heritage, and familiarity with contemporary (including global) developments in theology. The concentration seeks to equip students to become responsible interpreters of Scripture and faithful stewards of Christian thought. The MA/ST is academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or as a preparatory step (among others) toward doctoral study in a related area.

MA/ST Concentration Objectives and Student Learning Objectives

1. Students will learn to think from a biblical, evangelical foundation and responsibly interpret Scripture (e.g., by taking the “Use of Scripture in Theology” course).
2. Students will obtain competence in the historic traditions of Christian theology (e.g., by taking courses in historical theology).
3. Students will gain familiarity with contemporary, global developments in Christian theology (e.g., by taking Contemporary Theology).
4. Students will develop skills in speaking, writing, and teaching towards professional/vocational goals (e.g., through papers, seminar presentations, and perhaps a thesis).

MA/ST Prerequisites

An undergraduate major in Bible and/or theology, or a minimum of 12 hours of undergraduate work in biblical and/or theological studies. Students entering with deficiencies are advised to satisfy up to 9 hours of those deficiencies by taking any or all of Theology I, II, and III.

Biblical and Systematic Theology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

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

- ST 7070 Models of Sanctification
- ST 8040 Justification
- ST 8050 Pneumatology
- ST 8xxx Christology
- ST 8xxx Providence
- ST 8xxx God in Biblical and Systematic Theology

Concentration Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 6011</td>
<td>The Church and its Mission</td>
<td>2</td>
</tr>
<tr>
<td>ST 7505</td>
<td>Use of Scripture and Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course in Biblical Theology such as:

- ID 5000 Biblical Theology and Interpretation
- OT 7090 Old Testament Theology
- NT 8640 New Testament Theology

Select two courses, in Historical Theology and/or Contemporary Theology such as:

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

Elective Courses

Select 0-7 hours of elective courses

Symposium in ST (two times/semester)
Symposium in ST once each semester and one ST discussion each semester  

Field Education
Select one of the following:
- PT 5090 Field Education (1 semester)
- ID 5080 Formation Group (2 semesters)

MA/ST Capstone
MA/ST Major Comprehensie Exam
Select one of the following:
- ST 7980 MA Major Research Paper (Two)
- ST 7485 MA Thesis

Total Hours

1. Up to 3 hours of the Capstone Project may be applied to the Core
2. MA/ST students should work with faculty advisor to ensure coursework provides adequate background for the capstone comprehensive exam and writing projects.
3. After satisfying the above mentioned requirements, students who have not taken a total of 32 hours may take further elective coursework in a secondary area related to the Concentration (e.g., Apologetics; Ethics; Philosophy of Religion; Bioethics).
4. Each MA/ST student is required to attend a Symposium in ST once each semester. In addition, each student is required to attend a discussion groups coordinated by the department in that same semester. Thus in two semesters of coursework, a student will attend two symposiums and two discussion groups. ST Symposia will be hosted by the ST Department.
5. The thesis option requires a research methods course as an elective (generally ID 7900).
**Specialized Concentration**

By special application; may include concentrations within a department or draw from across the curriculum

**Concentration Purpose and Learning Outcomes**

The Master of Arts specialized concentration provides specialized study in a discipline supported by the regular curriculum offerings, but not articulated as a regular area of focused study. The concentration is to be academic rather than professional in focus, preparing participants in knowledge and practice for teaching or researching in Christian secondary schools, or higher education where a doctorate may not be needed; or as an intermediate step toward doctoral study in a related area.

At the time of application, the applicant must work with the Admissions Office and vetted through the Dean's Office the development of a specialized program with an articulated purpose, defined learning outcomes, regularly offered curriculum, and standard assessment mechanisms in place. Learning outcomes must be identified in areas of knowledge, practice, and character. Applicants should note that not all courses are offered every semester, and the development of the specialized concentration curriculum must be attentive to the current and regular offerings of TEDS. Upon acceptance, the letter of admission serves as a contract of curriculum to be completed, under the auspices of the Catalog; and a faculty advisor relevant to the concentration is assigned to guide the participant through the program process.

**Prerequisites**

1. 6 semester hours of Bible including Old and New Testament surveys; or TEDS OT 5000 and NT 5000
2. an undergraduate major appropriate to the area of specialization or a minimum of 30 hours appropriate to the specialization

<table>
<thead>
<tr>
<th>Theology Core</th>
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</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
</tr>
<tr>
<td>ST 5102 or ST 5103</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
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<table>
<thead>
<tr>
<th>Concentration Core</th>
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<tbody>
<tr>
<td>Select 12-18 hours of concentration core curriculum</td>
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<tr>
<td>Select 5-12 hours of Elective courses</td>
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<tr>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td>PT 5090</td>
<td>Field Education (2 semesters)</td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>PT 5090</td>
<td>Field Education (1 semester)</td>
</tr>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters)</td>
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<table>
<thead>
<tr>
<th>MA Capstone</th>
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<tbody>
<tr>
<td>Specialized Concentration Major Comprehensive Exam (depending on the area of concentration)</td>
<td>0-3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>0-3</td>
</tr>
<tr>
<td>7980 MA Capstone Research Paper (twice)</td>
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</tr>
<tr>
<td>7485 MA Thesis</td>
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</table>

<table>
<thead>
<tr>
<th>Total hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

1 Concentration core curriculum must focus around a specifically identified curricular area, though such may draw from across the regular curriculum.

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

3 The thesis option requires a research methods course as an elective (generally ID 7900).
MA in Chaplaincy and Ministry Care (MA in CMC)

MA in CMC Purpose

The Master of Arts in Chaplaincy and Ministry Care (MA in CMC) is designed to develop pastoral and spiritual life counseling skills. This degree has three prime applications. First, as a stand-alone degree, it offers excellent preparation for those who will serve in local churches in a direct helping ministry. Second, the MA in CMC combines easily with additional theological coursework for those who desire to serve in the role of chaplain (i.e. spiritual care provider) in ministry, healthcare, first-responder, church or business organization. Third, this is an ideal supplement to a standard MDiv when chaplaincy in the US military is the objective. (The MA in CMC replaces our former Master of Arts in Counseling Ministry.)

The emphasis in the MA in CMC is on direct, interpersonal communication and face-to-face engagement with those seeking spiritual care. The variety of counseling training options available at Trinity requires careful assessment prior to beginning a program of study. In addition to the MA in CMC, students will also want to consider the Master of Arts in Mental Health Counseling (MA in MHC). The admissions staff can provide detailed information on how these programs to help students select the one most appropriate for their career path. The MA in CMC degree recipient is not eligible for a license as a mental health counselor. Credentials as a professional chaplain are obtainable with this degree as a foundation (i.e. Association of Professional Chaplains). Bard certification with the Association of Professional Chaplains required 72 hours from a graduate theological institution and is feasible by combining the MA in CMC degree with further theological coursework (i.e. MA/Theological Studies or MDiv). For board certification the graduate will need to secure three additional units of Clinical Pastoral Education (CPE) and obtain formal endorsement from your church community or denomination.

For military chaplaincy service, the MDiv degree is the best option. The MA in CMC is an additional degree that offers explicit work in individual/couple's counseling, spiritual formation along with one unit of CPE.

MA in CMC Admission Requirements and Prerequisites

The admission requirements for the MA in CMC are those described in the Admissions section of the catalog and those specified below:

- An undergraduate major that prepares the participant for the MA in CMC program.
- And undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.

MA in CMC Concurrent Degree Options

A student may desire to complete a second TEDS degree program with his or her MA in CMC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MA in CMC and MA/TS degrees could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MA/TS). Such course work would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the Degree Combinations section of the Catalog and the Counseling Department program planning guides for details.

MA in CMC Candidacy Requirements

Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for the program course work after admission into the program.
- All entrance deficiencies and conditions are removed.
- After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.
- MA in CMC candidates are required to participate in two spiritual formation group experiences while in residence.

MA in CMC Statute of Limitation

All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in CMC Graduation Requirements

In addition to the General Graduation Requirements for all master's programs, the following are required for the MA in CMC:

1. Completion of all course work in the program, including ID 5080 Formation Group, with a minimum cumulative grade point average for program course work of 2.5, with no course work graded below a "C-" applicable to the degree.
2. Successfully write the major comprehensive exam.
4. A minimum of 48 hours of course work, at least 23 hours in counseling.
5. Complete a community-based, Clinical Pastoral Education (CPE) experience approved by the department (recommended) or complete a Master of Arts capstone project for the MA in CMC (departmental permission required). The project option requires the launch or pilot of an applied counseling ministry initiative. This is followed by an evaluation reported in an in-depth academic paper or presentation (CO 7501).

### Biblical and Theological Studies

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

<table>
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<tr>
<th>Course</th>
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<tr>
<td>ST 5200</td>
<td>Christian Ethics</td>
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</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
<td>2</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation &amp; Journey</td>
<td>2</td>
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</table>

Suggested:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioethics courses (BE)</td>
<td>Christian Formation &amp; Journey</td>
<td>2</td>
</tr>
<tr>
<td>Contemporary Culture courses (CC)</td>
<td>Christian Formation &amp; Journey</td>
<td>2</td>
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### Pastoral Duties and Care

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
<td>2-3</td>
</tr>
<tr>
<td>PT 6300</td>
<td>Intro to Chaplain Ministries</td>
<td>2</td>
</tr>
<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
<td>2-3</td>
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Suggested:

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<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PT 6215</td>
<td>Personal Spiritual Formation for Ministry</td>
<td></td>
</tr>
<tr>
<td>PT 7210</td>
<td>Pastoral Practices</td>
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### Counseling Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 5000</td>
<td>Intro to Counseling Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>CO 5210</td>
<td>Counseling Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>CO 6130</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CO 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CO 7140</td>
<td>Crisis Counseling</td>
<td>2</td>
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### Counseling Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ID 5080</td>
<td>Formation Group (two semesters)</td>
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### Counseling Capstone

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CM 7940</td>
<td>Clinical Pastoral Education (recommended)</td>
<td>2</td>
</tr>
<tr>
<td>CM 7478</td>
<td>MA Capstone Project (permission required to replace CPE)</td>
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**Total Program**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>48</td>
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</tbody>
</table>
Master of Arts in Mental Health Counseling (MA in MHC)

MA in MHC Purpose
The Master of Arts in Mental Health Counseling (MA in MHC) is designed to enable the student to understand the nature and needs of human beings, to appreciate the differences between people, to become familiar with the methods and conclusions of psychology, to develop skills in counseling, and to integrate faith into counseling theory and practice. The program is a professional licensure track program with the intent to train students to become licensed mental health professionals.

MA in MHC Admission Requirements and Prerequisites
The admission requirements for the MA in MHC are those described in the Admissions section of the catalog and those specific to the MA in MHC program described below:

- An undergraduate major which includes 9 hours of undergraduate psychology courses, including introduction to psychology, statistics, and either abnormal psychology or a developmental psychology course.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required.
- An interview with the TEDS Counseling Department faculty may be required.

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

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

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

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

MA in MHC Concurrent Degree Options
Students may desire to complete a second TEDS degree program with their MA in MHC degree, such as a Master of Arts (Theological Studies), Master of Arts (Intercultural Studies), or Master of Divinity. In such cases, an overlap of program requirements up to 50 percent of the shorter degree is permissible. For example, a student combining the MHC and MA (TS) degree could overlap up to 21 semester hours (50 percent of the 42 semester hours required for the MHC) with the MA (TS). Such coursework would need to be carefully planned to ensure that the specific program requirements of each program are met. Consult the “Degree Combinations” section of the Catalog and the Counseling Department Chair for details.

MA in MHC Statute of Limitation
All requirements in the Master of Arts programs must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

MA in MHC Candidacy Requirements
Admission to the Master of Arts programs must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 12 hours in the program is completed with a minimum GPA of 2.5 for program course work after admission to the program.
- All entrance deficiencies and conditions are removed.

After a review of student files for continued progress toward meeting graduation requirements, formal action is taken by the faculty to grant candidacy for the degree.

MA in MHC Graduation Requirements
In addition to the General Graduation Requirements for all master’s programs, the following are required for the MA in MHC:

1. Completion of all coursework in the program, including ID 5080, with a minimum cumulative grade point average for program course work of 2.5, with no coursework graded below a “C-” applicable to the degree.
2. Successfully write the major comprehensive exam.

4. A minimum of 60 hours of coursework, at least 48 hours in mental health counseling.

5. Complete a Master of Arts capstone project for the MA in MHC, which is completion of an internship or an acceptable thesis on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis. The thesis may be for 0-3 hours credit, applicable to the student’s program.

6. Students should consult with the department faculty to ensure that requisite course work is met for state licensure.

Program Prerequisites If Needed
9 hours of course work including Introduction to Psychology, Statistics, Abnormal or Developmental Psychology

Program Curricula

<table>
<thead>
<tr>
<th>Biblical and Theological Foundations</th>
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<tbody>
<tr>
<td>ID 5000</td>
<td>Biblical Theology and Interpretation</td>
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<td>Foundations in Biblical Studies</td>
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<tr>
<td>ST 5000</td>
<td>Survey of Doctrine</td>
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<tr>
<td>CO 6710</td>
<td>Counseling and Theological Worldview: Faith and Practice</td>
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<tr>
<th>Mental Health Counseling Core</th>
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<tbody>
<tr>
<td>CO 5210</td>
<td>Counseling Skills Training</td>
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<tr>
<td>CO 5400</td>
<td>Foundations of Mental Health Counseling</td>
</tr>
<tr>
<td>CO 5310</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>CO 6110</td>
<td>Career Counseling</td>
</tr>
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<td>CO 6130</td>
<td>Group Counseling</td>
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<td>CO 6510</td>
<td>Human Growth and Development</td>
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<td>CO 6650</td>
<td>Multicultural Issues in Counseling</td>
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<tr>
<td>CO 6720</td>
<td>Ethics &amp; Issues in Counseling</td>
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<td>CO 7210</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>CO 7450</td>
<td>Psychopathology</td>
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<tr>
<td>CO 7900</td>
<td>Research Methods</td>
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<tr>
<th>Mental Health Counseling Electives</th>
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<td>Select 11-13 hours of mental health counseling electives</td>
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<th>Formation Group</th>
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<tbody>
<tr>
<td>ID 5080</td>
<td>Formation Group (two semesters, need not be consecutive)</td>
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<table>
<thead>
<tr>
<th>Capstone in CP</th>
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<tbody>
<tr>
<td>CO 6950</td>
<td>Counseling Practicum</td>
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</table>

Select one option from the following:

- Internship Option:¹
  - CO 7961 | Mental Health Counseling Internship I |
  - CO 7962 | Mental Health Counseling Internship II |

- International Counseling Experience:²
  - CO 7969 | International Counseling Experience |

- Thesis Option:
  - CO 7905 | Advanced Research Methods |
  - CO 7485 | MA Thesis |

Total Hours | 64 |

¹ Note: This is the only option leading to possible licensure

² Note: Non-licensure option; by department consent only
Master of Arts in Ministry (MA in Min)

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

Ministry specializations of present students include spiritual formation in the local church, ministry to young adults, church administration, women’s ministry, and worship ministry.

MA in Min Program Objectives
The MA in Min will enable participants to:

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

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

• Applicants must possess a baccalaureate degree from a recognized accredited institution, or an educational equivalent. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.
• The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.
• Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5 and for others upon request from the Admissions Office.
• A minimum of one semester-length undergraduate or graduate course each in Old Testament, New Testament, and theology (generally totaling at least 9 or 10 semester hours). Applicants may be admitted without this coursework but need to take it early in the program.
• Applicants must include with their application a statement stating their ministry intent and anticipated area of ministry specialization. The statement should be approximately 1,000 words in length and include a description of present and future ministry intent, as well as involvement and recognition by the church in the area of ministry specialization. This statement should be refined by the participant during the first half of the program in anticipation of the mid-program assessment.
• A letter of endorsement on letterhead from the applicant’s local church, parachurch, or church-related ministry that demonstrates the applicant’s church-connectedness and affirms the following:
  • the applicant’s interest and giftedness for church-related ministry;
  • the applicant’s evident Christian life and character; and
  • the support and prayers of the ministry organization for the applicant’s course of study.

As a church-related ministry degree program, this requirement is not optional.

• A personal interview may also be required.

MA in Min Program Curricula and Ministry Specialization
The area of ministry specialization is individually contextualized to the participant’s ministry and reflected in the program coursework. (See program curriculum below for possible areas of specialization.) Whether participants are completing coursework on the Deerfield, urban Chicago, or Florida campuses, or at one of TEDS’s extension sites, they are expected to integrate learning experiences in classroom studies, ministry application courses, and the capstone integrative experience around an area of ministry specialization. In consultation with the program advisor, particular courses are selected for the program of study and filed in the Records Office accordingly.

Participants may choose an area of ministry specialization by selecting courses across the curriculum, including cross-listed Graduate School and College courses where relevant to church ministry and including course work available through the ACTS consortium. Specializations may include a selection of courses from within a department, an area of specialized interest that bridges departments, or a combination of relevant course work and experiences linked to the participant’s ministry base. Specializations must contribute to the program objectives and equip participants for competent leadership in an area of specialization for church ministry.
Participants are encouraged to design elective assignments in their Biblical, Theological, and Historical Studies area with their ministry specialization. Two courses (6 hours) minimally in the Ministry Practice and Context area must be in the selected area of ministry specialization. The capstone integrative project, which varies from 3 to 6 hours culminates and integrates the program's insights into the participant's area of ministry specialization. Thus, a student minimally must complete 9 hours in the ministry specialization, though depending on courses completed and the particular area of interest, most of the program may focus explicitly on the area of ministry specialization.

**MA in Min Mid-program Assessment**

At the time participants register for their 15th semester hour, they must meet with their program advisor to complete a projected plan for program completion. At this time, the participants should

1. select their area of specialization and
2. initiate planning for completion of the capstone integrative experience.

The projected plan of program completion must be filed with the Records Office before the participants register for the next semester.

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

The residency requirement for the MA in Ministry degree is a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed with a combination of Deerfield and extension site courses; and through TEDS Online or independent study courses as arranged with the program advisor. A minimum of 16 semester hours must be completed in the program after admission to the program, which generally means transfers are not accepted into the program.

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

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

**MA in Min Statute of Limitation**

All MA in Ministry program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

**MA in Min Graduation Requirements**

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

**Program Prerequisites If Needed**

**Biblical Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament, Introduction to the Old Testament (recommended)</td>
<td>4</td>
</tr>
<tr>
<td>NT 5000</td>
<td>Intro to the New Testament (recommended)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Theological Studies**

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5000</td>
<td>Survey of Doctrine (recommended)</td>
<td>3</td>
</tr>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology (recommended)</td>
<td></td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation (recommended)</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 11

**Program Curricula**

**Biblical, Theological, and Historical Studies**

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

**Ministry Practice and Context**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
</tr>
</tbody>
</table>
### Min Capstone Experience

<table>
<thead>
<tr>
<th>ID</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7465</td>
<td>MA in Ministry Capstone Experience</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total Hours:** 32

---

1. The Areas of Ministry Specialization listed below are four potential tracks for the MA in Ministry programs. These areas of ministry specialization and the courses listed in each area are suggested and may vary according to the needs of the student and availability of courses. While these four areas of specialization cater to the current strengths of the curriculum at Trinity, it is also possible for a student to identify and pursue other areas of ministry specialization in the MA in Ministry. While 6 hours in a Specialization are required, 6-9 additional hours plus the Capstone Experience enable a student to complete as many as 14 or more semester hours in the Specialization. Coursework is also available through cross-registration into other seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Consult advisor for course recommendations.

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

### Leadership

Students with backgrounds or interests in organizational leadership can pursue a leadership focus. Recommended courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries, Issues in Counseling Ministry</td>
<td>1-3</td>
</tr>
<tr>
<td>EM 5000</td>
<td>Foundations in Educational Ministry</td>
<td>2-3</td>
</tr>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
<td>2-3</td>
</tr>
<tr>
<td>EM 6265</td>
<td>Building Ministry Teams</td>
<td>2-3</td>
</tr>
<tr>
<td>EM 6270</td>
<td>Building Community in the Church</td>
<td>2-3</td>
</tr>
<tr>
<td>ME 5001</td>
<td>Foundations of Evangelism</td>
<td>2</td>
</tr>
<tr>
<td>ME 6963</td>
<td>Principles of Discipleship</td>
<td>3</td>
</tr>
<tr>
<td>OT 6000</td>
<td>Current Studies in Old Testament</td>
<td>1-3</td>
</tr>
<tr>
<td>PT 7210</td>
<td>Pastoral Practices</td>
<td>2-3</td>
</tr>
<tr>
<td>PT 7220</td>
<td>Pastoral Leadership</td>
<td>2-3</td>
</tr>
<tr>
<td>PT 7225</td>
<td>The Essence of Biblical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>PT 7410</td>
<td>Denominational History &amp; Polity</td>
<td>1</td>
</tr>
<tr>
<td>PT 8000</td>
<td>Current Issues (topic: Essence of Biblical Leadership)</td>
<td>2-3</td>
</tr>
<tr>
<td>ST 5200</td>
<td>Christian Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Cultural Engagement

Student committed to cultural engagement, multi-ethnic ministry, and/or engaging a diverse world for the sake of the gospel can pursue a cultural engagement focus. Recommended courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 5610</td>
<td>Cultural Hermeneutics</td>
<td>2</td>
</tr>
<tr>
<td>CC 5615</td>
<td>Cultural Engagement</td>
<td>3</td>
</tr>
<tr>
<td>HM 8000</td>
<td>Seminar: Current Issues (topic: Preaching and Culture)</td>
<td>1-3</td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
<td>3-4</td>
</tr>
<tr>
<td>ME 8210</td>
<td>Intercultural Communications</td>
<td>3-4</td>
</tr>
<tr>
<td>ME 8215</td>
<td>Teaching Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ME 9085</td>
<td>Global Migration and Diaspora of Faith Communities</td>
<td>3</td>
</tr>
<tr>
<td>PT 7842</td>
<td>Understanding the Urban World</td>
<td>2</td>
</tr>
<tr>
<td>PT 7860</td>
<td>Social &amp; Cultural Exegesis</td>
<td>2-3</td>
</tr>
<tr>
<td>ST 6011</td>
<td>Global Theologies</td>
<td>2</td>
</tr>
</tbody>
</table>

### Spiritual Formation and Pastoral Care

Students interested in pursuing spiritual formation, equipping others in spiritual formation, and providing pastoral care can pursue a spiritual formation and pastoral care focus. Recommended courses include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 5000</td>
<td>Intro to Counseling Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage &amp; Family</td>
<td>3</td>
</tr>
<tr>
<td>DE 5740</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
</tbody>
</table>
EM 5000  Foundations in Educational Ministry  2-3
EM 5510  Christian Formation & Journey  2
EM 6275  Developing Healthy Spiritual Leaders  2-3
EM 6000  Current Topics in Educational Ministries (suggested topics: Adolescent Spirituality OR Marriage Enrichment)  1-3

Preaching and Teaching

Students desiring to cultivate their preaching and teaching gifts in the context of the local church can pursue a preaching and teaching focus. Recommended courses include the following:

EM 5125  Teaching and Learning  2-3
HM 5000  Theology and Methodology of Biblical Preaching  2-3
HM 6610  Preaching Narrative  1
HM 6620  Preaching Poetry and Prophecy  1
HM 7210  Expository Preaching of a Biblical Book  2
HM 7400  Seminar: History of Preaching  2
HM 8000  Seminar: Current Issues  1-3
ME 8215  Teaching Across Cultures  3
NT 6600  Preaching from the New Testament  1
OT 6600  Preaching from the Old Testament  1
Master of Arts in Urban Ministry (MA in UM)

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

MA in UM Program Purpose

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

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

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

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

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

MA in UM Design and Requirements

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

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

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

MA in UM Admission Requirements and Prerequisites

In addition to the General Admission Requirements described in the Admissions section of the catalog, the following further requirements are specific to the MA in UM program:

The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indicator of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with our admissions counselors. Alternative evaluation is sometimes possible, as is admission status that will permit the applicant to demonstrate the ability to do graduate work.

MA in UM Residency Requirement and Continuation

Residency requirements for the MA in UM degree:

- 24 hours must be completed through Trinity coursework.
- The final 8 hours must be taken through Trinity.

MA in UM Statute of Limitation

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

MA in UM Candidacy Requirements

Admission to the MA in UM program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

- A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program course work after admission to the program.
- All entrance deficiencies and conditions are removed.
- Formal action has been taken by the faculty to grant candidacy for the degree.
MA in UM Graduation Requirements

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

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete a minimum of 48 hours with a cumulative GPA for program course work of at least 2.5, with no course work graded below a “C-” applicable to the degree.
3. Meet the general comprehensive requirements in Old Testament, New Testament, and three in Systematic Theology through either successful completion of the exams or parallel coursework. See the Academic Handbook for details on these exams. MA in UM students may complete the general comprehensive requirement through TEDS Online courses (OT 5000, NT 5000, ST 5101, ST 5102, ST 5103) when available, which must be passed with a “C” or higher. Failure to pass at this grade level necessitates completion of the classroom course.
4. MA in UM students must complete an approved professional project (PT 7471, PT 7472), reflecting academic training, practical experiences, and demonstrated ability in the practice of urban ministry.

Old Testament

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament,Introduction to the Old Testament</td>
<td>4</td>
</tr>
</tbody>
</table>

New Testament

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NT 5000</td>
<td>Intro to the New Testament</td>
<td>4</td>
</tr>
</tbody>
</table>

Systematic Theology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

Church History Elective

Select 3 hours of church history electives | 3

Mission and Evangelism

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 5140</td>
<td>Mission of the Urban Church</td>
<td>3</td>
</tr>
</tbody>
</table>

Urban Ministry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5150</td>
<td>Urban Educational Ministries</td>
<td>3</td>
</tr>
<tr>
<td>HM 6715</td>
<td>Hermeneutical &amp; Homiletical Foundations of Preaching</td>
<td>3</td>
</tr>
<tr>
<td>CM 5000</td>
<td>Intro to Counseling Ministries</td>
<td>2</td>
</tr>
<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries,Issues in Counseling Ministry</td>
<td>1</td>
</tr>
<tr>
<td>PT 5145</td>
<td>Introduction to Urban Structure and Context</td>
<td>2</td>
</tr>
</tbody>
</table>

Pastoral Theology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7450</td>
<td>Urban Ministry Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>PT 7451</td>
<td>Urban Ministry Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>PT 7452</td>
<td>Urban Ministry Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>PT 7471</td>
<td>Urban Ministry Project Design/Research</td>
<td>2</td>
</tr>
<tr>
<td>PT 7472</td>
<td>Urban Ministry Project Report</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours | 48
Master of Divinity (MDiv)

MDiv Program Purpose

The Master of Divinity (MDiv) is the normative professional degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. The MDiv is also the required prerequisite degree for Doctor of Ministry programs and is the recommended graduate theological degree for those intending to pursue advanced theological research degrees (ThM, PhD). Trinity’s distinction is that our MDiv as a ministerial leadership degree heavily emphasizes general biblical and theological studies. Those persons anticipating ministerial leadership in the local church and other settings are likely best served by the MDiv degree. In dependence upon God, and with the diligence of students and faculty, graduates of the Master of Divinity program at Trinity Evangelical Divinity School will be:

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

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

3. Equipped for Leadership and Pastoral Ministry
   As evidenced by:
   a. The ability to articulate a biblical vision for the local church and pastoral leadership; engaging the multifaceted challenges of ministry with integrity and growing wisdom.
   b. A growing proficiency in the ministry of the Word and the “care of souls,” both in corporate and individual contexts.
   c. An understanding of and commitment to a biblical strategy for educating, equipping, and leading the whole church toward Christian discipleship and maturity.
   d. An understanding of a biblical theology of Christian worship, as well as competence in planning and leading the corporate gatherings of the church.
   e. An understanding of one’s own gifts for ministry, reflection on God’s vocational leading, and a commitment to ongoing growth as a leader and minister.

4. Able to Engage with a Diverse World for the Sake of the Gospel
   As evidenced by:
   a. An understanding of God’s historical-redemptive mission in the world and commitment to being a partner in that mission through word and deed.
   b. An understanding of and commitment to cross-cultural engagement for the sake of the gospel, critically reflecting on one’s own cultural biases and seeking to be a learner from other cultures for the sake of the gospel.
   c. Competence in “cultural exegesis,” both in reference to congregational culture and broader society.

MDiv Admission Requirements and Prerequisites

In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Divinity program:

1. The applicant’s undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant’s abilities for graduate work, those with a lower GPA are encouraged to consult with our admissions counselors. Alternative evaluation is sometimes possible, as is admission status that will permit the applicant to demonstrate the ability to do graduate work.
2. Scores from the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) are required for applicants whose undergraduate GPA is less than 2.5 and is required upon request from the Admission Office for others.
3. A demonstrated working knowledge of the content of the English Bible by either
   a. Passing the OT section of the Standard Bible Content Test or OT 5000
   b. Passing the NT section of the Standard Bible Content Test or NT 5000
4. Completion of a full beginning Greek sequence, normally involving two years of undergraduate study. If a Greek sequence has not been completed, several options are available to early meet this requirement. In all cases, students are required to complete the Greek Proficiency Exam for placement in the Greek Exegesis course sequence:

1. **Note:** Complete the Standard Bible Content Test (SBCT) online by logging in to MyTIU > Academics > Exams for the instruction sheet. One must pass OT or NT sections of the SBCT at 70 percent or above (sections graded separately). If a section is failed, it may be taken only one additional time. If failed a second time, enrollment in the requisite OT 5000 or NT 5000 is required. The SBCT measures biblical competency at a level approximate to a Bible college undergraduate or strong evangelical Bible program in a liberal arts undergraduate college. In every case, this demonstration of English Bible content knowledge must occur prior to enrolling in canon courses (OT 6216, OT 6217, NT 6221, NT 6222).

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

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

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

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

**MDiv Residency Requirement**
Residency requirements for the Master of Divinity degree are

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

The final 8 hours must be taken through Trinity.

**MDiv Statute of Limitation**
All Master of Divinity program requirements must be completed within eight years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

**MDiv Candidacy Requirements**
Admission to the Master of Divinity program must be followed by achievement of candidacy for the degree. A minimum of 25 hours in the program and good academic standing are prerequisites to achieving candidacy. The student should normally attain candidacy by the end of the third semester of full-time study (or its equivalent, approximately 45 hours).

An electronic portfolio (TaskStream©) is used to track student progress toward fulfilling candidacy requirements and to serve as a professional ministry portfolio for placement. The candidacy process is designed to encourage active student learning and development, as well as assess the appropriateness of the student’s vocational goals in light of evident character, gifts, and abilities. The process is as follows:

- During New Student Orientation, the student is to complete a vocational and personality assessment (PEPQ©). This is followed by two to three individual appointments with the Trinity Counseling Center staff for an interview and interpretation. There is a fee for this assessment. In light of the results of the PEPQ© and follow-up interviews, additional assessments or counseling may be required as part of the student’s candidacy process.
- During the first semester of studies, students are to initiate their online portfolio using TaskStream and begin completing the candidacy requirements stipulated there. Initial requirements include completing a Ministry Focus Declaration and the 1st Candidacy Interview (the first of two
candidacy interviews with their faculty advisor). Students not completing these initial steps of the candidacy process by 25 hours may not register for further coursework.

- As one of the course requirements for PT 5000/PT 6210, students will develop a Personal and Professional Development Plan and post it to their portfolio.
- One year of Formation Group participation is required as part of the MDiv candidacy process. It is strongly recommended that this requirement be completed in two consecutive semesters, normally the first two semesters for full-time students.
- After completing two semesters of Formation Group, students will write and post a Development Plan Progress Report on their portfolio and initiate the 2nd Candidacy Interview (the second formal interview with the faculty advisor).
- Following the second interview, the MDiv Director and the Student Life Committee review the recommendations from candidacy interviews, vocational and personality assessment, Field Education evaluations, academic status, and related student files. MDiv candidacy will then either be granted or the prospective candidate will be contacted with any pending questions or conditions related to candidacy.

MDiv students not achieving candidacy by 60 hours (45 hours for AP MDiv students) may not register for further coursework.

If candidacy has been deferred, consultation must be made with the MDiv Director until pending questions related to readiness for candidacy are resolved. Failure to achieve candidacy may result in dismissal from a program or expulsion from the institution.

Should serious concerns regarding a student’s fitness for vocational ministry be raised subsequent to the granting of candidacy, candidacy may be revoked. The Director of the MDiv Program and the Student Life Committee will investigate grounds for these concerns and provide the student an opportunity to address them. If, upon further consideration, the Student Life Committee decides to revoke candidacy, appeal may be made to the TEDS’ Academic Dean, whose decision is final.

**MDiv Graduation Requirements**

The following requirements must be completed to earn the Master of Divinity degree:

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete 94 semester hours required by the MDiv program with a minimum cumulative grade point average for program course work of 2.0, with no course work below a "C-" applicable to the degree.
3. Complete all supervised ministry requirements, including three semesters of field education (one being a cross-cultural field education) and an internship.
4. Complete all requirements for MDiv candidacy.
5. Complete all requirements for the MDiv Program Portfolio on TaskStream.
6. Exemplify the character, emotional stability, maturity, and leadership ability that are essential to effective service in Christian ministry.

The curriculum begins in Scripture and Interpretation, our source for understanding how to develop effective ministry practice. The curriculum moves to Theology and Tradition, our considered formulations of biblical truth into a coherent theological framework. Next, the curriculum explores Worldview and Culture, our understanding and relation to God’s world. The curriculum culminates in Ministries and Practices, our theologically rooted skills and practices, in which students choose from one of six different foci for specialization in applied ministry skills. Additional elective hours provide opportunity for participants to further design a program suited to their ministry calling. The curriculum begins in biblical theology and culminates in a capstone seminar designed to address specific issues in ministry, thus moving from biblical foundations to ministry practice.

**Scripture and Interpretation**

(Our source)

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

**Theology and Tradition**

(Our considered formulations of biblical truth)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5010</td>
<td>History of Christianity</td>
<td>4</td>
</tr>
</tbody>
</table>
Select one of the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 7410</td>
<td>Denominational History &amp; Polity</td>
</tr>
<tr>
<td>PT 7412</td>
<td>Comparative Denominational</td>
</tr>
<tr>
<td>PT 7415</td>
<td>Evangelical Free Church History and Polity</td>
</tr>
</tbody>
</table>

ST 5101  Theology I: Intro to Theology  3
ST 5102  Theology II: Christ, Man, Sin & Salvation  3
ST 5103  Theology III: Holy Spirit, Church, Last Things  3
ST 5200  Christian Ethics  3

Select one of the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5060</td>
<td>American Church History</td>
</tr>
<tr>
<td>CH 7450</td>
<td>Christianity in the Non-Western World Since 1700</td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
</tr>
</tbody>
</table>

**Worldview and Culture**  
(Our understanding of and relation to God's world)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 5000</td>
<td>Foundations of Christian Mission</td>
</tr>
<tr>
<td>ME 5001</td>
<td>Foundations of Evangelism</td>
</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
</tr>
<tr>
<td>CC 5610</td>
<td>Cultural Hermeneutics</td>
</tr>
<tr>
<td>ME 6610</td>
<td>Anthropology for Ministry</td>
</tr>
<tr>
<td>PT 7860</td>
<td>Social &amp; Cultural Exegesis</td>
</tr>
</tbody>
</table>

**Ministries and Practice**  
(Our theologically rooted skills and practices)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 5000</td>
<td>Intro to Counseling Ministries</td>
</tr>
<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries, Issues in Counseling Ministry</td>
</tr>
<tr>
<td>EM 5000</td>
<td>Foundations in Educational Ministry</td>
</tr>
<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
</tr>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
</tr>
<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
</tr>
<tr>
<td>PT 7460</td>
<td>MDiv Capstone Seminar</td>
</tr>
<tr>
<td>PT 7465</td>
<td>MDiv Internship (Part-time) (Two semesters)</td>
</tr>
<tr>
<td>or PT 7466</td>
<td>MDiv Internship (Full-time)</td>
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**Field Education and Formation Group:**

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ID 5080</td>
<td>Formation Group (2 semesters; recommended during first two semesters)</td>
</tr>
<tr>
<td>PT 5090</td>
<td>Field Education (2 semesters)</td>
</tr>
<tr>
<td>PT 5095</td>
<td>Field Education: Cross Cultural Ministries (1 semester)</td>
</tr>
</tbody>
</table>

**Ministry Focus and Electives**

Select from one of the seven foci below  18

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Congregational Ministry: Pastor-Teacher</strong></td>
</tr>
<tr>
<td>OT 6600</td>
<td>Preaching from the Old Testament</td>
</tr>
<tr>
<td>PT 7210</td>
<td>Pastoral Practices</td>
</tr>
<tr>
<td>PT 7220</td>
<td>Pastoral Leadership</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 6610</td>
<td>Preaching Narrative</td>
</tr>
</tbody>
</table>

---

1. ME 6410 is an alternative only for those in the Cross-Cultural Ministry focus
2. ME 6240 may be substituted for those in the Cross-Cultural Ministry focus
3. CM 6000 possible substitutes include CO 5210, CM 6572, CO 7140

**Foci**

**Congregational Ministry: Pastor-Teacher**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 6600</td>
<td>Preaching from the Old Testament</td>
</tr>
<tr>
<td>PT 7210</td>
<td>Pastoral Practices</td>
</tr>
<tr>
<td>PT 7220</td>
<td>Pastoral Leadership</td>
</tr>
</tbody>
</table>

Select one of the following:  
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM 6610</td>
<td>Preaching Narrative</td>
</tr>
</tbody>
</table>
### Master of Divinity (MDiv)

#### HM 6620
- Preaching Poetry and Prophecy

#### HM 6630
- Preaching the Parables of Jesus

Select 12 hours of Focus or General Electives courses

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

### Congregational Ministry: Team Ministry

Select 6 hours of the following:

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
</tr>
<tr>
<td>EM 5510</td>
<td>Christian Formation &amp; Journey</td>
</tr>
<tr>
<td>EM 5712</td>
<td>Theology and Methodology of Biblical Teaching</td>
</tr>
<tr>
<td>EM 5540</td>
<td>Foundations of Youth Ministry</td>
</tr>
<tr>
<td>EM 5541</td>
<td>Youth Ministry Strategies</td>
</tr>
<tr>
<td>EM XXXX</td>
<td>Additional course work in youth ministry</td>
</tr>
</tbody>
</table>

Select 12 hours of Focus or General Electives courses

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

### Cross-Cultural Ministry

Select one of the following academic/theological courses:

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6760</td>
<td>Theology of Mission &amp; Evangelism</td>
</tr>
<tr>
<td>ME 7300</td>
<td>World Religions</td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
</tr>
</tbody>
</table>

Select one of the following applied/skills courses:

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 6963</td>
<td>Principles of Discipleship</td>
</tr>
<tr>
<td>ME 8215</td>
<td>Teaching Across Cultures</td>
</tr>
<tr>
<td>ME 8230</td>
<td>Global Church Planting and Development</td>
</tr>
<tr>
<td>ME 8210</td>
<td>Intercultural Communications</td>
</tr>
</tbody>
</table>

Select 12 hours of Focus or General Electives courses

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

### Pastoral Care

CO 5210  Counseling Skills Training

Select one of the following (totaling 3 hours):

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 6000</td>
<td>Issues in Counseling Ministries, Issues in Counseling Ministry</td>
</tr>
<tr>
<td>CM 6572</td>
<td>Pastoral Counseling for Marriage &amp; Family</td>
</tr>
<tr>
<td>CO 6130</td>
<td>Group Counseling</td>
</tr>
<tr>
<td>CO 7140</td>
<td>Crisis Counseling</td>
</tr>
</tbody>
</table>

Select 12 hours of Focus or General Electives courses

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

### Research Ministry

Advanced electives

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

ID 7482  MDiv Capstone Research Paper

Select 12 hours of Focus or General Electives courses

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

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

### Specialized Ministry: Compassion and Justice

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

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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

Select 12 hours of Focus or General Electives courses: 12

Total Hours: 18

Specialized Ministry: Chaplaincy

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

PT 6300: Intro to Chaplain Ministries
ID 7375: Clinical Pastoral Education
PT 7210: Pastoral Practices
PT 6215: Personal Spiritual Formation for Ministry
ME 8312: Christian Encounter with World Religions
CC 5615: Cultural Engagement
CO 6120: Addiction Counseling
CO 7140: Crisis Counseling
CM 6572: Pastoral Counseling for Marriage & Family
EM 5560: Church Ministry with Adults
BE 5000: Introduction to Bioethics: Matters of Life and Death

Select 12 hours of Focus or General Electives courses: 12

Total Hours: 18

Specialized Ministry: Other

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

Electives: 18

Total Hours: 18

AP MDiv Purpose

The Advanced Placement MDiv (AP MDiv) is designed for graduates of an accredited Bible college or Christian liberal arts school who seek to build on an undergraduate ministry degree to complete the MDiv at TEDS, and provides opportunity to take additional advanced electives. To qualify, applicants must complete a bachelor’s degree in a field related to Christian ministry, pre-seminary studies, biblical studies, or theological studies in the past five years and have undergraduate coursework to satisfy Trinity prerequisites for the AP MDiv program (outlined below). Applicants with 19 or more hours of prerequisite deficiencies are not eligible for the AP MDiv but may apply to the standard MDiv program.

The requirements for the AP MDiv are the same as the regular MDiv, except as noted below.

AP MDiv Additional Requirements for Admission

1. Completion of a bachelor’s degree in Pre-Seminary Studies, Christian or Pastoral Ministry, or a similar Christian ministry-based degree during the previous five years
2. A cumulative undergraduate GPA of 3.25 or higher with a grade of “B” or better in each required prerequisite course
3. Documentation of completion of specific prerequisite courses below from the bachelor’s program
   - Applicants must complete the AP MDiv Supplemental Application (found online at www.teds.edu/apmdiv) describing completed course work.

Required Prerequisites

- Church history or history elective covering the broad scope of the history of the Christian church, from Acts to today: 3-4 hours
- Pastoral counseling, including lab counseling experiences: 2-3 hours
- Christian education or educational ministries in the local church: 2-3 hours
Master of Divinity (MDiv)

- Introductory preaching, including lab preaching experiences: 2-3 hours
- Christian mission: 2-3 hours
- Evangelism: 2-3 hours
- Apologetics or Christian evidences: 2-3 hours
- Cultural engagement course examining current cultural trends and their intersection and critique from a biblical perspective: 2-3 hours
- Biblical or systematic theology covering the scope of theology: 6-9 hours
- Christian ethics examining contemporary ethical issues in biblical perspective: 2-3 hours
- Denominational history and polity: 1 hour or as required by the denomination
- Supervised cross-cultural ministry experience (not a mission trip)
- Supervised ministry field experience, practicum, or internship: 2 semesters or 200 clock hours
- A personal ministry assessment course, which includes personal assessment and development of a personal philosophy of ministry, including use of such tools as the MMPI, and CounselAid.

Optional Prerequisites
For applicants who majored in Biblical or Theological studies and who do not fulfill all required prerequisites, up to 6 hours of advanced Bible and/or theology courses (300-400 level) may be credited to the AP MDiv program as electives. Please note; however, that the total hours of prerequisites (required and optional) cannot exceed 19 hours.

Recommended

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

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

Note: A student accepted in the AP MDiv program and later opting to change programs must complete Admissions Requirements and Program Prerequisites for the new program. AP MDiv waivers are not transferable.

AP MDiv Program Requirements

Initial Program Placement

Applicants who have completed undergraduate coursework in Greek or Hebrew must take the TEDS Greek and/or Hebrew placement exams for language placement. AP MDiv students are not required to take the Standard Bible Content Test as the criterion for English Bible competency is met through the undergraduate program.

Required Courses

<table>
<thead>
<tr>
<th>ID</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>Biblical Theology and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>5210</td>
<td>New Testament Greek Exegesis I</td>
<td>4</td>
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<td>5211</td>
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<td>5212</td>
<td>New Testament Greek Exegesis III</td>
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</tr>
<tr>
<td>6600</td>
<td>Preaching from the New Testament</td>
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</tr>
<tr>
<td>6221</td>
<td>Synoptic Gospels &amp; Johannine Literature</td>
<td>3</td>
</tr>
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<td>5241</td>
<td>Elementary Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>5242</td>
<td>Hebrew Exegesis</td>
<td>4</td>
</tr>
<tr>
<td>6216</td>
<td>Pentateuch and Historical Books</td>
<td>4</td>
</tr>
<tr>
<td>6217</td>
<td>Poetic and Prophetic Books</td>
<td>4</td>
</tr>
<tr>
<td>6210</td>
<td>Advanced Personal Ministry Development (required first fall semester)</td>
<td>1</td>
</tr>
<tr>
<td>7280</td>
<td>Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>7460</td>
<td>MDiv Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>7465</td>
<td>MDiv Internship (Part-time) (Two semesters)</td>
<td>2</td>
</tr>
<tr>
<td>or 7466</td>
<td>MDIV Internship (Full-time)</td>
<td>2</td>
</tr>
<tr>
<td>5080</td>
<td>Formation Group (2 semesters)</td>
<td>0</td>
</tr>
</tbody>
</table>

Elective Courses

Biblical, Theological and Historical Studies (CH, ST, NT, OT):
Select 12-18 hours with a minimum of 3 hrs in CH (Church History) and 6 hrs in ST (Systematic Theology)  

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

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

Total 75

1 Or PT 5000 as indicated in the letter of admission
2 Prerequisite deficiencies cannot apply as electives in the AP MDiv. All AP MDiv electives must be 6000 level or above with the exception of all BE classes, EM 5210, EM 5510, EM 5712, EM 5540, EM 5541, CC 5610, CH 5060, CO 5210, and PT 5155. Exceptions are occasionally granted by the Program Director, but only if the course does not significantly overlap with undergraduate study.

Suggested MDiv Course Sequence
Detailed suggested course sequences are available to students through the MDiv program office (online at MyTIU (http://my.tiu.edu) > TEDS Academics > Departments & Program Offices) and address a number of typical student scenarios. In general those entering the MDiv with all prerequisites met (English Bible competency, Greek) can anticipate approximately three years of full-time study for completion of the program. Those needing to complete prerequisites during their program can anticipate approximately four years. Students admitted to the AP MDiv without deficiencies (i.e., having all prerequisites completed) will generally find it feasible to complete the program in six consecutive semesters (including summers).

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

Upon admission, students are encouraged to consult with the Academic Handbook, the MDiv Office (for resources and advisement), their faculty advisor and student colleagues. Note also particular course descriptions and catalog curricula, including any course prerequisites. Projected course schedules are published in MyTIU (http://my.tiu.edu) > TEDS Academics as soon as available. Generally all MDiv core courses are offered at least once each fall and/or spring semester, rotate through a three-year summer cycle, and rotate through a four-year evening school schedule. Field education requirements and the intense period of MDiv internship near the end of the program when accompanied by additional ministry responsibilities often lengthen a student’s program.
Master of Theology (ThM)

ThM Program Purpose
The Master of Theology (ThM) program is intended to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level. Trinity’s ThM offers discipline concentrations in each of our eight departments (Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology), or inter-departmental specialized concentrations developed in consultation with the departmental faculty (Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). The program can be completed in one year of study and includes 22 credit hours with a Capstone (comprehensive exam, major paper, or thesis depending on the department). Students work with department faculty in the selection of specific courses in their area of concentration.

MDiv and ThM Combinations at TEDS
MDiv and ThM course work may not overlap; however, students may take up to 9 hours of 7000 level (and above) courses not applied to their MDiv during their final year and apply those hours to their ThM requirements upon matriculating into the ThM program.

ThM Admission Requirements and Prerequisites
In addition to the general admission requirements described in the Admissions section of the catalog, the following further requirements are specific to the Master of Theology program:

1. Possess an earned Master of Divinity degree or its equivalent from an accredited school that maintains academic standards similar to those of Trinity. (Master of Divinity equivalence is defined as an earned master’s degree, including at least 74 semester hours of graduate study in areas closely parallel to Trinity’s MDiv curriculum.)
2. The applicant’s graduate grade point average for all graduate coursework completed must be a minimum of 3.0 on a 4.0 scale.
3. Possess and demonstrate proficiency in the biblical and modern languages appropriate to work in the selected area of concentration.
4. At the time of application, applicants will declare their area of concentration selecting from Church History, Counseling, Educational Studies, Mission and Evangelism, New Testament, Old Testament, Pastoral Theology, and Systematic Theology, or provide a statement relative to an inter-departmental Specialized Concentration (such as Chaplaincy, Ethics, Generational Ministry, Homiletics, Spiritual Formation, and others). Specialized Concentration applicants should review the Catalog curriculum and propose a Specialized Concentration from the curriculum. The proposed Specialized Concentration will be reviewed during the application process to ensure it can be supported by the curriculum and appropriate recommendations made. Accepted applicants will then consult with the assigned faculty department advisor to finalize their curriculum within the template below.

ThM Residency Requirement and Continuation
Residency requirement for the Master of Theology degree is that 18 hours of the ThM program must be completed through TEDS coursework.

ThM Statute of Limitation
All Master of Theology program requirements must be completed within five years of matriculation into the program. Petition to extend the statute of limitation may be made by a student to the Academic Exceptions Committee.

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

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

All entrance deficiencies and conditions are removed.

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

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

1. Complete the General Graduation Requirements for all master’s programs.
2. Complete 22 hours of advanced graduate level coursework (normally 7000-8999 level if not a core requirement or capstone in another master’s program) in the area of concentration with a minimum cumulative grade point average for program coursework of 3.0, with no coursework graded below a “C” applicable to the degree.
3. Complete a 2-3 hour Capstone which includes some combination of the following dependent upon the department:
   a. Pass the ThM Comprehensive Exam (- 7977) arranged by the Department. (1 hour)
b. Complete one or two ThM Major Research Paper(s) (— 8980) as a part of advanced courses in the program, demonstrating evidence of competencies similar to those demonstrated in the thesis. Examine the Academic Handbook for details related to this capstone project. (1 hour)

c. Research and write an acceptable thesis (— 8985) on an approved topic exhibiting the ability to do competent research, including use of the biblical languages and modern languages when appropriate, to think critically, and to communicate effectively in the area of concentration. (2 hours)

### ThM Areas of Concentration and Curriculum

The ThM is a post-MDiv degree program. As such, coursework required to meet MDiv graduation requirements is not applicable to the ThM program. Specific coursework is developed in consultation with the department faculty. The criterion against which applicable coursework is defined is the intent of the program to provide advanced theological study in one discipline beyond what is normally provided at the MDiv level.

**Concentration Core**

Select 19-20 hours of concentration core \(^{1,2,3}\)  

<table>
<thead>
<tr>
<th>ThM Capstone (^{4,5,6})</th>
<th>19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>7977 ThM Comprehensive Exam (required in CH, NT, OT, PT)</td>
<td>1</td>
</tr>
<tr>
<td>8980 ThM Major Research Paper (may be repeated to total 2 hours)</td>
<td>1</td>
</tr>
<tr>
<td>8985 ThM Thesis</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Hours** 22

1. Advanced courses related to the concentration (normally 7000-8999 level)
2. Concentrations may focus on department-specific coursework (such as church history, counseling, educational ministry, missions, Old or New Testament, pastoral theology, systematic theology), or inter-departmentally specialized concentrations (bioethics, chaplaincy, church planting, ethics, homiletics, spiritual formation, etc).
3. Specific courses in the Concentration Core are developed from the Catalog curriculum in consultation with the department faculty. Generally this includes a research course.
4. See Capstone requirements by Department below
5. If a student elects to take additional Capstone hours, those may count toward the Concentration Core.
6. If all advanced courses have been completed without major papers, additional coursework is required to facilitate completion of this capstone option.

**Capstone Requirements by Department**

- CH Department – comprehensive exam AND two major papers or thesis (upon approval)
- CO Department – two major papers
- EM Department – comprehensive exam/portfolio, or two major papers, or thesis (as arranged with department)
- ME Department – two major papers or thesis
- NT Department – comprehensive exam AND two major papers or thesis
- OT Department – comprehensive exam AND two major papers or thesis
- PT Department – comprehensive exam/case study AND two major papers
- ST Department – two major papers or thesis
- Specialized Concentration – similar to above, as determined in application process.
Doctoral Programs

Doctor of Ministry Program

Director

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

Purpose of the DMin Program

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

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

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

Program Outcomes

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

DMin Elective Concentrations

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

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

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

Leadership and Ministry Management (LM) emphasizes developing capabilities necessary to lead and organize ministry in areas of change, conflict, vision, core values, and motivation. It is suitable for various pastoral roles and those serving in ministry or missions organizational leadership.

Missions and Evangelism (ME) emphasizes issues related to Christian mission—worldview, cross-cultural ministry, church planting, and the urban context. It is suitable for missionaries, church planters, parachurch staff, and others in evangelistic ministry.

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

DMin Affinity Cohorts

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

**Nature of the DMin Program**

Since the DMin is not designed to be a residential program, all classes are offered in one-week intensive class sessions. Each year classes are held on the Deerfield Campus in March, July, and November. Affinity Cohort classes may be held at other times and in other locales. These classes are preceded by personal study and followed by a project that applies course materials to the student’s ministry. Exceptions to the nonresidential nature of the program are occasionally made that allow for coursework taken during the normal academic year. In these exceptional cases, students can utilize doctoral courses available in the PhD ICS or EDS curricula in addition to the regular DMin curriculum.

**DMin Admissions**

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

**Application Deadlines and Review Dates**

Doctor of Ministry (DMin) applications are reviewed three times per year, corresponding to the three periods in which courses are offered (fall, spring, summer). In each case, a completed application file is required before final action is taken to admit a student to a doctoral program. DMin students may begin their studies during any of the three sessions. Deadlines for receipt of completed application files are:

<table>
<thead>
<tr>
<th>Program</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Admission</td>
<td>June 15</td>
</tr>
<tr>
<td>Spring Admission</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer Admission</td>
<td>February 15</td>
</tr>
</tbody>
</table>

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

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

**Application Procedures**

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

The Admissions Committee may grant admission on the basis of the required credentials alone, or it may request the applicant to submit additional materials. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office, which must be received no later than ninety days following the date of the Admissions Committee decision.

**Admission Requirements**

Applicants for the DMin program are required to

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

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

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

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

5. Have prerequisite study equivalent to 9 semester hours of graduate courses appropriate to the concentration or cohort selected.
6. Meet, if an international student, the Bureau of Citizenship and Immigration Services regulations in obtaining an F-1 (student) visa. This requires additional admissions information and paperwork. International applicants whose first language is not English must also submit scores from the Test of English as a Foreign Language (TOEFL).

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

Special Instructions for International Applicants

All international DMin program students, including Visiting DMin students and students from Canada, are now required to enter the United States with an F-1 visa. DMin residential students (i.e. living in or near Deerfield and taking semester-length courses) must comply with the same visa requirements as other program residential applicants (see Admissions section).

DMin nonresidential students (i.e., commuting to the Deerfield Campus on a course-by-course basis) must also obtain an F-1 visa. Students who enter the United States to pursue the Doctor of Ministry degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. Hence, full-time progress for DMin international nonresidential students is defined as taking at least one course in each of the three sessions (Fall, Spring, Summer) per year.

DMin Candidacy Requirements

Admission to the DMin program does not guarantee acceptance into candidacy for the degree. Candidacy will be granted when the student has demonstrated ability to complete all degree requirements as evidenced by the following:

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

DMin Graduation Requirements

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

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

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

1. The completion of at least 30 semester hours of credit in doctoral courses, with a minimum cumulative grade point average for program course work of 3.0 (on a 4.0 scale). No more than 9 semester hours of credit may be derived from Guided Research and transfer from other DMin programs.
2. The completion of the DMin major project, including successful oral defense. Major project research constitutes six hours of credit. All requirements for the degree must be completed within six years from the time of matriculation. If requested, eleven years may be allowed for those serving in overseas assignments. If degree requirements are not completed within the allowed time limits in effect at matriculation, an extension may be requested through the program director. A continuation fee will be charged for each six-month period in which the degree requirements remain incomplete. Continuation fees may be waived at the recommendation of the Professional Doctoral Committee in extenuating circumstances.

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

Course Requirements

Each doctoral course consists of three parts:

1. About three months prior to each class period, the student is provided with information on forthcoming classes, including a list of required reading and written work for each course. All precourse assignments are to be completed before the class sessions begin. The professor will ask for an
accounting of the completion of the assignments, and failure to complete them prior to the first class session may result in a grade reduction for the course.

2. The second part of each course is the class week of interaction with the professor and other students. Twenty-eight clock hours of class time are involved, usually running from Monday through Thursday. Generally, there will be few out-of-class assignments during this week.

3. The third part of the course requirements is a project based on the reading and class work to be completed after the class sessions. The project will require students to integrate the course content with their own ministry. The integration factor in ministry is viewed as the most crucial phase of the student's course work.

**Major Project**

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

**Elective Concentration Curriculum**

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

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>MN 9550</td>
<td>Revitalizing Ministry for the Twenty-First Century Church ¹</td>
</tr>
<tr>
<td>MN 9555</td>
<td>Prolegomena for Twenty-First Century Missions &amp; Evangelism ¹</td>
</tr>
<tr>
<td>Systematic Theology, New Testament, &amp; Old Testament Integrative Courses (BT)</td>
<td>6</td>
</tr>
<tr>
<td>MN 9990</td>
<td>Ministry &amp; Missions Research Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select four courses in one area of concentration: Preaching, Leadership and Ministry Management, Pastoral Care, or Missions and Evangelism ²</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6 hours of electives</td>
<td>6</td>
</tr>
</tbody>
</table>

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

**Total Hours** 36

¹ Must be taken as one of first three courses

² Those in the general Pastoral Ministries category may select any combination of courses from the PR, LM, or PC areas.

**Affinity Cohort Curriculum**

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

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9550</td>
<td>Revitalizing Ministry for the Twenty-First Century Church ¹</td>
</tr>
<tr>
<td>Systematic Theology, New Testament, &amp; Old Testament Integrative Courses (BT)</td>
<td>6</td>
</tr>
<tr>
<td>MN 9990</td>
<td>Ministry &amp; Missions Research Methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 hours of cohort courses ²</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 hours of electives</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Total Hours** 36

¹ Must be taken as one of first three courses

² Predefined schedule of courses varies by cohort
Elective Concentration Course Offerings

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

**Note:**

All courses are 3 hours credit, except MN 9992, which is 0 hours for major project continuation.

Required core and Research courses (MN 9550, MN 9555, MN 9990) are offered annually.

Guided Research and ME/ES cross-listed courses are offered as individually requested.

Remaining courses are offered on an approximate three-year rotating basis.

Students in the general Pastoral Ministries category can select concentration courses from any of PR, LM, or PC.

### Preaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9101</td>
<td>Preaching Guided Research</td>
<td>3</td>
</tr>
<tr>
<td>MN 9110</td>
<td>Great Preachers &amp; Preaching in History</td>
<td>3</td>
</tr>
<tr>
<td>MN 9115</td>
<td>Increasing Clarity &amp; Relevance in Preaching</td>
<td>3</td>
</tr>
<tr>
<td>MN 9120</td>
<td>Fresh Directions in Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>MN 9125</td>
<td>Preaching Biblical Narratives</td>
<td>3</td>
</tr>
<tr>
<td>MN 9130</td>
<td>Hermeneutics and Homiletics (xBT)</td>
<td>3</td>
</tr>
<tr>
<td>MN 9135</td>
<td>Advanced Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>MN 9140</td>
<td>Symposium on Dynamics of Effective Preaching</td>
<td>3</td>
</tr>
<tr>
<td>MN 9145</td>
<td>Christ-centered Preaching</td>
<td>3</td>
</tr>
<tr>
<td>MN 9160</td>
<td>Current Studies in Preaching</td>
<td>3</td>
</tr>
</tbody>
</table>

### Leadership & Ministry Management (LM)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9201</td>
<td>Leadership &amp; Ministry Management Guided Research</td>
<td>3</td>
</tr>
<tr>
<td>MN 9210</td>
<td>Change &amp; Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MN 9212</td>
<td>The Contagious Congregation</td>
<td>3</td>
</tr>
<tr>
<td>MN 9214</td>
<td>Equipping and Team-Building</td>
<td>3</td>
</tr>
<tr>
<td>MN 9216</td>
<td>Advanced Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>MN 9220</td>
<td>Theology of Leadership (xBT)</td>
<td>3</td>
</tr>
<tr>
<td>MN 9224</td>
<td>Leadership for Large Churches</td>
<td>3</td>
</tr>
<tr>
<td>MN 9226</td>
<td>Leadership as Coaching/Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>MN 9228</td>
<td>Creativity &amp; Innovation in Ministry Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MN 9230</td>
<td>Turn-around Churches: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>MN 9260</td>
<td>Current Studies in Leadership &amp; Ministry Management</td>
<td>3</td>
</tr>
<tr>
<td>MN 9280</td>
<td>Missions &amp; Evangelism Course:</td>
<td>3</td>
</tr>
<tr>
<td>MN 9285</td>
<td>Educational Studies Course:</td>
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</table>

### Pastoral Care (PC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>MN 9301</td>
<td>Pastoral Care Guided Research</td>
<td>3</td>
</tr>
<tr>
<td>MN 9312</td>
<td>Discipleship in Church and Home</td>
<td>3</td>
</tr>
<tr>
<td>MN 9314</td>
<td>Theology &amp; Practice in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>MN 9316</td>
<td>Teaching for Spiritual Growth</td>
<td>3</td>
</tr>
<tr>
<td>MN 9318</td>
<td>Theology &amp; Ministry of Prayer (xBT)</td>
<td>3</td>
</tr>
<tr>
<td>MN 9320</td>
<td>Coping with Stress in Ministry</td>
<td>3</td>
</tr>
<tr>
<td>MN 9322</td>
<td>Marriage and Family Ministry</td>
<td>3</td>
</tr>
<tr>
<td>MN 9324</td>
<td>Building a Church through Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>MN 9340</td>
<td>Current Studies in Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MN 9350</td>
<td>Current Studies in Bioethics for the Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>MN 9360</td>
<td>Current Studies in Pastoral Care</td>
<td>3</td>
</tr>
<tr>
<td>MN 9380</td>
<td>Missions &amp; Evangelism Course:</td>
<td>3</td>
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</table>
Missions and Evangelism (ME)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MN 9401</td>
<td>Missions &amp; Evangelism Guided Research</td>
<td>3</td>
</tr>
<tr>
<td>MN 9410</td>
<td>Multi-Ethnic Ministry</td>
<td>3</td>
</tr>
<tr>
<td>MN 9412</td>
<td>Planting Churches in America and Overseas</td>
<td>3</td>
</tr>
<tr>
<td>MN 9414</td>
<td>Worldview and Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>MN 9416</td>
<td>Gospel, Mission, and Roman Catholicism</td>
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</tr>
<tr>
<td>MN 9418</td>
<td>Theology and Practice of Evangelism</td>
<td>3</td>
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<tr>
<td>MN 9420</td>
<td>Encounter with Eastern Religions</td>
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<tr>
<td>MN 9422</td>
<td>Encounter with Folk Religions</td>
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<td>MN 9424</td>
<td>Encounter with Islam</td>
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<tr>
<td>MN 9426</td>
<td>The Church in Cultural Context</td>
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<tr>
<td>MN 9428</td>
<td>Leadership Development Across Cultures (xLM)</td>
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<td>MN 9430</td>
<td>Symposium in Missions Leadership</td>
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<td>MN 9460</td>
<td>Current Studies in Missions &amp; Evangelism</td>
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<td>MN 9480</td>
<td>Missions &amp; Evangelism Course:</td>
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<td>MN 9485</td>
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Core Requirements

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<td>Revitalizing Ministry for the Twenty-First Century Church</td>
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<td>MN 9555</td>
<td>Prolegomena for Twenty-First Century Missions &amp; Evangelism</td>
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Biblical & Theological Integration (BT)

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<tr>
<td>MN 9812</td>
<td>Themes in the Pentateuch</td>
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<tr>
<td>MN 9814</td>
<td>Teaching from Joshua</td>
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<td>MN 9816</td>
<td>Teaching from Judges</td>
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</tr>
<tr>
<td>MN 9818</td>
<td>Living Psalms: Perspectives, Praise, and Preaching</td>
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<tr>
<td>MN 9820</td>
<td>Proverbs for the Life of the Believer</td>
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<td>MN 9822</td>
<td>Isaiah: Foundations for Theology and Ministry</td>
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<td>MN 9824</td>
<td>Missions in the Old Testament (xME)</td>
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<td>MN 9830</td>
<td>Making Romans Relevant</td>
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<td>MN 9832</td>
<td>Prison Epistles</td>
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<td>MN 9836</td>
<td>Epistle to the Hebrews</td>
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<td>The Book of Revelation in the Life of the Church</td>
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<td>MN 9840</td>
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<td>MN 9844</td>
<td>Models of Divine Providence</td>
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<td>Models of Sanctification in Ministry</td>
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<td>Post-Modernism and Implications for Ministry</td>
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<td>Destiny of the Unevangelized (xME)</td>
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<td>History of Evangelicalism and Fundamentalism</td>
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<td>Current Studies Bible &amp; Theology</td>
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Major Project

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<td>MN 9992</td>
<td>Major Project Extension (repeatable, NC)</td>
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Purpose of the PhD Program

Trinity’s PhD program focuses on three areas of concentration: the Doctor of Philosophy (Theological Studies) Program (PhD/THS), the Doctor of Philosophy (Educational Studies) Program (PhD/EDS), and the Doctor of Philosophy (Intercultural Studies) Program (PhD/ICS). Each is specifically designed for those who have completed a master’s degree and who wish to pursue advanced study and research in their field of interest.

PhD Application Deadlines

The application review process begins immediately after the application deadline and normally takes eight weeks. Doctoral applications received after the deadline will be postponed until the next review date.

Each of the three academic doctoral program concentrations operates at full student capacity. Subsequent to the review process, applicants are notified by letter of acceptance or denial of admission. Postponement for one or two semesters after acceptance is occasionally possible.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Application Deadline</th>
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<tr>
<td>PhD/EDS</td>
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</tr>
<tr>
<td></td>
<td>January 15 (summer/fall admission)</td>
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<tr>
<td>PhD/ICS</td>
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<td>January 15 (summer/fall admission)</td>
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<td>September 15 (spring admission)</td>
</tr>
<tr>
<td></td>
<td>January 15 (fall admission)</td>
</tr>
</tbody>
</table>

1 EDS and ICS: Late application deadline of April 1 with permission of program director

PhD Application Procedures

In addition to the application form, documents required of all doctoral applicants are outlined in the information section for each program. Information concerning application procedures and general admissions policies can be obtained from TEDS Admissions, 2065 Half Day Road, Deerfield IL 60015; toll free: 800.345.TEDS; phone: 847.317.8000; e-mail: tedsadm@tiu.edu. Website: www.teds.edu/admissions/ (http://www.teds.edu/admissions).

The Doctoral Admissions Committee may grant admission on the basis of the required credentials alone or it may request that the applicant submit additional materials or schedule an interview. Admissions policies and procedures are subject to change without notice. If admitted, the new doctoral student is required to submit a nonrefundable tuition deposit to confirm acceptance of admission.

If the Admissions Committee denies an applicant admission, the applicant may send a letter of appeal to the Admissions Office. Appeals must be received no later than ninety days following the date of the Admissions Committee decision.

The PhD Learning Community

The nature of instruction in the PhD/EDS, PhD/ICS, and PhD/THS programs is dialogical. Student participation in the learning experience is thus considered to be both a necessity and a responsibility. Further, because participation in the learning community outside the classroom is also critical to the educational experience, we expect all students to participate in weekly fellowship groups, colloquia, and informal study groups with colleagues.

The Academic Doctoral Office (ADO) assists PhD students through their program by providing academic support throughout the PhD study. The ADO:

1. maintains an intranet webpage in MyTIU,
2. offers seminars on various topics related to the PhD experience and to participation in the academic world,
3. counsels students in their program progress, and
4. is the connection for program information and support.

The e-mail address for the ADO is droffice@tiu.edu.

PhD Standardized Tests

Applicants to the academic doctoral programs whose primary language of instruction has been English are required to submit scores from either the Miller Analogies Test (MAT) —preferred for ICS and EDS programs—or the Graduate Record Examination (GRE)—preferred for the THS program.

Applicants whose first language is not English are required to submit the results of a recent Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE) and the Test of Spoken English (TSE). Admission into the academic doctoral program requires a minimum TOEFL
score of 600 (250 if using the computer-based TOEFL), a minimum TWE score of 4.5, and a minimum TSE score of 50. For all applicants, this is to be taken in addition to the MAT or GRE.

Students who fail to demonstrate adequate written and/or oral English communication skills after admission to a program may be advised to take a six-month to one-year leave of absence from degree studies for the purpose of pursuing English language training.

**Academic Load**

Full-time doctoral students must enroll in at least 9 semester hours of courses each semester to be considered full-time. Students enrolled in 1 to 8 semester hours are considered part-time. See the Financial Aid section of the Catalog for information related to doctoral financial aid. Note that tuition fee and financial aid structures and academic load structures differ.

**Programs**

- Doctor of Philosophy (Educational Studies) Program (p. 357)
- Doctor of Philosophy (Intercultural Studies) Program (p. 363)
- Doctor of Philosophy (Theological Studies) Program (p. 369)
Doctor of Philosophy (Educational Studies) Program

Director: Donald C. Guthrie, EdD

Purpose and Nature of the Program
The PhD (Educational Studies) Program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. The PhD/EDS supports an interdependent learning community comprised of leaders from a variety of cultures, countries, and backgrounds.

Core Competencies
Three foundational areas of professional competency provide the academic focus of the program: developing a research mindset and skill base; thinking as an educational leader; and theologically reflecting about educational issues against a broadly cultural and missiological framework. The intentional linkages between the PhD (Educational Studies) and the PhD (Intercultural Studies) provide opportunity to relate principles from theology and the social sciences to education, mission, and leadership.

Program Values
The international EDS learning community practices a fundamental commitment to and reliance on God’s truth as revealed in the Bible and Jesus Christ, God’s redemptive purposes in Christ, and the sustaining work of the Holy Spirit. The EDS community seeks to act on the reality that all persons are created in God’s image. Participants engage one another professionally, academically, and personally. They share resources and ideas and consult one another concerning specific issues and situations related to their ministry. The program style is collaborative rather than competitive, and mutual respect for colleagues and the diversity of perspectives is evident.

Learning is seen as lifelong, formal and nonformal in context, linear and narrative in approach, and participatory. The interdependence of theory and practice, the processes of dialogue and disciplined inquiry, and the integration of theology and the social sciences are viewed as normative. Faculty are committed to the effective progress and completion of the participants and, through the experiences of the program, seek to foster the cultivation of sustainable habits in thought, spirit, relationship, and service.

The Learning Culture
The appropriate outcome of doctoral education is seen to be the development of refined, sustainable habits of scholarship and professional leadership. Participants are expected to enter fully into the community of scholarship: giving and receiving ideas, information, sources and materials; entering fully into seminar discussions; and participating constructively in open hearings—their own and their colleagues’ oral comprehensive examination, presentation of the research proposal, and dissertation defense.

Participants are expected to read and research with a view to making a contribution to the literature of the field and to ongoing discourse—with doctoral colleagues and other academic professionals. Much that is written in the program should be considered as potentially publishable. Participants are encouraged to use the network of seminary and university libraries in the Chicago area and to engage the members of this international community in discussion about research and writing projects.

The dissertation research design that undergirds the PhD/EDS program presumes that a substantial base of descriptive research is necessary to generate hypotheses that will ultimately be explored through experimental studies. It is our perspective that experimental research conducted without a substantial base in description and inquiry is impoverished. Participants in the TEDS PhD/EDS program have generated a substantial body of dissertations, most of which have been descriptive or theological/historical in format. We will continue to encourage descriptive research as the primary mode of inquiry, but with appropriate guidance experimental studies could be built on these emerging categories of research findings.

The preferred learning environment is one that fosters a community in which all participants, students and faculty alike, are engaged in further development. It is also inherent in the program’s philosophy of cooperative learning that healthy interpersonal relationships enhance the academic endeavor. Therefore, faculty and participants, along with family and friends, are invited to take advantage of scheduled and spontaneous opportunities for social fellowship.

Program Design
Many PhD/EDS participants are involved in the program during sabbatical or other educational leaves from their place of service. Admission requirements presuppose that the applicant has completed one or more graduate degrees and has had substantial recent experience in an educational ministry. Relatively few participants are in major career transitions.

The PhD/EDS is designed as a program of 4-5 academic years (60 semester hours). Full-time participants may complete seminar work in two years followed by a year of comprehensive exam and proposal preparation and a year of dissertation research. The recommended full-time enrollment is 9 semester hours each term. The program operates on a year-round basis, with full-load enrollment available in each of two semesters and, normally, summer. Completion of 18 hours constitutes one academic year. Program seminars are offered in two-week modular, week-long modular and weekend formats.
The program incorporates particular conceptual areas to stimulate the participants’ professional capacities in research and educational leadership. Participants are challenged to integrate faith and learning at every step of the program as they engage these conceptual areas through a variety of experiences and academic seminars.

The courses are threaded together in such a way that the broad foundational courses introduce subject areas that participants may examine more intensively in the primary elective focus areas. Thus, the 1, 2, and 3 credit elective courses provide opportunities to focus even more specifically on areas of interest previously studied in the foundational courses.

**Foundations of Education**

Participants examine educational issues through theological, historical, and social science frameworks to gain foundational perspectives on the contemporary tasks of educational leadership. Through theology, history, philosophy, psychology, sociology, adult education, and organizational development participants engage educational concerns at fundamental levels of perspective and analysis, always with a view toward contemporary practice in a variety of cultural settings.

**Primary Elective Focus Areas**

Participants have the option of concentrating in one of the following focus areas: educational ministry in the local church; teaching and learning; leadership and organizational development; and contemporary issues. However, participants have freedom, in consultation with the program director, to configure their electives to best cultivate their interests as educational leaders.

**Teaching Practicum**

Participants design, teach and evaluate two (1) credit electives or one (2) credit elective under the supervision of an EDS faculty member. Practicum teachers will have already achieved candidacy, will teach in their research areas, and will often team teach these elective courses with EDS faculty members or other similarly qualified participant colleagues.

**Research in Education**

Participants demonstrate a disciplined way of looking at the world: people, structures, societies, and institutions. The research seminars fulfill three basic purposes:

1. the explication of research concepts and the basis for research method;
2. the development of skills in research methodology; and
3. foundations in literature.

For additional information on the design of the program and its requirements, see the *EDS Handbook for Participants*.

**Instructional Modes**

**The Doctoral Seminar**

The core of the formal course instruction is the seminar experience. The assumption is that ideas are not one's own until they can be shaped into one’s own language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Where required, participants are expected to have read assigned literature and other materials before the first seminar session.

**Independent study**

Reading Courses and Guided Research Courses may be taken by agreement with the faculty concerned. Since the ethos of the program is that of a learning community, we discourage independent study unless it is necessary. Independent studies will be approved for participants who have completed at least one semester in the program (or 9 credit hours of completed work), who have demonstrated the ability to read with understanding and to write lucidly, and who have submitted an appropriate proposal for the independent inquiry.

**Nonformal experiences**

Opportunities to engage in experiences that are outside the normal program are frequently possible. For example, professional conferences, ad hoc meetings with visiting scholars, and interdepartmental consultations are often part of the participants’ learning and professional development. These experiences may become a for-credit wrap-around option when they can be related to a seminar.

**Residency Requirement**

Courses, seminars, and colloquia for the PhD/EDS degree are normally completed on Trinity’s Deerfield campus.

A residency requirement in academic research doctoral programs serves the following purposes for the participant:

- Time to research and reflect upon the body of literature related to the dissertation topic.
- Time for significant work on the doctoral dissertation itself. The search, selection, and refinement of a research problem and the building of a research design require concentrated interaction with faculty, colleagues, and other resources.
• Intensive contact with faculty and colleagues in the program who provide the intellectual environment conducive to further professional development and sense of professional responsibility as a community of scholar/practitioners.
• Opportunity for involvement in a variety of professional activities.

Admission Requirements
Applicants for the PhD/EDS program are required to:

1. Have earned an appropriate master’s degree (totaling at least 36 semester hours) with a strong representation of biblical and theological studies from an institution maintaining academic standards similar to those of TEDS. In particular, graduate work must reflect an acceptable amount of coursework in the biblical/theological disciplines (normally understood as at least 18 hours). Moreover, applicants must have completed at least 18 semester hours of graduate coursework in Educational Ministries and/or a related Social Sciences field relevant to the PhD/EDS program. In special circumstances, applicants with exceptional qualities or backgrounds may be permitted to apply without the aforementioned requirements reflected on their transcripts.

2. Present evidence of potential for original research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.

3. Have completed at least four years of vocational experience in ministry with evidence of relevant gifts and abilities. Preference is given to applicants in a leadership position commensurate with the degree and to applicants who demonstrate that the PhD will contribute in particular ways to continued development in their ministry.

4. Give evidence of a superior intellectual ability in all previous accredited graduate studies. Whereas previous academic performance is considered seriously, we are also concerned about the applicant’s capacity for substantive academic and professional interaction with colleagues in the program.

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

6. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. Applicants whose first language is not English should also submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

Special Instructions for International Applicants
All international PhD/EDS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/EDS residential students (i.e., living in Deerfield and registered for full-time attendance) must comply with the same visa requirements as residential master’s-level applicants (see Admissions section).

PhD/EDS nonresidential students (i.e., commuting to the Deerfield Campus for each modular class) must also obtain an F-1 visa. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five months. A new visa will be required if reentry does not occur within this time period.

In order for a Certificate of Eligibility (I-20) to be issued for PhD/EDS nonresidential students, the following conditions must be met:

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

Admission Deficiencies
Participants lacking the prerequisites for entry into the PhD/EDS degree program (i.e., those holding master’s degrees with hours in a prescribed area deemed as insufficient), as determined in the application process, have several options for filling such deficiencies. Deficiencies need not be completed before beginning the PhD/EDS program, but must be fulfilled by the time 18 hours of coursework have been completed. Subsequent to admission, master’s-level work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify for fulfillment of deficiencies. Participants have several options for fulfilling such deficiencies as outlined in the EDS Handbook.

Advanced Standing and Transfer Credit
Advanced standing and transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Candidacy Requirements
Admission to the PhD/EDS program does not guarantee acceptance into candidacy for the degree. One of the primary tasks in the doctoral program is to assess the development of competencies and sustainable habits so the participant achieves candidacy and completes the program. This assessment takes place through the successful completion of courses, a comprehensive examination and the dissertation. See the EDS Handbook for Participants for further details on the comprehensive examinations and the dissertation.
To achieve candidacy, the following requirements must be met:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. After the doctoral participant completes 18 credit hours, the program director will conduct a progress review with the participant to determine continuance feasibility. The review will have three possible outcomes: continuance, continuance with a negotiated progress plan, or non-continuance. If the participant receives a continuance with a negotiated progress plan, the participant will meet with the program director no later than after 28 credits hours are completed for another review to determine continuance feasibility. If at this time, the participant has made insufficient progress, the participant will receive a non-continuance outcome and be recommended to the ThM degree.
3. Completion of 52 credit hours, including all seminars, comprehensive exams, and dissertation proposal preparation, with a grade of “B-” or higher in each seminar
4. A cumulative grade point average of 3.2 or better
5. Satisfactory completion of Comprehensive Examinations and the Dissertation Proposal, along with any conditions
6. Acceptance of the Protection of Human Rights in Research Protocol

The Dissertation

The dissertation is to be a major work based on the empirical investigation of a well-defined and significant problem. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based upon relevant theological, ethnographic, historiographic, or social science methodologies are to be used. The research is to focus on a specific problem in reference to a matter of human development, learning, institutional issues, decision making, culture and education, and so on.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant original contribution to the field. Findings must have potential value as contributions to the knowledge base in the field of educational ministry, broadly defined. The participant's approach should be positive and constructive. The proposal must be approved by the Dissertation Advisory Committee and all procedures used with human subjects approved by the Human Rights in Research Committee before data collection may begin.

A final oral examination of the dissertation is conducted by the Dissertation Advisory Committee. It is in the form of an open hearing, which includes faculty and peers.

Graduation Requirements

Candidates for the PhD/EDS degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during their time in the program.
2. Successful completion of a minimum of 60 semester hours of approved coursework with a minimum cumulative grade point average for program coursework of 3.2 (on a 4.0 scale), with no grade below “B-” applicable to the degree. A maximum of 20 percent of the coursework for the degree may be done through guided research or reading courses.
3. Successful completion of the comprehensive written and oral examinations and dissertation proposal.
4. Successful acquisition of candidacy.
5. Submission of the Application for Graduation form to the Records Office.
6. Successful completion and defense of an approved dissertation that exhibits the candidate’s ability to do competent research, to think critically, and to communicate effectively.
7. Completion of all requirements for the degree within seven years from matriculation, or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation.
8. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

Statute of Limitations and Continuation Fees

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation. As long as the candidate is registered in each succeeding semester until the seventh year, continuation fees are not assessed. Since an approved proposal is one of the requirements for achieving candidacy, even if all other work is completed, continuous enrollment in the dissertation proposal preparation “course” qualifies for continuous enrollment.
If a PhD participant completes the fifth year of his or her program without achieving candidacy, continuation fees are assessed. As soon as the participant completes all requirements, applies for and is granted candidacy, continuation fees cease. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer. **It is the responsibility of the participant to apply for candidacy once all conditions have been satisfied.**

Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. The application must include a timetable which will serve as the contract for completion of all work required for the degree. An extension will be granted only in exceptional circumstances and at the recommendation of the program director. Continuation fees are assessed until the dissertation is accepted. If the work for the degree is not completed within the contracted period, the participant will be dismissed from the program and must reapply. There is no guarantee that the participant will be readmitted—and if he or she is readmitted, further coursework may be required.

**Program Withdrawal**

In the rare occurrence that a doctoral participant may find it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and the Records Office in writing of the desired change in program status. All fees accrued prior to program withdrawal are still payable in full.

**PhD/EDS Program Minors**

Qualified participants in the PhD/EDS program may take a 9-semester-hour minor in either the PhD/ICS or the PhD/THS programs. Qualified participants should:

1. demonstrate strong master’s-level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Primary Elective Focus Area component of the degree.

**Program of Study**

The program of studies for the PhD/EDS is developed in light of the values, conceptual areas, and core competencies articulated above.

**EDS Orientation**

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**Foundations in Education**

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<td>ES 9700</td>
<td>Biblical and Theological Formation of the Educator</td>
<td>3</td>
</tr>
<tr>
<td>ES 9750</td>
<td>Historical and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ES 9500</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ES 9175</td>
<td>Leadership and the Development of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ES 9200</td>
<td>Adult Learning Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ES or ME</td>
<td>Inter-Cultural Studies Course</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Select 18-24 hours 18-24

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Ministry in the Local Church:</td>
<td>ES 7550</td>
<td>Local Church as System</td>
</tr>
<tr>
<td></td>
<td>ES 8240</td>
<td>Intergenerational Education</td>
</tr>
<tr>
<td></td>
<td>ES 9510</td>
<td>Developmental Issues of Children, Youth, or Adults</td>
</tr>
<tr>
<td></td>
<td>ES 7560</td>
<td>Program Planning Dynamics in the Local Church</td>
</tr>
<tr>
<td>Teaching and Learning:</td>
<td>ES 9210</td>
<td>Curriculum Theory and Design</td>
</tr>
<tr>
<td></td>
<td>ES 9150</td>
<td>Teaching in Higher Education</td>
</tr>
<tr>
<td></td>
<td>ES 8220</td>
<td>Teaching in Higher Education</td>
</tr>
<tr>
<td></td>
<td>ES 9725</td>
<td>Ethics in Education</td>
</tr>
<tr>
<td></td>
<td>ES 8210</td>
<td>Curriculum Theory and Design</td>
</tr>
<tr>
<td>Leadership and Organizational Development:</td>
<td>ES 9275</td>
<td>Higher Education Administration</td>
</tr>
<tr>
<td></td>
<td>ES 9305</td>
<td>Developing Emerging Leaders</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ES 7816</td>
<td>Leading Change in Organizations</td>
<td></td>
</tr>
<tr>
<td>ES 7830</td>
<td>Developing Collaborative Teams</td>
<td></td>
</tr>
<tr>
<td>ES 9000</td>
<td>Current Issues in Educational Studies</td>
<td></td>
</tr>
<tr>
<td>ES 9890</td>
<td>Professional Development Practicum</td>
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</tr>
</tbody>
</table>

**Contemporary Issues in:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 9900</td>
<td>Current Issues in Educational Studies</td>
<td></td>
</tr>
<tr>
<td>ES 9890</td>
<td>Professional Development Practicum</td>
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</table>

**Research in Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 9910</td>
<td>Foundations in Social Science Literature&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3</td>
</tr>
<tr>
<td>ES 9915</td>
<td>Social Science Research Design</td>
<td>3</td>
</tr>
<tr>
<td>ES 9920</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

**Comprehensive Exam Preparation and Dissertation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 9990</td>
<td>Dissertation Proposal Preparation</td>
<td>0-3</td>
</tr>
<tr>
<td>ES 9991</td>
<td>Dissertation Research (a total of 8 hour of dissertation research is required.)</td>
<td>8</td>
</tr>
<tr>
<td>ES 9975</td>
<td>Comprehensive Exam Preparation</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Total Hours**

60

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1. A historiographic research proposal requires ME 9925 or equivalent in lieu of ES 9910

EDS participants may take zero to three semesters of Comprehensive Exam Preparation and zero to three semesters of Dissertation Proposal Preparation in order to meet the 0-3 credit hours required for each course. EDS participants may take between two and six semesters of Dissertation Research to meet the 8 credit hour requirement, with no more than 6 hours being taken in a given semester.
Doctor of Philosophy (Intercultural Studies) Program

Director: Craig Ott, PhD

Purpose and Nature of the Program

The PhD (Intercultural Studies) Program seeks to develop the ministry and research skills of leaders involved in a wide variety of missional, cross-cultural, and educational ministries. Focus is upon deepening our understanding of human diversity, contextual realities, and culture change in ways that inform redemptive, gospel-centered ministry in the contemporary world. Theological, historical and social scientific disciplines are integrated at the highest academic level and brought to bear on the global and local mission of the church.

As an academic PhD program, students will strengthen their foundations in theory as the basis for original research and writing to advance missiological understanding and effective leadership. Our mission is to cultivate academic excellence, cultural insight, and spiritual depth enhancing the personal and professional development of program participants. Persons benefiting most from the program are typically engaged at home or abroad in ministries such as cross-cultural missions, multiethnic ministry, missional movement and organizational leadership, higher education, and evangelism.

With a combination of intensive coursework, mentoring, and research students can craft a stimulating, flexible, and individualized course of study suited to their professional goals and life situation. Many of Trinity’s PhD/ICS students participate in the program during sabbatical or other educational leaves from churches, Christian mission organizations, colleges, and seminars. Some complete the program by commuting to campus from longer distances for modular, intensive courses. Participation in the program links students with a diverse, broad-based international community of scholars and provides tools to promote lifelong learning.

Program Values

The PhD/ICS program is committed to the full authority of Scripture and the centrality of the gospel of Jesus Christ. These core convictions must guide the church’s mission as it engages an increasingly complex world of rapid social change, religious pluralism, human diversity, and globalization.

We thus believe that effective and faithful ministry demands more than ever the best integration of deep theological reflection, keen social scientific insight, and broad historical perspective. The ICS faculty represents a wide range of backgrounds, ministry experience, and academic expertise dedicated to working collaboratively with students in a stimulating and holistic learning community. The goal is not knowledge for knowledge’s sake, but academic excellence that addresses contemporary challenges for the greater glory of God and the advancement of his kingdom.

Intercultural Studies Defined

Intercultural studies represents a broad category of scholarly inquiries related to the interface of human diversity and transformative gospel ministry. Human commonalities are understood to be based on the oneness of humankind, and differences are understood to be the outgrowth of historical, geographic, and sociopolitical variability. The scholarly task in this field of doctoral studies is to grasp with knowledge and wisdom those matters of diversity that impinge on human relationships and various understandings of reality and to evaluate these in the light of biblical teaching.

Globalization, migration, religious pluralism and other features of contemporary societies add to the complexity of human experience and increase the challenges and opportunities of Christian ministry and gospel faithfulness. Intercultural studies is thus of critical importance not only in the context of historic cross-cultural mission work, but also in virtually every context including North America.

Socioanthropological inquiry is used to help understand the nature of intercultural relationships and to develop substantial cultural awareness, knowledge of the skills of analysis and interpretation, and theoretical comprehension of the nature and consequences of sociocultural diversity. Such insight must inform the missional practice of the church. Effective human relationships, communication, Christ-centered personal and social transformation, contextualization of ministry, and engagement with persons of other faiths all require an understanding of culture and social dynamics. The foundation of the program is biblically faithful theology, which provides the basis for the evaluation of the interaction between a given culture, the gospel and the people of God.

Program Design

The PhD (Intercultural Studies) Program is designed as a program of three to four academic years, requiring two years (four semesters) of classroom and seminar studies followed by one to two years of comprehensive examinations and dissertation research. The length of the program can be reduced by enrolling in full-time study during all three semesters (fall, spring, and summer). Part-time students need considerably longer to complete the program. The minimum number of courses and seminars, comprehensive exam and dissertation credit, is 60 semester hours. A full-time student takes 9 to 12 semester hours. The program operates on a year-round basis, with full-load enrollment available in fall, spring and summer semesters. Program courses are available in a variety of term-length and modular formats, making study accessible to students who do not relocate to Deerfield.

To insure that students not residing locally participate in the broader learning community, attendance at ICS fellowship meetings, academic hearings, and other community events while present on campus for coursework is expected.

All PhD/ICS students take a common core of required courses. Each course and seminar is conducted so as to encourage opportunities for a wide range of research interests and needs. Furthermore, the program allows flexibility in the design of a personal program of study that best serves the professional and academic needs of the individual participant. Before completion of 24 credit hours in the program the student should declare the general topic of the anticipated dissertation research. This decision is to be made in consultation with the program director and the anticipated
dissertation supervisor. The supervisor will then provide guidance for the student’s further study program and course selection with the dissertation topic in view.

PhD/ICS students with interest in educational ministries may enroll in courses offered by the PhD/EDS program. Similarly, with special approval, qualified ICS students with a more theological focus may enroll in a limited number of PhD/THS courses. For additional information on the design of the program and its requirements, see the ICS Handbook for Participants.

**Instructional Modes**

**The Doctoral Seminar**

The core of the formal course instruction is the seminar experience. The interaction of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not a person’s own until they can be shaped into language and used in disciplined conversations. To facilitate dialogue, the instructor may provide for a common base of reading and reference by assigning preparatory work. Seminars may be completed in a variety of formats such as regular semester courses, and modular (one or two-week) or weekend intensive courses. For intensive courses participants are expected to have read the assigned textbooks and complete other assignments before the first class session.

**Independent Study Courses**

Two kinds of courses may be taken independently under the supervision of an appropriate faculty member: Reading Courses, which are courses listed in the School Catalog but which are not available for students to take in a given semester; and Guided Research Courses, which are non-catalog courses specifically designed to meet the academic interests or professional needs of the participant. Independent studies will be approved for participants who have completed at least 12 credit hours, and who have arranged in advance with a professor the specific requirements and assignments of the course.

**Residency Requirement**

Courses, seminars, and colloquia for the PhD/ICS degree are normally completed on Trinity’s Deerfield campus. A residency requirement in academic research doctoral programs is essential for students to receive intensive faculty mentoring, participate in the learning community, become immersed in the ethos of doctoral study, and become involved in professional activities.

Students can complete their resident coursework in either full or part-time status. Some students, especially those serving in higher education, choose to complete coursework during summer semesters and/or through intensive courses. It is thus possible to complete the program in either a traditional full-time residential mode, or as a student who commutes to Deerfield for intensive courses and other program requirements.

**Admission Requirements**

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

1. Have earned a Master of Divinity (MDiv) degree or appropriate master’s degree (totaling at least 48 semester hours) providing significant theological and missiological foundations from an institution maintaining academic standards similar to those of TEDS. Specifically applicants must have, at the graduate level, a minimum of 15 semester hours of Missions or Intercultural studies and 30 semester hours of Biblical/Theological studies, including a minimum of 6 semester hours of Old Testament, 6 semester hours of New Testament, 6 semester hours of Systematic Theology, and 3 semester hours of Church History. Applicants who do not meet these prerequisites may consult with the program director regarding possible removal or waiving of deficiencies (see below under “Admission Deficiencies”).
2. Present evidence of potential for original academic research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
3. Have completed at least three years of vocational ministry experience in areas consistent with the program purposes, with evidence of relevant gifts and abilities.
4. Present evidence of competence in two languages:
   a. a contemporary field language or research language for bibliographic control; and
   b. one biblical language. (In exceptional circumstances, the biblical language requirement may be waived.)
5. Give evidence of a superior intellectual ability in all previous accredited graduate studies.
6. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
7. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. Applicants whose first language is not English should submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) in addition to the MAT or GRE.

The requirements listed above should be understood as minimal requirements. Faculty select the applicants with the strongest qualifications. Applicants are assessed in terms of their total mix of strengths so that candidates who meet minimal requirements in one area may be accepted if they are exceptional in other respects. All other things being equal, for example, candidates with an MDiv will be given preference over candidates with an MA. However, it is the total mix of strengths that a candidate brings that will be considered in the selection process.
Special Instructions for International Applicants

All international PhD/ICS program students, including students from Canada, are now required to enter the United States with an F-1 visa. PhD/ICS residential students (i.e., living in Deerfield and registered for full-time attendance) must comply with the same visa requirements as residential master’s-level applicants (see Admissions section). PhD/ICS nonresidential students (i.e., commuting to the Deerfield Campus for each modular class) must also obtain an F-1 visa. This requirement represents a major change to immigration policy in the United States. Students who enter the United States to pursue the PhD/ICS degree without the F-1 visa potentially jeopardize their ability to complete the degree and reenter the United States. F-1 visas will remain valid as long as reentry into the United States for the purposes of study occurs at least once every five (5) months. A new visa will be required if reentry does not occur within this time period. In order for a Certificate of Eligibility (I-20) to be issued for PhD/ICS nonresidential students, the following conditions must be met:

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

Admission Deficiencies

Students whose academic record does not include all the required prerequisite coursework may be admitted with a deficiency of master’s courses. Under exceptional circumstances such deficiencies can be waived. However, the normal means of removing such deficiencies are described in the ICS Handbook for Participants. Deficiencies need not be completed before beginning the PhD/ICS program but must be fulfilled before advancing beyond 18 credit hours. Subsequent to admission, master’s work completed toward the fulfillment of deficiencies must be graded a “B-” or higher to qualify toward fulfillment of deficiencies.

Advanced Standing and Transfer Credit

Petitions for advanced standing on the basis of previous graduate work should be made at the time of admission. The maximum number of advanced standing hours in the PhD/ICS is 10 semester hours. Petitions made after matriculation for advanced standing, beyond what is normally allowed, must be received by the Academic Doctoral Committee within the first two terms after matriculation. Students should file such petitions only in exceptional circumstances, and they will be considered only in cases where previous coursework has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the director of the program.

Student Assessment

One of the primary tasks in the doctoral program is to assess the development and refinement of competencies and sustainable habits. The assessment of academic competencies and professional development takes place in the following ways:

At determined points in the program each participant is interviewed concerning his or her academic and professional progress. At these times, each participant also has the opportunity to offer input concerning the doctoral experience.

The Comprehensive Examination measures the reasoning and general missiological understanding of the student. It is normally scheduled soon after successful completion of the planned coursework and is divided into two parts: the written and the oral.

The Written Comprehensive Examination consists of two field statements (5,000-7,000 words, exclusive of bibliography) in preparation for the PhD Oral Qualifying Exam. Field statements are bibliographical essays on areas of specialization that are to address substantive areas of missiology or missiologically-related knowledge. Each field statement is a critical summary and analysis of issues and debates in a given field of knowledge. The purpose of the field statements is for the student to demonstrate expert research skills and mastery of the arguments, issues, and methodologies related to the selected fields of inquiry.

The topics of the field statements are determined in consultation with two faculty members who normally also serve on the student’s dissertation committee. The two topics must be from separate disciplinary domains. The topics may not simply replicate written work already done in another course or guided research.

Field statements should include both theological reflection and missiological application. See the ICS Handbook for Participants for complete details on the comprehensive examinations.

The Oral Examination is scheduled for a ninety-minute session and is conducted in the form of an interview by two or more faculty members, with an emphasis on matters of missiological philosophy and its basis in theological reasoning. The oral exam explores the student’s ability to verbally articulate their understandings and demonstrate integrative skills relating their field topics to broader missiological issues. See the ICS Handbook for Participants for further details on the comprehensive examinations.

Candidacy Requirements

Admission to the PhD/ICS program does not guarantee acceptance into candidacy for the degree. A student must be certified as a candidate for the degree only after:
1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Completion of 54 credit hours, including all seminars, comprehensive exam, and dissertation proposal preparation, with a grade of “B-” or higher in each
3. A cumulative grade point average of 3.2 or above
4. Successful completion of the written and oral comprehensive examinations and conditions (if any)
5. Acceptance of the dissertation research proposal and revisions (if any)
6. Acceptance of the Protection of Human Rights in Research Protocol (if required)

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

The dissertation is to be a major work based upon original research and careful investigation of a well-defined and significant issue. This important component of the program is to include a substantial review of the research and conceptual literature underlying the inquiry. Courses appropriate to the mode of research proposed for the dissertation are required prior to the open hearing in which the dissertation proposal is presented. Appropriate procedures, based on relevant theological, ethnographic, historiographic, missiological, or social science methodologies are to be used. The research is to focus on a specific relational or conceptual problem in reference to a matter of the theology of missions, missions history, or a field of inquiry dealing with a significant issue in intercultural aspects of the church.

The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of missiology. Appropriate research need not be universal but may be particular in application. However, findings must have potential value as contributions to the knowledge base in the field of missiology. The student’s approach to the dissertation should be positive and constructive. The student's Doctoral Advisory Committee must approve the proposal before any data collection may begin.

A final oral examination of the dissertation is conducted by the Advisory Committee. It is in the form of an open hearing, including faculty and peers.

Graduation Requirements

Students pursuing the PhD/ICS degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
2. Successful completion of a minimum of 60 hours of approved coursework with a minimum 3.2 (on a 4.0 scale) cumulative grade point average for program coursework, with no grade below “B-” applicable to the degree
3. Successful completion of specified number of full-time academic terms in residency
4. Successful completion of the comprehensive written and oral examinations and the dissertation proposal
5. Successful acquisition of candidacy
6. Submission of the Application for Graduation form to the Records Office
7. Successful completion and defense of an approved dissertation that exhibits the student’s ability to do competent research, to think critically, and to communicate effectively
8. Completion of all requirements for the degree in seven years from matriculation or completion of additional program requirements as outlined under “Statutes of Limitations and Program Continuation”
9. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Student Accounting Office

Statute of Limitations and Program Continuation

All program requirements (course work and dissertation) for the degree are to be completed within seven years from matriculation.

An extension beyond seven years is contingent upon the approval of the program director, the dissertation mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three further years for degree completion. Ordinarily, program extensions will be granted only to students who have completed the comprehensive examination. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and dissertation mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on specific further academic work. Such work may include but is not limited to

1. additional reading assignments,
2. the successful completion of one or more courses,
3. the successful retaking of the comprehensive examination, and
4. a new dissertation proposal.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees will be assessed if the student has not achieved candidacy within four years of the first term of enrollment or is a continuing student beyond the seven-year statute of limitation. The continuation fee is assessed for each successive semester not enrolled for courses, excluding summer.

**Program Withdrawal**

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Academic Doctoral Office and Records Office in writing of the desired change in program status. All fees accrued prior to the program withdrawal are still payable in full.

**PhD/ICS Program Minors**

Qualified students in the PhD/ICS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should

1. demonstrate strong master’s level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

The 9-semester-hour minor is completed in the Professional Development component of the degree.

**Program of Study**

The PhD/ICS program is structured to provide course offerings that will allow flexibility in the light of each student’s academic background and vocational objectives. Once the student’s background and objectives have been reviewed with the faculty advisor, the student may elect appropriate courses in the required areas. Program course requirements are as follows:

### Foundational Disciplines

**Prolegomena:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 9050</td>
<td>Prolegomena: Missiology as a Discipline</td>
<td>1</td>
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</table>

**Theology:**

Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ME 9700</td>
<td>Theology of Mission &amp; Evangelism</td>
</tr>
<tr>
<td>ME 8730</td>
<td>Theology of Religions</td>
</tr>
</tbody>
</table>

**Social Science:**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 8815</td>
<td>Ethnicity: Modes of Inquiry and Analysis</td>
</tr>
<tr>
<td>ME 9325</td>
<td>Sociology for Mission and Evangelism</td>
</tr>
<tr>
<td>ME 9610</td>
<td>Anthropology for Missions and Evangelism</td>
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</table>

**Religion and Worldview:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ME 8380</td>
<td>Religion in the Modern World</td>
</tr>
<tr>
<td>ME 8390</td>
<td>Gospel, Cultures, and Church in Western Contexts</td>
</tr>
</tbody>
</table>

**History and World Christianity:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 9400</td>
<td>History of Mission in the Modern World</td>
</tr>
<tr>
<td>ME 8450</td>
<td>History of Evangelism</td>
</tr>
</tbody>
</table>

**Research Methods:**

Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 8922</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>ME 9925</td>
<td>Historiographic Research Methods</td>
</tr>
<tr>
<td>ME 9930</td>
<td>Quantitative Research Methods</td>
</tr>
</tbody>
</table>

**Professional Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 9260</td>
<td>Teaching Missions and Evangelism in Higher Ed</td>
</tr>
</tbody>
</table>
**Designated Electives**

Students select, with the approval of the program director and/or dissertation supervisor, two courses offered at or above the 7500 level by faculty in the missions department.  

**Free Electives**

Select 8 hours of free electives  

**Comprehensive Exam Preparation and Dissertation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ME 9970</td>
<td>Orientation for Comprehensive Exam and Dissertation</td>
<td>1</td>
</tr>
<tr>
<td>ME 9975</td>
<td>Comprehensive Exam Preparation</td>
<td>2</td>
</tr>
<tr>
<td>ME 9990</td>
<td>Dissertation Proposal Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ME 9991</td>
<td>Dissertation Research 4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Hours: 60

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1. Must be taken during the first year of study
2. These courses should be related to the participant’s anticipated dissertation research. Because the program ethos includes learning community, we discourage independent study. However, with approval of the supervisor up to four credit hours may be taken as guided research. Only under exceptional circumstances may additional guided research credit be taken, not to exceed a total of eight credit hours. Guided study is not normally permitted before the student has completed 24 credit hours of coursework.
3. These will normally be ME courses, but an individual with a strong academic background in missiology or with special needs related to their dissertation may, with permission of the program director, take PhD classes from other departments.
4. ICS participants may take between two and six semesters of Dissertation Research to meet the 6 credit hour requirement, with no more than 4 hours being taken in a given semester.
Doctor of Philosophy (Theological Studies) Program

Director: Richard Averbeck, PhD

Purpose and Nature of the Program

The Doctor of Philosophy (Theological Studies) Program is an advanced graduate degree primarily intended to prepare students for academic teaching and research in the fields of Church History/Historical Theology; New Testament Exegesis and Theology; Old Testament focus in Old Testament Hebrew, Literature, and Exegesis; Old Testament focus in Old Testament and Ancient Near Eastern History, Archaeology, and Languages; and Systematic Theology. Students choose one of these fields as a major concentration in which they will take comprehensive examinations and write a dissertation. Students should also be theologically informed and, in particular, be able to relate their work to the field of Systematic Theology. This special emphasis is placed on Systematic Theology because of its central role in the development of doctrine and practice in the life of the church and because of its widespread neglect in theological education today.

Program Design

The PhD (Theological Studies) Program is designed on a four and a half-year, full-time model, usually consisting of two and a half years of residence coursework followed by an additional two years of comprehensive exams and dissertation research and writing. Completion of the program in four years assumes strong biblical and modern language skills and no entrance deficiencies. The current average program length is about 5.5 years, due primarily to language deficiencies and employment (financial) needs.

The THS program is 60 hours. Proficiency in the biblical languages and in German or French must be demonstrated prior to matriculation. Residence coursework includes the completion of seminar courses, departmental integrative courses and advanced electives, education and research methods courses, comprehensive examination, and dissertation proposal preparation. Additional hours of dissertation research follow the residence coursework. In instances where a student's educational background has been limited to one theological tradition, the student may be advised or required to add a minimum of one term of residence work at another graduate school. Such residence work may also be required by the scope of proposed dissertation research.

While some participants may complete the required coursework within two years of matriculation, many will take longer than two years depending on their level of academic preparation, their aptitude, and the time they are able to devote to the demands of the program. A normal student course load for the program is 10 to 12 hours per semester. Full-time status in the program is defined as at least 9 hours per semester. Part-time students can be accommodated, although preference is given to full-time applicants. Prospective students must indicate their intent to be full or part time at the time of application. For additional information on the design of the program and its requirements, see the THS Handbook for Participants.

Instructional Modes

The Doctoral Seminar

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

Guided Research

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

Admission Requirements

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

1. Have earned a Master of Divinity (MDiv) degree (or equivalent) from an accredited institution. Specifically this should include 18 hours in Old Testament and Biblical Hebrew, 14 hours in New Testament and Biblical Greek, 15 hours in Systematic Theology, and 7 hours in Church History. In special circumstances, the department of concentration may accept applicants who demonstrate particular qualities that justify their admission into the program without the MDiv degree.
2. Have documented evidence of competency in biblical Greek and Hebrew.
3. Present evidence of potential for original academic research at the doctoral level by submitting a sample of an exemplary research paper or thesis.
4. Give evidence of intellectual competence in all previous accredited graduate studies.
5. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
6. Submit a test score from the Graduate Record Examination (GRE) General Test. Applicants whose first language is not English must also submit scores less than two years old from the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE) in addition to the GRE.

Special Instructions for International Applicants
All international PhD/THS program students, including students from Canada, are now required to enter the United States with an F-1 visa, even if attending a single modular class. PhD/THS students are normally expected to enroll in a full-time residential status (i.e., living in Deerfield and registered for full-time attendance) and therefore must comply with the same visa requirements as residential master’s-level applicants (see Admissions section). Exceptions to this requirement must be cleared in advance with the program director and the International Students Office.

Admission Deficiencies
Applicants whose academic record does not include all the required prerequisites may in special circumstances be admitted to the program, but they will be asked to meet entrance deficiencies or demonstrate competence, at the Divinity School’s discretion.

Advanced Standing and Transfer Credit
A request for advanced standing on the basis of previous graduate work (e.g., a completed ThM degree) should be made known to the program director prior to the annual fall/spring review toward the end of the first year of study. The maximum number of advanced standing hours granted in the PhD/THS program is 10 semester hours; the actual number of hours granted may be fewer depending on the nature of the graduate program and the courses taken. The program director evaluates all past work and progress in the THS program and informs the Academic Doctoral Committee of the decision. Petitions made for advanced standing beyond what is normally allowed must be received by the Academic Doctoral Committee within the first two semesters after matriculation. Such petitions are exceptional and will be considered only in cases where previous course work has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the program director.

Language Requirements
Proficiency in Biblical Hebrew and Greek as well as two modern research languages (usually German and French) are required for the THS program. Proficiency for all languages must be demonstrated by the end of the first year in the program. This may require some exams/courses to be taken in the semester prior to matriculation and/or in the first summer of the student’s program. The exams for any given language may be taken no more than two times, after which the participant shall meet with the Director. Language examinations are administered on a regular basis by the Academic Doctoral Office (ADO). Exam dates are available under the “Calendars” link at the ADO page in MyITU.

Students whose biblical or research language skills are not at the PhD level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral studies. In no case will a student lacking proficiency in the required languages be eligible for a dissertation proposal, comprehensive exams, candidacy, or dissertation research.

Biblical Hebrew and Greek
The Hebrew and Greek Proficiency Exams evaluate proficiency in the biblical languages at a level similar to that of TEDS MDiv graduates. Participants whose biblical language skills are not at this level will find it difficult to complete program coursework in two years, resulting in a longer period of doctoral study. Please note: students are NOT permitted to take OT or NT seminars (and certain other courses where such proficiency is required) until they have proven their proficiency in Hebrew and Greek, respectively. This could delay the student’s course work plan/progress.

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

1. **Waiver**: Students who, in the two years preceding PhD matriculation, have completed advanced exegesis courses in Hebrew or Greek in their MDiv or equivalent level of graduate studies (with a grade of B+ or higher) or who have completed a ThM (in OT or NT) may be deemed proficient. Such students should petition the Academic Doctoral Office for a waiver, including with the petition a course catalog description and an official transcript. The course must be equivalent to or exceed the content normally required of MDiv students in advanced exegesis courses at TEDS. (Such courses are beyond the core MDiv language sequence.) Waivers should be requested as soon as students accept their admission. Waiver requests from spring matriculants are due no later than December 15 (prior to matriculation); requests from fall matriculants are due no later than June 15 (prior to matriculation). Those whose waivers are denied must pass the proficiency exam or complete a course (see options 2 and 3 below).

2. **Exam**: Students may take an examination that includes translation, parsing, textual criticism, and theological, biblical, grammatical, and syntactical observations. Any student failing the exam is required to take a course (see option 3 below for instructions).
   a. **Fall matriculants** wishing to achieve proficiency in biblical languages via examination must take their exam(s) no later than the July test date offered by the Academic Doctoral Office in the summer prior to matriculation.
   b. **Spring matriculants** may take the exam prior to or during their first semester but not later than the July test date of their first summer in the program. It should be noted that NT/OT seminars may not be taken until proficiency is achieved.

3. **Course**: Students may pass a remedial course: OT 6000 (with at least a B) and/or NT 5211 (with a B+ or higher; a B for students in the Historical Theology concentration). Such a course should be taken at the MDiv level but does not count toward the 60 hours required for the PhD program.
Students taking NT 5211 should fill out a “THS Language Study Contract & Registration Form” (found on the ADO page in MyTIU). As a reminder, NT/OT seminars may not be taken until proficiency is achieved.

1. **Fall matriculants**: OT 6000 must be taken in the TEDS summer session prior to matriculation. NT 5211 should be completed during the first fall semester in the program.
2. **Spring matriculants**: OT 6000 must be taken in the first TEDS summer session of the program. NT 5211 may be taken in the first semester of the program but not later than the first fall semester of the program.

**Modern (Research) Languages**

Within the first year of study, participants are required to demonstrate reading proficiency in German and in a second research language. Proficiency is demonstrated with a proficiency exam or the passing of the final after taking a language course. Students **may not** take a proficiency exam without having formally studied the language for at least a year at the college or master’s level.

**German**

Proficiency in German must be demonstrated by passing the German proficiency exam **before** the beginning of the first fall semester in the program. Students may do this in one of two ways:

1. Complete the German course sequence offered by the divinity school in the summer **prior** to the first fall semester, and pass the exam given at the end of the course; or, if the student needs to establish Hebrew proficiency by completing OT 6000 in the summer prior to the first fall semester, German should be taken in the following summer semester.
2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the German proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who elect to take the German course sequence in the following summer.

**French/Second Research Language**

The second language is typically French, though other languages, such as Latin, may be substituted if shown to be of central importance to dissertation research and formally approved by the program director prior to matriculation. Proficiency in the second research language is demonstrated in one of two ways:

1. Complete the French (or Latin, if approved) course sequence offered by the divinity school (French I / Latin I are offered in the fall and French II / Latin II are offered in the spring) and pass the exam given at the end of the course. (Please note: The Latin course is only offered on demand, and may not be available in a given year.)
2. Take the proficiency exam on one of the ADO’s pre-set language proficiency test dates. If the student fails the French / Other Language proficiency exam, she or he must retake the exam at the first test date of the next semester (e.g., if a student fails the exam in the summer or fall, the retake must be done at the first test date in spring). The only exception to this retake rule is for students who took the exam prior to the first fall semester of their program and elect to take the French (or Latin, if approved) course sequence during the school year (see option 1 above for details).

**Residency Requirements**

All students are required to enroll for a minimum of four semesters on campus, two of which are consecutive and full time. Continuous participation in the doctoral learning community (THS Community Gathering on Thursday and colloquia) is expected during the required period of residency.

Serving missionaries who find it impossible to leave their ministries for two or three continuous years may apply for an exception to the requirement for continuous enrollment in the program. Students who are granted an exception will still have to spend at least four semesters on campus and complete the program within seven years.

**Student Assessment**

**Student Progress Evaluation**

Upon completion of the first year in the program (typically 18 or more hours, including advanced standing), each student’s fitness for PhD study is evaluated. Student progress is assessed by several criteria: completion of program deficiencies, including course work; Greek, Hebrew, and research language proficiency; cumulative GPA; writing aptitude; promise of teaching/research ability; exemplary Christian character; involvement in the academic community; and department of concentration recommendations. The student progress evaluation is initiated by the program director in consultation with the department chair.

In a case where the program director, faculty, or the student has concerns about the student’s academic progress, or if there is some other reason the student is unable to complete the PhD/THS program, the program director and the student should meet. If the program director is unable to recommend that the student continue in the program, or if the student believes that he or she is unable to continue the program, the student may be given the option of completing a terminal Master of Theology degree in lieu of completing the PhD/THS program. If such action is recommended by the program director in consultation with the chair of the student’s department of concentration, the student must submit a written request to withdraw from the PhD/THS program to the program director. Completed course work is evaluated according to the following criteria:
1. When 48 or more hours of PhD-level coursework has been completed and the PhD Comprehensive Exam has been passed (at the ThM level), the student may be considered for a ThM. If the PhD Comprehensive Exam has not been taken, the ThM Comprehensive Exam must be passed. The capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.

2. When fewer than 48 hours of PhD-level course work has been completed, the student may complete a Change of Program form through the Admissions Office with applicable coursework transferring into the ThM degree program, and the ThM Major Comprehensive Exam must be passed. (In the case of a student having completed 36 or more hours of PhD course work, the capstone thesis or major research papers requirement is waived in lieu of the substantive writing in program courses.)

3. A second ThM from Trinity in the same concentration will not be awarded in cases where a Trinity ThM has already been awarded. Students opting for the ThM in lieu of the PhD/THS will not be readmitted at some future date to a PhD program at Trinity.

Comprehensive Examination

Students take the PhD major comprehensive examination after the completion of entrance deficiencies and language requirements and prior to registering for dissertation research. The major comprehensive examination focuses on the student’s concentration, with special attention given to matters of theological method and theological integration.

Candidacy Requirements

Admission to the PhD/THS program does not guarantee acceptance into candidacy for the degree. A student will be certified as a candidate for the degree only after:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Successful completion of a minimum of 54 hours of courses (including all doctoral seminars and the approved education and research methods courses) with a grade of “B-” or higher in each
3. A cumulative grade point average of 3.2 or better
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work.
5. Successful completion of all biblical and research language proficiency requirements
6. Successful completion of the major comprehensive examinations and conditions (if any)
7. Acceptance of the dissertation research proposal and revisions (if any)
8. Attendance at a minimum of four doctoral colloquia

Students must receive candidacy before registering for the first dissertation research course.

Leave of Absence

For extraordinary reasons (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. Request for a leave of absence is to be submitted in writing to the program director and the ADC for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

The Dissertation

Students are encouraged to begin preparatory work on their dissertation early in the program and to formally secure a mentor and second reader as early as possible. A hearing to approve the dissertation proposal is normally held after the successful passing of the comprehensive examinations.

After being granted candidacy the student proceeds with the writing of the dissertation, embodying original research and making a genuine contribution to knowledge in the field of concentration. Students enroll for a minimum of two consecutive semesters of dissertation research and, if necessary, for dissertation continuation courses thereafter until the dissertation is written, the oral defense successfully completed, and the final copies received. No letter grades are assigned for these courses.

Once the dissertation has been completed, the student is required to defend the dissertation before the dissertation committee consisting of the Dissertation Mentor, the second reader, and the program director. The dissertation defense is in the form of an open hearing including faculty and peers. An external reader can be invited to submit a written report to the Dissertation Mentor. Once the dissertation has been successfully completed and defended, the student will make whatever corrections are necessary and proceed to have the manuscript prepared in final form according to requisite style requirements. Upon acceptance of the final copies, the student has completed all requirements for the degree. The Academic Doctoral Committee will then make a recommendation to the faculty for graduation.

Graduation Requirements

Students pursuing the PhD/THS degree are required to satisfy the following graduation requirements:
1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity
2. Successful completion of all course requirements, including a minimum of 54 hours in appropriate seminars, core courses, electives, comprehensive exams and dissertation proposal preparation, and 6 hours of dissertation writing courses, with a minimum cumulative grade point average for program course work of 3.2 (on a 4.0 scale), with no grade below "B-" applicable to the degree
3. Successful demonstration of proficiency in the requisite biblical and research languages
4. Successful completion of the minimum residency requirement of four semesters, which includes two consecutive semesters of full-time (minimum of 9 hours) course work
5. Attendance at four doctoral colloquia
6. Passing of the major comprehensive examination and the dissertation proposal hearing
7. Successful acquisition of candidacy
8. Submission of the Application for Graduation form to the Records Office
9. Successful completion and defense of an approved dissertation that exhibits the student’s ability to do competent research, to think critically, and to communicate effectively
10. Completion of all requirements for the degree within seven years from matriculation or completion of additional program requirements as outlined under Statute of Limitations and Program Continuation
11. Settlement of all financial obligations to Trinity and any other ACTS seminaries with the Office of Student Financial Services.

Statute of Limitations and Program Continuation

All program requirements (coursework and dissertation) for the degree are to be completed within seven years from matriculation.

Extension beyond seven years is contingent upon the approval of the program director, the Dissertation Mentor, and the Academic Doctoral Committee. Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give up to a maximum of three more years for degree completion. Ordinarily, program extensions will be granted only to students who have attained candidacy. Such an extension must be approved by the Academic Doctoral Committee and will be granted only if the program director and Dissertation Mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that the area of research remains viable. In addition, the program director and mentor may make the extension contingent on specific further academic work. Such work may include but is not limited to

1. additional reading assignments,
2. the successful completion of one or more courses,
3. the successful retaking of the comprehensive examination, and
4. a new dissertation proposal.

Failure to complete any of the assigned further academic work by the deadline(s) set by the program director and mentor will result in immediate and automatic expulsion from the program.

Continuation fees are assessed to PhD/THS students for each semester of Dissertation Extension, Private Study, or for failure to enroll in course work (excluding summer).

Program Withdrawal

In the rare occurrence of a doctoral student finding it necessary to withdraw from the degree program, he or she must notify both the Program Office and Records Office in writing of the desired change in program status. All fees accrued prior to formal notification of program withdrawal are still payable in full.

Program of Study

The PhD/THS is structured to provide course offerings that will allow flexibility in the light of each student's theological concentration. There is no prescribed sequence of courses, except for ST 9100 and ST 9110 (which should be taken in the first fall semester of PhD study). Students are expected to plan course selection with their faculty advisor.

Doctoral Seminars

Doctoral seminar courses are numbered 9000 or above. Most will be taken in the student’s department of concentration; however, three seminars must be taken outside of the student’s department of concentration in specially designated courses (one seminar in each of the nonconcentration departments). The "Advanced Theological Prolegomena" seminar (ST 9100) should be taken during the first fall semester of the student’s program. If seating permits, seminars may substitute for advanced electives.
Advanced Electives
Advanced electives are generally numbered 7500-8999. Students are strongly encouraged to pursue elective studies in their department of concentration. If seating permits, seminars numbered 9000 or above may substitute for advanced electives.

Education and Research Courses
A total of 3 semester hours are required in courses in higher education and research methodology.

Comprehensive Examination and Proposal Preparation Courses
One or two semesters of — 9975 are used to prepare for the Comprehensive examination. One semester of — 9990 is used to prepare for the development of the dissertation proposal. See the THS Handbook for Participants for more information on full-time and part-time status during the comprehensive examination and proposal preparation.

PhD Colloquia
Attendance is required at a minimum of four noncredit PhD academic gatherings intended specifically for all PhD/THS students. Applicable PhD colloquia are announced by the Academic Doctoral Office and offered each semester, excluding the summer.

Dissertation Research
Students take between two and six semesters of Dissertation Research (— 9991), with no more than 4 credits of dissertation being taken in a given semester. See the THS Handbook for Participants for more information on full-time and part-time status during the research and writing of the dissertation.

PhD/THS Program Minors
Qualified students in the PhD/THS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs. Qualified participants should:

1. demonstrate strong master’s level preparation in their primary field of study and
2. secure permission for the minor and the courses to be applied toward the minor from their program director and from the director of the program in which they wish to do a minor.

Minors for PhD/THS program participants are completed in the following ways:

**PhD/THS minor in Intercultural Studies** — 9 semester hours in intercultural studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), and 3 hours of advanced electives.

**PhD/THS minor in Educational Studies** — 9 semester hours in educational studies courses are completed in lieu of the dissertation proposal course (3 hours), comprehensive exam preparation course (3 hours), 1 hour of advanced electives, and the required education course, ST 9222.

PhD/THS program participants electing to complete a minor should be aware that this may lengthen their program of study (i.e., minors are taken in lieu of dissertation proposal and comprehensive exam preparation courses whose content must then be completed independently). Participants may register for — 9975 and — 9990 for 0 credit hours in order to maintain full-time status.

Program course requirements are as follows:

### Church History/Historical Theology Concentration

#### Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ST 9100</td>
<td>Advanced Theological Prolegomena</td>
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<tr>
<td>ST 9110</td>
<td>The Theological Scholar</td>
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</tr>
<tr>
<td>ST 9222</td>
<td>Principles of Higher Education</td>
<td>2</td>
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<tr>
<td>CH 8911</td>
<td>Colloquium in Historical Methodology I</td>
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<tr>
<td>CH 8912</td>
<td>Colloquium in Historical Methodology II</td>
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</table>

#### Advanced Electives

Select 15 hours of advanced electives

**Comprehensive Exam Preparation and Dissertation**
New Testament Concentration

Required Courses

Select three New Testament seminars 12
Select one Historical Theology seminar 4
Select one Old Testament seminar 4
Select one Systematic Theology seminar 4

ST 9100  Advanced Theological Prolegomena 4
ST 9110  The Theological Scholar 1
ST 9222  Principles of Higher Education 2
NT 8911  New Testament Research 2

Advanced Electives

Select 15 hours of advanced electives 15

Comprehensive Exam Preparation and Dissertation

NT 9975  Comprehensive Exam Preparation 3
NT 9990  Dissertation Proposal Prep 3
NT 9991  Dissertation Research (two to six semesters) 6

Total Hours 60

Old Testament Concentration

Focus in Old Testament Hebrew, Literature, and Exegesis

Required Courses

Select three Old Testament seminars 12
Select one Historical Theology seminar 4
Select one New Testament seminar 4
Select one Systematic Theology seminar 4

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

Advanced Electives

Select 13 hours of advanced electives 13

Comprehensive Exam Preparation and Dissertation

OT 9975  Comprehensive Exam Preparation 3
OT 9990  Dissertation Proposal Prep 3
OT 9991  Dissertation Research (two to six semesters) 6

Total Hours 60

Focus in Old Testament and Ancient Near Eastern History, Archaeology, and Language

Required Courses

Select one Old Testament Seminar 4
OT 7680  Literature of the Ancient Near East 3
OT 8xxx  Religions of the ANE 3
OT 8811  History & Archaeology of the Ancient Near East I 3
OT 8812  History & Archaeology of the Ancient Near East II 3
Select 9 hours of Ancient Near Eastern Required Languages 9
Select one Historical Theology seminar 4
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**Advanced Electives**

Select 10 hours of advanced electives

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**Comprehensive Exam Preparation and Dissertation**

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<tr>
<td>OT 9990</td>
<td>Dissertation Proposal Prep</td>
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<tr>
<td>OT 9991</td>
<td>Dissertation Research (two to six semesters)</td>
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Total Hours: 60

**Systematic Theology Concentration**

**Required Courses**

Select three Systematic Theology seminars

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Select one Historical Theology seminar

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Select one New Testament seminar

Select one Old Testament seminar

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<tr>
<td>ST 9222</td>
<td>Principles of Higher Education</td>
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**Advanced Electives**

Select 17 hours of advanced electives

<table>
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<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>ST 9100</td>
<td>Advanced Theological Prolegomena</td>
<td>4</td>
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<tr>
<td>ST 9110</td>
<td>Theological Scholar</td>
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<tr>
<td>ST 9222</td>
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**Comprehensive Exam Preparation and Dissertation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ST 9975</td>
<td>Comprehensive Exam Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ST 9990</td>
<td>Dissertation Proposal Prep</td>
<td>3</td>
</tr>
<tr>
<td>ST 9991</td>
<td>Dissertation Research (two to six semesters)</td>
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</tbody>
</table>

Total Hours: 60
Flexible Delivery - Extension, Affiliated and TEDS Online - Distance Education

Flexible Delivery Modes

Our desire is to make a TEDS education accessible to all—at the same time maintaining our commitment to community building in a face-to-face context. We continue to work to create delivery options and plans that address the needs of program students unable to enroll in regular semester-length daytime courses. Visiting students and noncredit auditors who wish to attend courses for personal enrichment are also welcomed.

Though the availability of particular courses varies from semester to semester, courses applying to the Certificate in Christian Studies, the Master of Arts (Theological Studies) (MA/TS), the Master of Arts in Ministry (MA in Min), the Master of Arts (Intercultural Studies) (MA/ICS), or the Master of Divinity (MDiv) may all be completed in a combination of nontraditional modes. One may complete a Certificate in two years, an MA/TS, MA in Min, or MA/ICS in four years, and an MDiv in eight years by taking one or two courses each fall, spring, and summer semester.

Extension site, TEDS online, and summer and short-term Deerfield campus coursework can be combined in a number of ways to complete major portions of these programs. Prospective and accepted students are encouraged to consult with the Admissions Office, the Office of Extension, or a program advisor to determine possible options.

Various TEDS course delivery options are described below. Not all courses are available in each mode. Students should consult the various academic advisement tools available for specific program planning and note any limitations that may exist for program completion. Some offices may need to be contacted during normal daytime business hours.

Current and projected Deerfield course schedules are available online on MyTIU. A list of current TEDS Online courses may be found at http://tedsonline.tiu.edu. Current extension site offerings may be found at www.teds.edu/extension/ (http://www.teds.edu/extension).

Option One: Daytime Courses in Deerfield

Most Deerfield fall and spring semester courses meet one day each week—morning, afternoon, late afternoon, or evening. Biblical language classes and some other classes meet two days each week.

Option Two: Evening, Weekend, and Short-term Modules in Deerfield

The core MDiv curriculum with some electives rotates through a four-year evening-weekend school schedule on the Deerfield campus. Evening courses generally meet one weekly for fifteen weeks during the fall or spring semester or for three or four Friday nights—Saturday weekends during the semester, with summer school providing additional options. This rotation enables completion of MDiv coursework over eight years for those taking four courses each year. Completion of short-term modulars and summer school courses will lighten the load or accelerate the pace.

Option Three: Summer School in Deerfield

The core MDiv curriculum with some electives also rotates through summer school on the Deerfield campus. Summer courses are offered in one-, two-, or three-week short-term sessions. Courses are scheduled in two main sessions—Early Summer (May-June) and Late Summer (July-August)—with a one-week summer break surrounding July 4. The summer rotation enables completion of all MDiv coursework over six summers for those taking a full summer academic load or over four summers for those taking an additional two or three courses during fall and spring semesters.

Summer is often a convenient time for teachers and those involved in campus ministries to complete biblical and theological studies and provides opportunity for other students to accelerate their program completion. Students admitted for the fall semester are encouraged to begin coursework in the preceding summer term. Beginning Greek and Hebrew are offered each summer, enabling students to “jump-start” their fall program.

Option Four: Extension Locations

Church-based extension sites (Chicago, Illinois; Akron and Columbus, Ohio; Indianapolis, Indiana; Wexford, Pennsylvania; Madison and Milwaukee, Wisconsin; and Miramar, Florida) hold weekend and evening classes. Classes at these sites generally meet for three to five weekends per semester and enable the completion of all MA (Theological Studies) coursework and about one-third of MDiv course work. Visit www.teds.edu/extension/ (http://www.teds.edu/extension) for more information.

Option Five: Conference Wrap-Around Courses

TEDS offers graduate credit in conjunction with a number of high-profile conferences offered around North America. The Center for Bioethics and Human Dignity, the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and the U.S. Center for World Mission’s Perspectives on the World Christian Movement course are all available for academic credit. Each year additional conferences are also available for academic credit. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

Option Six: TEDS Online Courses

Fully Online Courses may be completed from anywhere in the world that has internet access. Courses require at least weekly internet access to watch video lectures, interact with others in discussion forums, and work on group assignments. Visit the TEDS Online website for more information at http://tedsonline.tiu.edu.

Note: All TEDS courses, whether completed on-campus, at Extension Sites, in TEDS Online distance education mode, etc, are equally applicable to program requirements.

Extension, Affiliated Programs, and TEDS Online Distance Education

Trinity’s Office of Extension and Affiliated Education, together with TEDS Online, provide educational services for learners whose life situations are rooted in communities other than Deerfield, Illinois. Through extension sites, affiliate programs with parachurch organizations, occasional courses in various places and times, and online distance education courses, Trinity makes graduate coursework accessible.
Extension Sites

Six fully accredited extension sites throughout the Midwest and full-service regional centers in south Chicago and Miramar, Florida, provide alternative locations for graduate studies.

Course Schedules

- Courses are scheduled for the busy lives of rooted learners.
- Evening classes allow students to attend class once per week.
- Weekend classes provide instruction on Friday evening and all day Saturday every two to four weeks.
- Short-term modular classes allow a student to attend all classroom sessions within one week. Reading assignments are completed ahead of these classes, and writing assignments follow.

Program Offerings

The entire Certificate in Christian Studies may be completed at any of the six extension sites, and two regional centers.

The entire Master of Arts (Theological Studies) may be completed at either of the two regional centers (Chicago or Miramar, Florida) or at each of the extension sites in Indianapolis, Indiana; Akron or Columbus, Ohio; Wexford, Pennsylvania; Madison or Milwaukee, Wisconsin.

In addition, the Master of Arts in Urban Ministry may be completed at the South Chicago Regional Center.

All extension students are encouraged to take coursework on the home Deerfield campus through short-term modular courses (particularly in the summer), weekend courses, or in other modes if possible.

Current Sites

Hudson, Ohio
Courses are held at Christ Community Chapel, 750 Streetsboro Street, Hudson, OH 44236; Tina Lichty (330.650.9533 x349 or tina.lichty@ccchapel.com).

Chicago, Illinois
Courses are offered at 14240 Dante Ave, Dolton, Illinois, 60419; Dr. Michael Reynolds, executive director and associate dean, South Chicago Regional Center, and director of the MA in UM program (312.287.9241).

Columbus, Ohio
Most courses are held at XENOS Christian Fellowship, 1340 Community Park Drive, Columbus OH 43229; Joshua Benadum (614.823.6510 x226 or benadumj@xenos.org).

Miramar, Florida
Courses are held at Trinity’s Florida Regional Center, 3700 Lakeside Drive, Suite 200, Miramar, FL 33027. Please call 954.382.6400 and ask for the coordinator of the Master of Arts (Theological Studies).

Indianapolis, Indiana
Courses are held at College Park Church, 2606 W. 96th Street, Indianapolis, IN 46268; Kelly Alexander (317.532.8610 or kalexander@yourchurch.com).

Kansas City, Kansas
Kansas City is an occasional course site and currently in the process of securing full accreditation by the Association of Theological Schools and the Higher Learning Commission of NCA.

Courses are offered at Christ Community Evangelical Free Church, 14200 Kenneth Road, Leawood, KS 66224; Martin Cramer (913.685.2124 or martin@cccefc.org)

Madison, Wisconsin
Courses are held at High Point Christian Studies Center, 7702 Old Sauk Road, Madison WI 53717; Brandon Ellis (608.836.3236 x155 or bellis@highpoint.org).

Milwaukee, Wisconsin
Courses are held at Elmbrook Christian Study Center, 777 S. Barker Road, Brookfield WI 53045; Susie Berry (262.364.5334 or sberry@elmbrook.org).

Pittsburgh, Pennsylvania
Courses are held at North Way Christian Community Church, 12121 Perry Highway, Wexford, Pennsylvania; Jon Mathieu (724.935.6800 or jmathieu@northway.org (amandas@northway.org)).

For information, call the local site number or contact Trinity’s Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550, or visit us on the web at www.teds.edu/extension/ (http://www.teds.edu/extension).

Extension Faculty

Regular Deerfield-based faculty and approved adjunct faculty teach extension courses. These faculty members include the following:

J. D. Atkins, PhD cand.
Timothy Baldwin, MA, MA
Joe Bartemus, DMin
Keith Bjorge, PsyD
Eugenia Brown, PhD
David Daniels, PhD
John Feinberg, PhD
Ajith Fernando, ThM
Daniel Green, PhD
Sigurd Grindheim, PhD
Dana M. Harris, PhD
Lee Hayward, DMin
Henry Knapp, PhD
Martin Klauber, PhD
Mel Lawrenz, PhD
Don Lichi, PhD
David J. Luy, PhD
Dennis R. Magary, PhD
Samir Massouh, MA, MDiv
James Moore, PhD
Emanuel Naydenov, PhD
Miriam Parent, PhD
Michael Reynolds, DMin
Steven Roy, PhD
David Seemuth, PhD
Phil Sell, PhD
David Sloan, PhD
Trinity International University

Eric Tully, PhD
Tom Tunnicliff, EdD
Willem VanGemeren, PhD

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

Cru

Graduate courses are available through the School of Leadership in Fort Collins, Colorado. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith.Johnson@uscm.org.

The Center for Bioethics and Human Dignity

Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

InterVarsity Christian Fellowship

Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708.

 Perspectives

ME 5050 is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, call Perspectives at 626.398.2125.

The Charles Simeon Trust

Graduate courses in homiletics are offered in conjunction with year-round training program for preachers. Students interested in taking the Charles Simeon Trust preaching courses for graduate TEDS credit should contact Joel Miles at (773) 752-9876 (jmiles@simeontrust.org), or visit: http://www.simeontrust.net

Young Life

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Young Life staff. For information, call Ken Knipp of Young Life at 719.381.1999

Occasional Courses

Throughout the calendar year, TEDS offers graduate credit courses throughout North America at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum, Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.
TEDS Online-Distance Education

TEDS Online-Distance Education (DE) courses provide students the opportunity to study on the graduate level anywhere in the world serviced with Internet access. Fully online distance education courses may be taken as a visiting student, or part- or full-time Deerfield campus student. All DE courses are offered for graduate credit and may be applied to a Trinity program or transferred to another institution. Further information, including a current course listing and syllabi, is available on the TEDS Distance Education website (http://www.teds.edu/distanceeducation).

Note: While TEDS has been granted “Comprehensive Distance Education” status by the Association of Theological Schools and the Higher Learning Commission, the number of courses a student may take in a program is limited by the number of online distance education courses offered by TEDS. In all cases, students must complete the prescribed program Residency Requirement.

Important Online Distance Education Registration Notes

Prior to registering for a DE course, contact the TEDS Online Office at: TEDSOnline@tiu.edu, 800.588.7705 or 847.317.6554, or visit the office in the Veenstra Wing of the Kantzer Center in Deerfield.

1. Register for DE courses through the MyTIU Dashboard. Visiting Students who do not yet have access to the Dashboard may contact the TEDS Online Office for assistance.
2. Florida Regional Center students should register through the coordinator for the Master of Arts (Theological Studies) program. Please call 954.382.6400 and ask for the program coordinator.
3. Course registration is for a given semester. All Online Distance Education courses are tied to the regular semester schedule.
4. Course extensions may be granted by petition. Full-time Deerfield students are subject to the regular (very limited) extension policy for full-time Deerfield campus students through the Dean of Students Office.
5. Visiting students may enroll for a maximum of 9 hours per semester.
6. Full-time Deerfield students are expected to enroll in classroom courses; however, some Online Distance Education courses may be applied to some programs. Review the specific program curricula in the catalog for course requirements.
7. Any TEDS student enrolled for a minimum of 5 semester hours during a given semester (whether Deerfield, Extension, or Online Distance Education courses) is considered “half-time” for reporting purposes and financial aid. Requests for letters of verification of enrollment status for loan deferment should be made to the Records Office.
8. The semester in which the student registers (and pays the tuition) is counted as the semester of enrollment for reporting purposes. Students seeking deferment (loans, Veteran’s Administration, business reimbursements) should note that only the original semester of enrollment is eligible for deferment standing, even if an academic course extension is granted for completion of the coursework.

Online Distance Education Courses

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Deerfield campus including registration, adds/drops, and withdrawal.

Further information regarding Online Distance Education Courses may be obtained from the TEDS Online Office: TEDSOnline@tiu.edu, 800.588.7705 or 847.317.6554, or visit the office in the Veenstra Wing of the Kantzer Center in Deerfield.

The TEDS Online Office anticipates offering the following courses on a rotating basis, with new courses being added as they are available. Please consult the TEDS course schedule on MyTIU for the list of courses available in a given semester. Please consult the Course Descriptions section of the catalog for a description of each course.

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<tr>
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<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
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<td>EM 6000</td>
<td>Current Topics in Educational Ministries</td>
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<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
<td>2-3</td>
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<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
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<td>ME 8230</td>
<td>Global Church Planting and Development</td>
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<tr>
<td>NT 4030</td>
<td>Beginning Greek I (undergraduate credit only)</td>
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<tr>
<td>NT 4031</td>
<td>Beginning Greek II (undergraduate credit only)</td>
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<td>NT 5000</td>
<td>Intro to the New Testament</td>
<td>4</td>
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<td>OT 5000</td>
<td>Intro to the Old Testament, Introduction to the Old Testament</td>
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<td>PT 7280</td>
<td>Christian Worship</td>
<td>2-3</td>
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<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
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<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
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TEDS Courses by Department

Interdisciplinary Course Descriptions

**ID 4010 Introduction to German - 2 Hours**
An introduction to German vocabulary, grammar, and the reading of German texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered summer.

**ID 4011 Theological German I - 2 Hours**
An introduction to German theological vocabulary, review of grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4010, at least one year of college/university German, or consent of instructor. Offered summer.

**ID 4012 Theological German II - 2 Hours**
Further study of German theological vocabulary, grammar, and readings from selected theological literature in German. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4011. Offered summer.

**ID 4021 Theological French I - 3 Hours**
An introduction to French vocabulary, grammar, and the reading of French theological texts. Not for graduate credit. May not be audited unless already taken for credit at Trinity. No prerequisite. Offered fall.

**ID 4022 Theological French II - 3 Hours**
Further study of French theological vocabulary, grammar, and readings from selected theological literature in French. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: ID 4021. Offered spring.

**ID 5000 Biblical Theology and Interpretation - 3 Hours**
A survey of biblical theology, including methodological issues of debate during the last two centuries. Emphasis on the Bible's storyline, examining how the books and corpora of the Bible contribute to the unfolding history of redemption. Attention is given to themes of temple, sacrifice, priest, rest, kingship, exile, idolatry, promise, messiah, wisdom, and others. Finally, the relationship of biblical theology with other disciplines, especially exegesis and systematic theology, is considered. Required for all MA in CM, MA in MHC, and MDiv students. Should be taken during first year of enrollment. Offered fall and spring.

**ID 5001 Foundations for Integrative Thought - 3 Hours**
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God’s will in earlier times provide direction for God’s people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

**ID 5002 Foundations for Cultural Engagement - 3 Hours**
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought.

**ID 5010 Foundations in Biblical Studies - 3 Hours**
The course emphasizes biblical content and application with attention to developing skills to guide interpretation and understanding of Scripture in order to build, inform, and critique vocational practice. In the context of such an overview, relevant passages throughout the whole of Scripture may be sampled with particular attention to methods of understanding, interpreting, and applying such passages. This course does not satisfy requirements in the MDiv program. Not open to students taking OT 5000 or NT 5000. Offered fall.

**ID 5061 Latin I - 2 Hours**
Latin I is the first of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. No audits. Offered on demand.

**ID 5062 Latin II - 2 Hours**
Latin II is the second of two sequential courses in the study of the fundamentals of Latin morphology, grammar, and syntax, as well as basic vocabulary. Skills in reading, understanding, and translating adapted and unadapted passages will be developed, with special emphasis on the Latin Church fathers and other Christian texts. Prerequisite ID 5061. No audits. Offered on demand.

**ID 5080 Formation Group - 0 Hours**
Formation Group is an intentional weekly experience under the leadership of a faculty member. Formation Groups seek to grow together in biblical wisdom, in the grace of God, and in relationships and relational skills. MDiv students must register for two consecutive semesters prior to candidacy, generally the first two semesters of enrollment; MA students may register for two semesters in lieu of one. PT 5090 Field Education requirement. Additional semesters by MDiv or non-MDiv students with or without registration are encouraged. Regular attendance necessary for credit, only two absences permitted. Credit / No Credit. Offered fall and spring.

**ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours**
Selected topics of general or interdisciplinary interest.

**ID 6011 The Church and its Mission - 2 Hours**
The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north side of Chicago that jointly sponsors a course each fall. The course is conducted in a one-evening and two-weekends retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. The fall topic is an ecumenical examination of the traditions of the Christian church in the context of mission. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered fall.

**ID 6012 Prayer and Life in the Spirit - 2 Hours**
The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north of Chicago that jointly sponsors a course each spring. The course is conducted in a two-evening and two-weekend retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. The spring topic varies in its examination of Christian life and practice. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered spring.
ID 6910 Research Methods - 1 Hour
The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

ID 7375 Clinical Pastoral Education - 1-2 Hours
The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience, with subsequent submission of a summary report, is available for Trinity elective credit. May be repeated. Credit/No Credit.

ID 7465 MA in Ministry Capstone Experience - 3-6 Hours
A ministry-based experience for MA in Ministry students that integrates the biblical/theological/historical with the ministry practice and context components of the program and provides the capacity for further specialized service in the church. The experience may be a practicum or project and will reflect 168 hours of experiential learning accompanied by a 7,500-10,000-word critical analysis paper (for 3 hours credit) demonstrating integration of program components with the area of ministry specialization. Counts as half-time academic status. Letter grade only.

ID 7466 MA in Ministry Capstone Experience Extension - 0 Hours
A one-semester extension for ID 7465. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit.

ID 7468 MA (Theological Studies) Capstone - 2 Hours
A program capstone for MA (Theological Studies) students that purposes to integrate the general theological education received by the program participant. The capstone may be an integrative paper or a project as defined in the Academic Handbook and will reflect approximately eighty-four clock hours of work. Counts as half-time academic status. Letter grade only.

ID 7469 MA (Theological Studies) Capstone Extension - 0 Hours
A one-semester extension for ID 7468. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. May not be repeated, except on the South Florida campus, where it may be repeated on one occasion. No Credit.

ID 7478 MDiv Capstone Research Paper - 0 Hours
MDiv participants in the Research Ministry Focus complete two capstone research papers and must register for ID 7478 concurrent with registration for the advanced elective course in which they are writing an MDiv capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ID 7484 MDiv Thesis Extension - 0 Hours
A total of three semesters extension for ID 7483 may be granted when progress is being made on the thesis and with the consent of the Program Director. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter-time thereafter.

ID 7501 Guided Research - 1-6 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ID 7750 Study Tour - 1-3 Hours
Study tour sponsored by the university involving travel to a site of biblical or historic Christian interest, or a ministry-based study tour. May be substituted for a required OT or NT course by petition.

ID 7900 Theological Research Methods - 2 Hours
The techniques for gaining bibliographical control over the literature of theological subjects, as well as attention to the planning, preparation, and writing of theses are covered in this class. Credit / No Credit. Offered fall and spring.

Church History and the History of Christian Thought Department Course Descriptions

CH 5010 History of Christianity - 4 Hours
The development of Christianity from the first century to the present, including the following are studied: the patristic period; the ecumenical councils; the development of a cultural and theological synthesis of the middle ages; the precursors, content, and personalities of the Protestant Reformation; the contributions of classical Protestant orthodoxy and subsequent rise of denominations; the rise of secularism and the "Enlightenment"; awakenings, revivals and missionary expansion; and theological trends. Offered fall and spring.

CH 5060 American Church History - 3 Hours
The transition of European churches to America and their involvement with theological, liturgical, social, and political issues; the nature of Puritanism; separation of church and state; awakenings and revivals; social concern; liberalism, fundamentalism, neo-orthodoxy, and contemporary evangelicalism are subjects of this course. Offered fall and spring.

CH 6000 Current Studies Church History - 1-3 Hours
Topics selected that deal with significant issues related to Christian history and thought.
CH 7210 Patristic Age - 3 Hours
Introduction to Christian life and thought between the close of the New Testament canon and the beginnings of the medieval period under Pope Gregory I (ca. 600) with emphasis on the major church fathers through primary and relevant secondary sources. Prerequisite: CH 5010 or consent of department chair.

CH 7215 History of Christianity in the Middle Ages - 3 Hours
The course is designed to give an overview of ecclesiastical, political, and theological issues affecting the forms of Christianity from about 529 through 1453. Particular attention is given to the development of the office of the bishop of Rome, the relation between empire and church, missions, monasticism, the philosophy and theology of scholasticism, and the factors affecting the development of conciliarism.

CH 7225 The Reformation Era - 3 Hours
Historical and theological overview of the changes in the history of Western Christendom through Luther’s rediscovery of the gospel is the course focus. Topics covered include condition of the late medieval church; the Lutheran, Zwinglian, and Calvinist reforms; the rise of Anglicanism; the Anabaptists and other movements; and the Counter-Reformation. Prerequisite: CH 5010 or consent of department chair.

CH 7411 History of Free Church Movement - 2 Hours
A study of the emergence of the Free Church Movement as a vital force in European Christianity; the contributions of leading personalities to the free churches; the interplay of European pietism with the movement; and the spread of the movement to North America with special reference to the Evangelical Free Church of America.

CH 7450 Christianity in the Non-Western World Since 1700 - 3 Hours
A broad overview of the significant shift of the center of Christianity from the West to Asia, Africa, and Latin America. The social, cultural, and political context of Western missions, sending nations, and the receiving nations in Asia, Africa, and Latin America will be examined. Consideration will be given to the rise and fall of Western imperialism, the world wars, the interaction between the missionaries and the indigenous churches, nationalism in newly independent nations, the emergence of independent and indigenous church movements, the rise of Pentecostalism.

CH 7477 MA Major Comprehensive Exam - 0 Hours
A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

CH 7485 MA Thesis - 0-3 Hours
MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean’s Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week) Letter grade or Credit/No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CH 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CH 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

CH 7975 MA/ThM Comp Exam Preparation - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CH 7976 MA or ThM Thesis Proposal Preparation - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CH 7980 MA Capstone Research Paper - 0-1 Hours
MA participants completing the two capstone research paper option must register for 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

CH 8000 Seminar: Current Issues in the History of Christian Thought - 2-4 Hours
Topics chosen to interrelate the divisions of theology; attention focused on current issues or important neglected areas of Christian history and thought.

CH 8100 Classic Texts in the History of Christianity - 3-4 Hours
The course provides students the opportunity to read and discuss the most important books of the classical intellectual tradition, exploring ways in which the insights and arguments of these authors have shaped intellectual life in Christian history and the modern world. Two professors from the Church History Department will co-teach this course. They will facilitate class discussions as well as present background materials to help students interpret these writings in their historical and intellectual contexts. Although the booklist may change year-to-year, important texts will include Plato, Symposium, Aristotle, Nicomachean Ethics, Ponticus, The Praktikos Chapters on Prayer, Athanasius, On the Incarnation, Augustine, Confessions, Aquinas, Summa Theologica, Luther, Babylonian Captivity of the Church, Calvin, Institutes of the Christian Religion, Descartes, Discourse on Method, Voltaire, Candide, Rousseau, Confessions, Wesley, Standard Sermons, Darwin, Origins of Species, Schleiermacher, Speeches on Religion, Hitler, My Struggle, Camus, Myth of Sisyphus and The Stranger, Gutierrez, A Theology of Liberation, and Kuhn, The Structure of Scientific Revolutions. Master’s three hours, doctoral 3+1 hours.
CH 8235 The Enlightenment - 3-4 Hours
CH 8235 The Enlightenment Religious life and thought during the 18th century with special consideration of Deism and efforts by orthodox Christians to counter this philosophical tendency. Master's three hours, doctoral 3+1 hours.

CH 8270 Protestant Thought in Nineteenth Century America - 3-4 Hours
Introduction to the leading Protestant theologians and theological schools of nineteenth-century America, with special attention to topics and issues most controversial among the schools. Emphasis on primary source readings from the New England theologians, the Mercersburg School, Old Princeton, Wesleyan/Holiness sources, and the New Theology. Master's three hours, doctoral 3+1 hours.

CH 8280 History of Fundamentalism and Evangelicalism - 3-4 Hours
An analysis of the history of Fundamentalism and Evangelicalism with particular reference to recent interpretations of these movements. Emphasis is placed on the question of Evangelical self-identity. Master's three hours, doctoral 3+1 hours.

CH 8320 Luther - 3-4 Hours
An examination of the life of the German reformer Martin Luther (1483-1546) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of justification, the Word, the sacraments, pastoral ministry, and the relationship of church and state. Master's three hours, doctoral 3+1 hours.

CH 8330 Calvin - 3-4 Hours
An examination of the life of the French reformer John Calvin (1509-1564) in light of contemporary research, with special attention paid to important dimensions of his religious thought, such as his view of the knowledge of God, providence, the Scripture, pastoral ministry, church discipline, and predestination. Master's three hours, doctoral 3+1 hours.

CH 8361 Jonathan Edwards - 3-4 Hours
Introduction to the life, times, and especially the theology of Jonathan Edwards. Intensive reading in and reflection on some of Edwards's most important writings. Extensive reading and discussion about Edwards's historical background (primarily in New England Puritanism) and historical legacy (with primary attention paid to the development of "the New England Theology"). Master's three hours, doctoral 3+1 hours.

CH 8760 The New Religious History - 4 Hours
Historiographical analysis of the "new religious history" based on recent, representative works in the social and cultural history of American religion with attention paid to issues of race, ethnicity, class, and gender/sexuality as they have arisen in the study of American religious history. Also included is methodological discussion of recent economic and material histories of American religion, ethnographic studies, and the new emphasis on such topics as popular religion and congregational history.

CH 8911 Colloquium in Historical Methodology I - 1 Hour
A methodological colloquium team-taught by all regular and available faculty members in the department of church history. General issues of historical methodology are discussed, with a special emphasis placed on the relationship between Christian faith and historical understanding. Offered fall.

CH 8912 Colloquium in Historical Methodology II - 1 Hour
A methodological colloquium team-taught by all regular and available faculty members in the department of church history. Historical work of the students enrolled will be discussed with a view to improving that work by means of rigorous methodological analysis and to preparing the students enrolled for the writing of their theses. Offered spring.

CH 8920 Advanced Study of American Christianity - 2-4 Hours
Historiographical analysis of important recent literature in the field of American religious history. This seminar's primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research.

CH 8980 ThM Major Research Paper - 0 Hours
ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded "C"- or better to receive credit for the paper.

CH 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as fulltime academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CH 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

CH 9000 Issues in Historical Theology - 1-4 Hours
Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to historical theology. May be repeated.

CH 9001 Guided Research - 1-4 Hours
Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

CH 9011 Private Study - 0 Hours
In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

CH 9415 The Forgotten Reformers - 3-4 Hours
A study of the history, theology, and legacy of important - yet too often 'forgotten' religious reformers of sixteenth-century Europe, drawn from primary sources and current secondary literature. Some of the church leaders treated include Gasparo Contarini and Ignatius of Loyola (Catholic); Philip Melanchthon (Lutheran); Andreas Karlstadt (Lutheran-Radical); Martin Bucer, Heinrich Bullinger, and Theodore Beza (Reformed); Balthasar Hubmaier and Menno Simons (Anabaptist).
A survey of Protestant theology and religious practice in French-speaking Europe from the reign of Francis I (1515-47) to the Revocation of the Edict of Nantes (1685). Particular attention will be paid to doctrinal development and debates as well as the religious struggles of French Protestants during this period. The theology and role of prominent Protestant leaders such as Jacques Lefevre d'Etaples, Guillaume Farel, John Calvin, Theodore Beza, Jacob Arminius, Moise Amyraut, and Francis Turretin will be highlighted.

CH 9465 Pastoral Ministry in the Reformation - 3-4 Hours
A study of the theology and practice of pastoral ministry in Protestant churches during the era of the Reformation. Special attention will be given to the growing body of scholarly literature related to the clerical office in early modern Europe, including local and regional studies of Protestant clergy and clerical institutions; statistical studies of the social profile of early modern European clergy; and, specialized studies of activities related to the pastoral vocation, including education, preaching, public worship, catechetical instruction, and moral discipline.

CH 9490 Advanced Study in the Reformation - 3-4 Hours
A survey of the historiography of the sixteenth-century Reformation in Europe examining representative works by some of the most important contemporary scholars of the Reformation era. Special attention will be paid to different methodological approaches, including social, cultural, and economic history.

CH 9710 Advanced Study in American Christianity - 2-4 Hours
Historiographical analysis of important recent literature in the field of American religious history. This seminar’s primary purpose will be to keep advanced students abreast of the state of the conversation within the discipline, enabling them to enter this conversation from the point of view of their own research. Two to four hours, doctoral as posted.

CH 9862 Origins of Modern Biblical Criticism in 17th & 18th Century - 4 Hours
A study of the multiple springs that fed the gathering stream of modern biblical criticism in the 17th and 18th centuries. Reference is made to the history of science, the history of philosophy, the history of book trade, and other disciplines. Particular attention is given to individuals such as Baruch Spinoza, Richard Simon, Jean Le Clerc, Reimarus, J. S. Semler, Lessing, Voltaire, and their critics. Course objectives include an improved understanding of the evangelical doctrine of biblical inspiration, the history of hermeneutics, and questions related to biblical authority.

CH 9880 The New Religious History - 3-4 Hours
Historiographical analysis of the "new religious history" based on recent, representative works in the social and cultural history of American religion with attention paid to issues of race, ethnicity, class, and gender/sexuality as they have arisen in the study of American religious history. Also included is methodological discussion of recent economic and material histories of American religion, ethnographic studies, and the new emphasis on such topics as popular religion and congregational history.

CH 9975 Comprehensive Exam Preparation - 0-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been 179 completed at the time of registration in the Academic Doctoral Office.

CH 9990 Dissertation Proposal Preparation - 0-3 Hours
An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office.

CH 9991 Dissertation Research - 1-4 Hours
Course taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office.

CH 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.
Counseling Department Course Descriptions

CM 5000 Intro to Counseling Ministries - 2 Hours
An introduction to the principles, and techniques involved in the pastoral ministry of care and counseling. The course emphasizes basic counseling skills and ability to relate to others. Biblical, theological, and ethical concerns in pastoral care ministry are discussed and an overview of common counseling concerns is presented. Course format includes lecture, video, role play, and discussion. Not applicable to MA in CM, or MA in MHC. Offered fall and spring.

CM 5110 Survey of Counseling Ministries - 2 Hours
This course is an orientation to the various dimensions of ministry care and counseling. It provides an overview of the variety of roles and functions that those involved in ministry-oriented counseling may facilitate. These may include recovery ministries, discipleship care, and leadership of lay counseling ministries, among many others. Required for CM students.

CM 5600 Issues in Counseling Ministries - 1-3 Hours
Issues of interest related to pastoral counseling and counseling in ministry settings will be presented. Topics vary and are on a rotating basis. They include Spiritual Formation and Counseling, Bereavement Counseling, and Pastoral Counseling for Guilt, Shame, and Depression. May be repeated. Offered fall and spring.

CM 6572 Pastoral Counseling for Marriage & Family - 3 Hours
Marriage and family counseling in a pastoral setting is investigated. An overview of systems theory and its implication for problem formation, maintenance, and resolution is reviewed. In particular, family communication, interaction, structure, boundaries, and development will be discussed. Includes an examination of premarital counseling styles and plans. In addition, specific issues of divorce, remarriage, and blended families will be examined. Finally, the course will discuss the role of the church in matters related to the family and marriage. Required for CM students, not recommended for MHC students.

CM 7478 MA Capstone Project - 0-3 Hours
A department-specific summative program project (MA/E, MA/CMC) as arranged with the department of concentration. Not available in all programs.

CM 7940 Clinical Pastoral Education - 2 Hours
The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department. Two hours.

CM 7950 Clinical Pastoral Education - 2 Hours
The Association for Clinical Pastoral Education (ACPE) (www.acpe.edu) provides education related to pastoral care through the clinical educational methods of Clinical Pastoral Education (CPE). The CPE experience is supplemented with TEDS faculty supervision, reading and case explorations with a cohort. May be repeated for credit. Prerequisites: MACMC candidacy and consent of department.

CO 5210 Counseling Skills Training - 3 Hours
An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis is placed on the acquisition and use of the basic skills of counseling. Not open to auditors. Cap 24.

CO 5310 Counseling Theories - 3 Hours
Classical and current theories of counseling will be studied and evaluated in light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed.

CO 5400 Foundations of Mental Health Counseling - 3 Hours
This course is an orientation to the various dimensions of mental health counseling. It provides an overview of the variety of roles offered and functions available to the mental health worker in society and in the church. Professional issues and activities unique to the field will be considered.

CO 5578 Family and Couple Counseling - 3 Hours
The foundations and various theoretical perspectives of family systems and couple counseling are examined. Attention is also given to specific aspects of couple and family treatment, such as family development, contemporary culture/societal issues, as well as specific presenting problems-infidelity, domestic violence, divorce/remarriage, step-families and personality disorders.

CO 6000 Current Studies in Counseling - 1-4 Hours
Topics selected deal with significant issues related to professional and ministry counseling. Recent titles include the following: Psychopharmacology; Grief Counseling; Urban Counseling Ministry.

CO 6110 Career Counseling - 3 Hours
The many facets of career counseling are explored. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals.

CO 6120 Addiction Counseling - 3 Hours
This course examines the treatment of addictions. The philosophy, mechanisms, and physiology of substance abuse and chemical dependency are surveyed. Students will be exposed to relevant and effective approaches to counsel the person with an addiction. Important topics related to counseling are covered, such as relapse prevention, adolescent substance abuse, dual diagnosis, and family issues.

CO 6130 Group Counseling - 3 Hours
The processes, principles, and techniques related to contemporary forms of group counseling will be explored. An experiential component in this course fosters the development of group leadership skills. Not open to auditors. Prerequisite: CO 5210. Cap 24.

CO 6510 Human Growth and Development - 3 Hours
The theories of individual, family, and personality development across the lifespan will be reviewed. How various aspects (e.g. learning, environmental, cognitive, biological, spiritual) of human development affect human functioning are examined. The course will facilitate a general framework for understanding interventions for differing abilities as well as contemplate strategies that promote resilience and optimum development and wellness across the lifespan.

CO 6530 Child & Adolescent Counseling - 2-3 Hours
A conceptual framework for working with child and adolescent clients will be introduced along with a review of techniques developmentally appropriate for assessment and treatment plan formulation and implementation. Treatment approaches to specific childhood and adolescent mental health disorders will be examined.

CO 6570 Theories of Family Development - 2-3 Hours
This course represents an analysis of normative, developmental, and ecological changes that occur within families across the life span. Special focus is given to developmental transitions such as childbirth, adolescence, and aging.
CO 6575 Parent Education - 2-3 Hours
Basic principles in the organization, formulation, and presentation of parent study programs. Emphasis on ways of working with children from infancy through adolescence. Building self-esteem and responsible measures of child discipline are special concerns.

CO 6610 Human Sexuality - 3 Hours
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality, with particular emphasis on counseling-related issues.

CO 6640 Gender Issues - 2-3 Hours
Examines and discusses issues that are particularly pertinent to each gender. Implications for counseling are emphasized.

CO 6650 Multicultural Issues in Counseling - 3 Hours
This course examines the nature and effects of culture and ethnicity on the counseling process. The effects of worldview on diversity issues in counseling will be discussed with a special reference to a Christian worldview. Counseling issues specific to various minority populations will be addressed through case vignette and lecture.

CO 6710 Counseling and Theological Worldview: Faith and Practice - 3 Hours
This biblical-theological sequence capstone course surveys issues, models, methods and criticisms regarding the interface of empirically-based counseling with a biblically-grounded Christian theology. The course covers current literature on faith-based, spiritually-sensitive clinical approaches to familiarize the student with the process of integration and case studies to facilitate personal skill development in this crucial area.

CO 6720 Ethics & Issues in Counseling - 3 Hours
Ethical standards of the American Counseling Association are evaluated in the context of current mental health practice, professional requirements and legal standards. The major faith-based mental health associations, AACC and CAPS, Codes of Ethics are also considered. Practical applications of ethical guidelines are discussed using case vignettes.

CO 6950 Counseling Practicum - 2 Hours
Practicum is designed as a pre-internship fieldwork experience with group supervision on campus. It will provide students with practical supervised experience in various counseling settings. The student will average six to eight hours per week involvement. May be repeated. Prerequisites: MAMHC Candidacy and consent of CO Department. Cap 6 per section.

CO 6955 Group Leadership Practicum - 2 Hours
Open to students who have demonstrated proficiency in the use of basic counseling skills in the CO 5210 Counseling Skills course. Students are required to be involved in the direct training of CO 5210 students under the supervision of the course professor, to meet outside of class for supervision, and to complete reading and written assignments in the area of group leadership. May be repeated. Consent of the instructor required for registration.

CO 7140 Crisis Counseling - 2-3 Hours
This course considers the theory and practice of crisis and disaster mental health interventions. Various types of crises are presented through case vignette and class discussion. Crises are considered from both professional and pastoral perspectives.

CO 7160 Community Counseling - 2 Hours
Counselors provide consultation services in community settings that extend beyond direct client service. The distinctions between counseling and consultation will be explored, as well as the major models and process stages for implementation. Case studies will be utilized to demonstrate explicit program development applications for educational crisis and system-level interventions. Pastoral and church consultation will be an area of focus.

CO 7210 Assessment and Evaluation - 3 Hours
This course covers the measurement concepts and practice techniques required for the use of standardized and non-standardized assessment tools utilized in diagnosis, treatment planning and evaluation. Procedures for test selection, administration and interpretation are examined for measures of ability, aptitude, personality, and psychopathology. Prerequisite: MA in MHC candidacy or consent of department chair. A $45 materials testing fee is assessed for this course.

CO 7278 Strategies of Marriage & Family Therapy - 3 Hours
An exploration of the specific perceptual, conceptual, and intervention skills of prominent approaches in the field of marriage and family therapy. These approaches include Bowen, Minuchin, Whitaker, Satir, Milan, and Haley. Prerequisite: CO 5578.

CO 7330 Counseling Techniques - 2-3 Hours
A unique combination of theory and practice, the class helps students to enter into the world of counseling practice. Counseling Techniques utilizes contemporary treatment models, along with traditional approaches, to enhance student skills in helping people. Prerequisite: CO 5210.

CO 7450 Psychopathology - 3 Hours
This course is an advanced course dealing with the etiology, classification, and treatment of various mental disorders. Diagnostic skill in using the current DSM classifications and criteria is achieved through the use of case vignettes and lecture.

CO 7485 MA Thesis - 0-3 Hours
MA thesis writers register for - 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

CO 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for - 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

CO 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.
CO 7900 Research Methods - 3 Hours
Students will learn to conceptualize research problems, develop hypotheses and propose research methodologies for study. Emphasis is given to interpretation and inference. The class will conduct an empirically supported research study in which students will have the opportunity to administer pre- and post-intervention assessments, facilitate a psycho-educational intervention, analyze and interpret data, and report the research findings. Prerequisites: MA in MHC candidacy or consent of the department chair.

CO 7905 Advanced Research Methods - 2 Hours
The topic of the course is more complex research designs and techniques and will include information about statistics and statistical computer packages. Prerequisite: CO 7900. Offered on demand.

CO 7961 Mental Health Counseling Internship I - 2-3 Hours
Internship is designed to give counseling students supervised counseling experience. Approved intern sites include hospital inpatient programs, community counseling agencies, counseling centers, and other mental health facilities. The internship may begin in summer or fall semesters (CO 7961) depending on the site requirements. It must extend through the spring semester (CO 7962). CO 7961 and 7962 require a combined total of 900 hours of internship involvement including 360 direct service hours. Individual supervision is provided on site; group supervision is provided on campus. CO 7961 and 7962 must be taken consecutively over the course of one academic year and total six semester hours. CO 7961 is offered in summer and fall only. Considered full-time academic status. Prerequisites: CO 6950, MAMHC candidacy and consent of department. When taken in summer for two semester hours, may be repeated in fall for two semester hours.

CO 7962 Mental Health Counseling Internship II - 2-3 Hours
This is an advanced internship experience building on skills and requirements from CO 7961. CO 7962 is offered in spring only. Considered full-time academic status. Prerequisite CO 7961.

CO 7969 International Counseling Experience - 4 Hours
This course is designed for those participating in nonlicensure counseling experiences, primarily in international settings. International students and others who are not seeking U.S. licensure but who may benefit from a supervised international counseling experience may apply. Individual onsite supervision is required. Considered full-time academic status. Prerequisites: MA in MHC candidacy and consent of department. Credit/No Credit.

CO 7975 MA/ThM Comp Exam Preparation - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

CO 7976 MA or ThM Thesis Proposal Preparation - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

CO 8000 Seminar: Current Issues - 1-4 Hours
Consideration of contemporary issues in professional and ministry counseling. Recent titles include the following: Clinical Consulting, Grief Therapy, and Diagnosis and Treatment Planning. Prerequisites: degree candidacy or consent of department chair. May be repeated.

CO 8075 Advanced Group Process - 3 Hours
The course examines the nature of interpersonal interactions in group counseling. An experiential component will enhance the understanding of group process and foster the development of group counseling skills that promote group interaction and interpersonal processes. Prerequisites: CO 5210 and CO 6130 or equivalent.

CO 8980 ThM Major Research Paper - 0-1 Hours
ThM participants completing the two capstone research paper option must register for - 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. 177 Credit / No Credit. (Both the course and the paper must be graded “C” or better to receive credit for the paper.

CO 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for - 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean’s Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

CO 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for - 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

Educational Ministries Department Course Descriptions

EM 5000 Foundations in Educational Ministry - 2-3 Hours
How do the many and varied educational ministries of the church engage God's people in growth towards maturity in Christ? This course briefly explores the central issues involved, including Biblical and theological foundations of educational ministry, discipleship, teaching and learning, curriculum development, administration, and team building. Specific applications will be made to a variety of ministries, including children's, youth, adult, intergenerational, senior adult, and small groups.

EM 5125 Teaching and Learning - 2-3 Hours
This course examines how Christian teachers can deepen their conceptual understanding and educational skills as they communicate Gospel teaching in a variety of contexts. Topics addressed include maturing in Christ as a Christian teacher, developmental learning theories, teaching strategies, teaching the Bible, evaluation tools, teaching teachers, and the roles of both the teacher and the learner during the teaching and learning process.

EM 5150 Urban Educational Ministries - 3 Hours
Introduction to the special educational program needs of administration and teaching in an urban context. Particular attention is given to the aims, principles, organizations, and development of a local church educational program, with focus on the aims, methods, media, and evaluation of the teaching process. Offered only at the South Chicago Regional Center.
EM 5210 Christian Leadership and Administration - 2-3 Hours
What is a Christian leader and how does one lead in a system context whether church or other organization? The course will survey leadership history and theories, the character of the leader, and topics such as teams, communication, power, conflict, change, ethics, and mentoring. Case studies will be used to assist participants in applying leadership theory to practice. Offered every year, generally fall.

EM 5415 Education Theory in Historical and Cultural Context - 2-3 Hours
A study of key persons in the development of philosophy and theology of education with a particular focus on their historical and cultural contexts. An analytical model for analysis of a philosophy and strategy of ministry will be used as a template for analyzing the ministry emphases of these key figures in the history of Christian education to inform contemporary ministry practice. A special focus will be on the normative ends of educational ministry.

EM 5510 Christian Formation & Journey - 2 Hours
An interactive exploration of the process of spiritual growth in the life of the believer, focusing on how the church has understood Christian spirituality and the process of Christ being formed in the believer. Special attention is given to the nature of the spiritual journey of the believer and the kind of educational interventions that are likely to enable spiritual growth in the people of God.

EM 5540 Foundations of Youth Ministry - 2 Hours
An examination of the essential components of youth ministry and their application to youth ministry situations.

EM 5541 Youth Ministry Strategies - 2-4 Hours
An examination of principles and procedures in specific parachurch or church-based youth ministries. Biblical and theological foundations for understanding the adolescent and building a philosophy of evangelism. Methodologies for contacting students, personal evangelism, outreach in groups, discipling, and counseling.

EM 5560 Church Ministry with Adults - 2-3 Hours
A survey of adult development and generational differences, adult learning processes, and the ministry perspectives and structures necessary to assist Christian adults to progress toward maturity in a church or parachurch context.

EM 5576 Marriage & Family Enrichment - 2-3 Hours
Study of marriage and family from theological and social science viewpoints with a view to enriching them through methods and strategies of local church ministry. Students have the option of choosing projects to enrich their own marriage or family life or to prepare for marriage.

EM 5712 Theology and Methodology of Biblical Teaching - 2 Hours
An examination of teaching and learning as applied to biblical passage and theological concepts. Opportunity will be given to improve teaching skills through in-class practice.

EM 6000 Current Topics in Educational Ministries - 1-4 Hours
Select and specialized topics relevant to educational ministry.

EM 6260 Small Group Process in Ministry - 2-3 Hours
An examination of the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, group strategies for ministry, small group dynamics, and the role of group leaders in guiding an effective group meeting. Offered on a two-year rotation.

EM 6265 Building Ministry Teams - 2-3 Hours
This course focuses on the role, effectiveness, structure, leadership, and impact of highly functioning teams in the church. Emphasis will be placed on team design, decision-making, mission, relationships, the role of the team in the larger organization, assessing team effectiveness and performance, and team leadership. Offered on a two-year rotation.

EM 6270 Building Community in the Church - 2-3 Hours
Focuses on building a culture of community in the local church. Includes having a basic theology of community, and an examination of existing models for building the community life of a congregation, including small group models, missional communities, classes, geography-based strategies, and medium-sized gatherings. Offered on a two-year rotation.

EM 6275 Developing Healthy Spiritual Leaders - 2-3 Hours
Participants will learn strategies and practices for developing healthy spiritual leaders, and will explore various leadership development strategies used by churches and other organizations. Offered on a two-year rotation.

EM 7260 Small Group Processes in Ministry - 2-3 Hours
An examination of the biblical and theological foundations of small group ministry, the role of groups in spiritual formation, group strategies for ministry, small group dynamics, and the role of group leaders in guiding an effective group meeting. Offered on a two-year rotation.

EM 7465 Educational Ministries Internship - 0-3 Hours
The MA/EM Capstone experience including development of a portfolio and applied ministry experience.

EM 7485 MA Thesis - 0-3 Hours
MA thesis writers register for EM 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

EM 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for EM 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

EM 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ES 7524 Education & Ministry Experiences for Children - 3 Hours
Participants will investigate and develop a variety of options for contemporary educational and ministry experiences with children. Trends in the church’s ministry to children will be considered. The variety of curricular and other resources, parachurch agencies and networks that support children’s ministry in the church will be explored.

ES 7550 Local Church as System - 1-2 Hours
Participants will examine how local church bodies are interdependent systems of people and practices. Topics include local church life cycles, administrative practices that build gospel health, adaptive leadership, and cultivating gospel-centered teams and partnerships.

ES 7560 Program Planning Dynamics in the Local Church - 1-2 Hours
Participants will examine how gospel-centered leaders negotiate stakeholder interests toward advancement of God’s Kingdom. Topics include identifying stakeholder interests, navigating power dynamics, and planning toward mission.
ES 7805 Development of Emerging Leaders - 1-2 Hours
Utilizing a scholar-practitioner model, this course will survey and analyze contemporary theory, practices, and processes in developing emerging leaders. A seminar format will be employed, relying on participants’ independent research and learning in preparation for class presentations and class discussions.

ES 7816 Leading Change in Organizations - 1-2 Hours
Participants will engage in theological reflection and critical thinking about the crucial dynamics in leading and implementing organizational change. Topics include classic and current theories of change; diffusion of innovation; types of organizational change; barriers to change; large system intervention strategies; social intelligence and the management of change transitions; and practical strategies for change implementation.

ES 7830 Developing Collaborative Teams - 1-2 Hours
Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching.

ES 8000 Seminar: Current Issues in Educational Ministries - 1-4 Hours
Topics chosen deal with contemporary issues in Educational Ministries.

ES 8210 Curriculum Theory and Design - 3 Hours
An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction.

ES 8211 Teaching Others to Teach - 1-2 Hours
This course will connect Bible teaching with equipping others to interpret and teach the Bible. Topics include utilizing Bible study tools and resources; employing sound interpretive principles; recognizing group dynamics; identifying Biblical genres; communicating Biblical themes; harnessing effective educational methods; and identifying creative teaching strategies.

ES 8220 Teaching in Higher Education - 3 Hours
An examination of the instructional process in higher education emphasizing the preparation of materials and instructional design alternatives. Offered alternate years.

ES 8240 Intergenerational Education - 1-2 Hours
God’s people are blessed with the intergenerational task of declaring the praiseworthy deeds of the Lord. Participants will examine current intergenerational theory and practice in light of Biblical texts and themes. Topics include generational developmental theories; personal mentoring and mentoring communities; and developing intergenerational teams.

ES 8255 Models of Nonformal Education - 3 Hours
Explores the literature related to out-of-school learning and experiential learning theories that inform the educational task of the church. Participants compare and contrast nonformal and formal educational approaches. Insights gained from these readings and class discussions are used by participants to critique various church-related models of nonformal education.

ES 8425 Theological Education: Topics - 1-2 Hours
A three-course rotation examining vernacular, primary, secondary, and tertiary, theological education in the context of Africa, Asia, and North America broadly defined. Emphasis is placed on the similarities and contextual uniquenesses of theological education in both majority and non-majority worlds. Presentations by international guest practitioners. May be repeated. Offered on a three-year rotation.

ES 8900 Current Issues in Educational Studies - 1-3 Hours
Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to the field of Christian education. Offered on demand.

ES 9001 Guided Research - 1-4 Hours
Selected topics usually extended from foundational studies in seminars or courses. May be repeated for a maximum of twelve hours. Letter grade or Credit/No Credit.

ES 9110 Orientation to EDS Doctoral Studies - 1 Hour
The Educational Studies doctoral program is designed to further the development of leaders already serving in organizations such as higher education institutions, mission agencies, congregations, parachurch agencies, and relief and development agencies. This orientation course gathers new students into an understanding of the learning culture of the community, its values, core competencies, and expected learning outcomes. Offered Fall and Spring. Credit/No Credit.

ES 9150 Teaching in Higher Education - 2 Hours
Through Biblically shaped critical reflection, participants will examine the core elements of transformative learning theory and practice. Topics include critical reflection and the mind of Christ; personal and social change dynamics; whole person domain teaching and learning; and cultivating gospel healthy learning climates.

ES 9175 Leadership and the Development of Organizations - 3 Hours
The course will survey and analyze contemporary issues in developing and leading healthy organizations. Participants will engage in theological reflection regarding potential contributions from the field of Organization Development (OD) in leadership of organizations. Topics include organizational design; innovation; diagnosing and facilitating healthy organizational change; team building; collaborative leadership; leadership development and succession strategies; and the development of vision, mission and values using large group intervention strategies.

ES 9200 Adult Learning Foundations - 3 Hours
Participants will critically examine selected adult education theories and perspectives in light of Scripture and consider their application to the Christian adult educator’s philosophy of educational ministry and practice. Topics include adult development, experiential education, critical educational theory, global models of adult learning, and transformational learning.

ES 9210 Curriculum Theory and Design - 2 Hours
An examination of the guidelines for the development of a coherent curriculum. Discussion of application of curricular theory to religious instruction.

ES 9275 Higher Education Administration - 3 Hours
The basic elements of academic administration: faculty resources, student affairs, finance and budget, board and presidential roles, library services, development and public relations. Particular application is made to Christian higher education institutions and to administrative relationships with parent organizations. Offered alternate years.

ES 9305 Developing Emerging Leaders - 1-2 Hours
Utilizing a scholar-practitioner model, this course will survey and analyze contemporary theory, practices, and processes in developing emerging leaders. A seminar format will be employed, relying on participants’ independent research and learning in preparation for class presentations and class discussions. Offered on a two to three year rotation.
ES 9316 Innovation, Agility, and Leading Change - 2 Hours
Participants in this course will explore the theological, theoretical, practical, and contextual aspects of cultivating innovation, designing organizations for agility, and leading change in organizations. Topics include classic and current theories of change; diffusion of innovation; types of organizational change; barriers to change; large system intervention strategies; social intelligence and the management of change transitions; and practical strategies for change implementation. A seminar format will be employed, relying on participants’ independent research and learning in preparation for class presentation and class discussions. Offered on a two to three year rotation.

ES 9330 Developing Collaborative Teams - 1-2 Hours
Participants will explore the theological, theoretical, and practical elements of developing collaborative teams. Topics include teams vs. groups; team selection and formation; building team trust; conflict as creative tension; measuring team effectiveness; and effective team coaching. Offered on a two to three year rotation.

ES 9500 Psychological Foundations of Education - 3 Hours
Through Biblically shaped critical reflection, participants will investigate the psychological and sociological underpinnings of educational theory and practice. Topics include major psychological and sociological theories; primary issues of educational psychology and sociology; and implications for contextualized teaching, learning, and educational practice.

ES 9510 Developmental Issues of Children, Youth, or Adults - 1-2 Hours
Participants will explore current developmental theories and issues related to children, youth, or adults rooted in redemptive imaging bearing. Topics include family of origin dynamics, learning disabilities, ministry to the whole person, and life transitions.

ES 9620 Education and Culture - 2 Hours
Examines the cultural values shaping Western and two-thirds world education systems. Greek versus traditional cultural value systems, learning styles, forms of logic, language structures, and other major cultural variances are considered with respect to educational function and purpose.

ES 9700 Biblical and Theological Formation of the Educator - 3 Hours
Because God’s redemptive sovereignty is creation-wide, all aspects of life have eternal significance. Participants will address the implications of this revealed truth for life and educational ministry by examining Biblical, theological, historical, and contemporary resources. Topics include image bearing agency, vocational stewardship, worldview formation, and theologically shaped education.

ES 9725 Ethics in Education - 3 Hours
An examination of foundational principles in ethical thought, focusing on the source of ethical principles and the need for ethical absolutes. Discussion then focuses on ethical questions in education with emphasis on educational practices and ethics on institutional policies and culture. Offered alternate years.

ES 9750 Historical and Philosophical Foundations of Education - 3 Hours
Through Biblically shaped critical reflection, participants will investigate the historical and philosophical underpinnings of educational theory and practice. Participants will explore historic and contemporary philosophical streams from major western and non-western resources. Topics include key philosophers and educational theorists; primary issues of educational philosophy; and implications for contextualized teaching, learning, and educational practice.

ES 9890 Professional Development Practicum - 0-2 Hours
Participants design, conduct, and evaluate at least one professional development activity for 0-2 credits. These integrative and generative activities could take the form of teaching, consulting, guest lecturing, conference presenting, developing curriculum, coaching, grant or article writing, etc. All activities must be conducted after EDS PhD program matriculation. Participants normally will have completed 15 credit hours prior to registering for a PDP. One credit hour is equivalent to approximately 35-40 hours of invested practicum work. Potential PDP deliverables include course syllabi, strategic plans, outlines, slides, grant proposals, supervisor/advisor debriefs, reflection logs, articles, presentations, etc. Each EDS student is responsible to initiate conversations toward PDP planning with an appropriate EDS faculty member. Participants may propose non-Trinity or Trinity-related activities and opportunities. Credit/No Credit.

ES 9910 Foundations in Social Science Literature - 3 Hours
Participants will learn to conduct systematic literature reviews of the social science research literature that serve as a theoretical framework for research design. Linkages will be made primarily from sociology, anthropology, psychology, business management, and education to the participants’ present research interests. Offered every year.

ES 9915 Social Science Research Design - 3 Hours
The twofold purpose of this course is to engage in theological reflection on the complementary aspects of general and special revelation, and to provide an overview of research design. More specifically, the overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Offered every year.

ES 9920 Qualitative Research Methods - 3 Hours
Prepares the participant to design and conduct fieldwork research in both Christian education and mission communities. Observation techniques and in-depth interviewing are the primary inquiry skills learned in order to discover the individual’s perspective. Particular attention is given to the processes of gathering, recording, coding, and analyzing data in order to report rich descriptive findings and conclusions supported by the data. How qualitative research methodology is used to generate “grounded theory” is also examined.

ES 9975 Comprehensive Exam Preparation - 0-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/EDS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.
ES 9990 Dissertation Proposal Preparation - 0-3 Hours
An independent study facilitating student preparation for the dissertation proposal. PhD/EDS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9991 Dissertation Research - 1-4 Hours
Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ES 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Mission and Evangelism Course Descriptions

ME 5000 Foundations of Christian Mission - 2 Hours
Survey of the theology, history, culture, politics, and methods of the Christian mission, with special emphasis on recent developments, crucial issues, and future trends, ending with a careful study of missions in the local church. Offered fall and spring.

ME 5001 Foundations of Evangelism - 2 Hours
This course introduces the biblical, theological, historical, and practical foundations of evangelism in word and deed. Students will be equipped to engage others in gospel conversations and prepared to lead churches and Christian organizations to participate in God’s mission of reaching their contexts with the good news. Offered fall and spring.

ME 5050 Perspectives on the World Christian Movement - 3 Hours
The course surveys the history, theology, and strategy of the global advance of the gospel. Specific instances of the growth of the Christian movement in selected areas of the world are examined. Perspectives is offered as an occasional course at various locations throughout the year. Contact the Extension Office for details.

ME 5140 Mission of the Urban Church - 3 Hours
A study of the nature and methods of the Christian mission as they apply to the development and implementation of a mission strategy for the urban church, as well as the training of individuals for outreach in the urban community. Offered only at the South Chicago Regional Center.

ME 5175 Evangelistic Bible Study: Mark - 3 Hours
This course anticipates the desire of many Christians who want to share Christ with friends or neighbors in an informal setting. Whether the student sees the prospect of planting a church, holding a Bible discussion in a university resident facility, or simply getting friends and acquaintances together to focus on contemporary issues, this course will fill those expectations. Using the inductive method of investigating the biblical text, the student will be enriched with the truth and relevance of Gospel narratives, as well as experience the joy of discovering the freshness of the gospel in the context of group interaction. Credit students only, no auditors.

ME 6000 Current Studies in Mission and Evangelism - 1-4 Hours
Topics selected deal with significant issues related to mission and/or evangelism.

ME 6240 The Intercultural Missionary - 2 Hours
Explores decisions and developmental tasks involved in preparing for a missions career, adjusting to another culture, learning a language, raising a family overseas, managing conflict, and handling intercultural stress. The spiritual formation of the missionary is emphasized.

ME 6410 History of Missions in the Modern World - 3 Hours
A study of the expansion of Christianity from Pentecost to the present. Particular attention is given to an examination of the modern Protestant mission movement.

ME 6610 Anthropology for Ministry - 2 Hours
Application of anthropological and sociological insights for ministry in diverse cultural settings, with special attention to fundamentals of culture communication and contextualization. The course will focus on anthropological understanding particularly on congregational contexts and ministry.

ME 6660 Christian Community Development - 2 Hours
This course is offered in conjunction with the one-week Christian Community Development Association annual conference, which takes place in various cities. The course exposes students to the CCDA philosophy of ministry. They will also engage successful practitioners of the CCDA model of ministry. Students attend the conference and complete additional reading and written assignments.

ME 6760 Theology of Mission & Evangelism - 3 Hours
The many Old and New Testament texts that provide theological foundations for the global mission of the church are examined. Basic issues that confront the missionary will be investigated, as well as the more complex and contemporary issues. The course provides the student with various perspectives and strategies for dealing with the Trinity, the Great Commission, the call and motivation for ministry, and the problems of dialogue, syncretism, universalism, and ecumenism.

ME 6963 Principles of Discipleship - 3 Hours
A practicum with attention given to the way Christian disciples are developed, with practical guidelines for implementing discipleship, both as a personal lifestyle and within the context of the local church. Prerequisite: must have completed at least six semester hours.

ME 7215 Teaching the Bible in Intercultural Settings - 3 Hours
The course is designed to integrate cultural philosophies of education with ethno-pedagogy for the task of teaching the Bible in another culture. An emphasis will be placed on the use of case studies and will move from description and analysis to the question of - How should we teach the Bible in other cultures?.. The course will be useful for students who desire to teach the Bible in any cultural setting.
ME 7300 World Religions - 3 Hours
Historical survey of the origin and growth of the major world religions, beliefs, practices, and worldviews of the major traditions will be examined, with special attention given to comparison and contrast with Christian beliefs and practices.

ME 7450 Christianity in the Non-Western World Since 1700 - 3 Hours
A broad overview of the significant shift of the center of Christianity from the West to Asia, Africa, and Latin America. The social, cultural, and political context of Western missions, sending nations, and the receiving nations in Asia, Africa, and Latin America will be examined. Consideration will be given to: the rise and fall of Western imperialism, the world wars, the interaction between the missionaries and the indigenous churches, nationalism in newly independent nations, the emergence of independent and indigenous church movements, the rise of Pentecostalism. Cross-list of CH 7450. (Formerly CH 748)

ME 7477 MA Major Comprehensive Exam - 0 Hours
A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

ME 7478 MA Project - 0-3 Hours
A department-specific summative program project (MA/E, MA/CM) as arranged with the department of concentration. Not available in all programs.

ME 7485 MA Thesis - 0-3 Hours
MA thesis writers register for ME 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

ME 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for ME 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter.CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ME 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ME 7510 Missional Church - 3-4 Hours
This course explores the missional church in light of a theology of God's mission in the world, and post-Christian context. Special attention is given to various streams of missionality, community engagement of the gospel in word and deed, missional communities, disciple-making, discernment, and leadership.

ME 7545 Leadership in the Urban Church - 3-4 Hours
A visionary and practical approach to ministering in America's cities. The emphasis in the course is not so much on the internal leadership structure of the local urban church as it is on leadership in the church that is responsive to its urban context.

ME 7710 Contextualization - 3-4 Hours
A study of contextualization from theoretical and practical perspectives, examining the relationship of gospel and culture, biblical guidelines, and various methods of contextualization. Students evaluate case studies of contextualization in diverse cultural settings dealing with a wide range of theological, ethical, cultural and ecclesial issues.

ME 7722 Studies in Reconciliation - 2 Hours
In a world marked by deep racial and ethnic conflicts, this course explores the teaching and ministry of reconciliation in the church and mission. It seeks to bridge the gap between theoretical and practical in order to produce serious-minded reflection on the scriptural mandate of reconciliation across racial and other social divides.

ME 7975 MA/ThM Comp Exam Prep - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ME 7976 MA or ThM Thesis Proposal Prep - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

ME 8000 Seminar: Current Issues in Mission and Evangelism - 1-4 Hours
Topics chosen deal with significant issues in mission and/or evangelism. Opportunity provided for seminar discussion and for the presentation of advanced research papers.

ME 8210 Intercultural Communications - 3-4 Hours
This course focuses on the theory and practice of interpersonal communication across cultural lines. Specifically designed for those involved in intercultural ministry, the course focuses attention on language and culture, culture shock, ethnocentrism, paternalism, nonverbal communication, contextualization, and dynamics of change. The focus will, of course, be on the communication of the gospel itself interculturally.

ME 8215 Teaching Across Cultures - 3-4 Hours
An examination of factors contributing to effective teaching and learning when teacher and learners are from different cultures. Cultural influences upon cognitive style, logical processes, worldview, social relations, modes of learning, and learning environments will be analyzed. Implications for teaching in specific cultural settings will be drawn with attention to learning outcomes and cognitive development.

ME 8230 Global Church Planting and Development - 3-4 Hours
This course examines both theologically and practically the planting and development of healthy, reproducing congregations in various cultural settings. Methods, models, strategies, and particular challenges are discussed. Offered annually.
ME 8250 Leadership Development and Culture - 2 Hours
The course will investigate theological, philosophical and anthropological foundations of leadership and culture. These foundational issues will inform the practice of developing multi-cultural leaders and working under leaders from different cultures. Special emphasis will be given to the missionary role of multi-cultural leadership in a world where missionaries from every country of the world are partnering with missionaries and church leaders from every country of the world.

ME 8310 Religious Pluralism & Mission - 3-4 Hours
An examination of the current debate over Christianity and other religions and an evaluation of the issues from an evangelistic perspective. Theological, philosophical, and missiological implications of the debate will be explored.

ME 8315 Christian Encounter with Islam - 3-4 Hours
A study of Muhammad, the Qur'an, and the history, culture, and theology of Islam, together with modern trends and its confrontation with Christianity in order to develop appropriate Christian ministries in Muslim contexts.

ME 8320 Anthropology of Religion - 3-4 Hours
An advanced seminar focused on readings in the anthropology of religion. Attention will be focused on anthropological theories of religious experience, religious symbols, myth, ritual, magic, witchcraft, spirit possession, ancestral cults, conversion, and secularization. The class will attempt to assess these theories biblically and to explore their relevance to missiology.

ME 8370 Christian Encounter with African Religion - 3-4 Hours
This course provides descriptions and analyses of African religions in order to ascertain areas of continuity and discontinuity between these religions and the Christian message. Theoretical issues related to the study of African Religions will be reviewed. The major topics of study are the following: the structure of African religions; the nature of theism; and ideas concerning human destiny taught in these religions. Christian approaches of African religiousists will be examined.

ME 8380 Religion in the Modern World - 3-4 Hours
The past three centuries have produced far-reaching social and intellectual transformation, initially in the West and now increasingly worldwide, which have significantly affected traditional religions and also produced an array of new religious movements and alternative spiritualities. Modernization, secularization, globalization, colonialism, and nationalism, as well as various counter-modernizing movements, all have had an impact upon current religious realities. Theoretical issues in the relevant literature, as well as specific application to particular Islamic, Hindu, or Buddhist contexts, will be considered. Implications of these patterns for Christian ministry and mission will be explored.

ME 8385 Christian Encounter with Popular Religions - 3-4 Hours
A study of the religious beliefs and rituals of common folk, particularly those related to spirits, ancestors, magic, divination, witchcraft, shamanism, and other phenomena. Attention is given to developing a biblical response to these beliefs in the context of missions.

ME 8390 Gospel, Cultures, and Church in Western Contexts - 3-4 Hours
This course exposes students to the literature and issues related to reaching people, engaging cultures, and rethinking the Church in Western Contexts. Attention will be given to various postmodern and post Christendom historical currents and dynamics affecting ministry and mission today, including pluralism, globalization, secularism, popular culture, ethnic diversity, post colonialism, and the rise of diverse spiritualities. Social science research on the religious development and diversity among emerging adults will especially be emphasized. The gospel will then be examined theologically and historically as it relates to the diversity of spirituality in the modern world. Fresh expressions and innovative leaders of contemporary missional church movements will serve as case studies of this engagement between gospel and cultures in the West.

ME 8450 History of Evangelism - 3-4 Hours
An examination of evangelism throughout the history of the church. Special attention is given to particular Christian movements and personalities, highlighting contributions to gospel proclamation and witness of the church in word and deed. Application of selected practices will be considered for evangelism in contexts today.

ME 8455 History of Christianity in China - 3-4 Hours
A broad overview of the history of Christianity in China and a survey of the current situation. After considering the various mission efforts in China, the course will focus on the historical development of the Chinese churches and several key Chinese church leaders. The course will then explore historical, cultural, political, ecclesiastical, and theological issues while considering their impact on today's church.

ME 8624 Cross-Cultural Conflict Resolution - 3-4 Hours
Focuses on interpersonal and small-group conflicts that are interethnic or intercultural. Significant attention is given to how Westerners handle conflict compared to peoples in the two-thirds World and how Scripture speaks to both contexts. Offered alternate years.

ME 8720 Sin, Guilt, Suffering and Death - 3-4 Hours
A course designed to give the student an understanding of human cultural and psychological realities related to sin, shame, guilt, conscience, suffering, sickness, and death. The goal is to integrate cultural and psychological understandings with biblical and theological ones, and to use these understandings to communicate the gospel in a manner that is intelligible, subjectively relevant, and meaningful to people of specific cultures.

ME 8730 Theology of Religions - 3-4 Hours
A doctoral seminar focusing on the biblical and theological understanding of non-Christian religions. Participants will examine the critical issues facing the church in light of biblical teaching and current conflicting ideas and theories regarding human religions. Attention will be given to religious diversity among humans, truth, and salvation in religions.

ME 8760 Spiritual Warfare - 3-4 Hours
An examination of the spiritual warfare that servants of God face in Christian ministry. Attention is given to studies in biblical, historical, and contemporary perspectives of spiritual conflict.
ME 8875 Church, Mission, & Community Development - 3-4 Hours
Seminar participants are introduced to the community development literature and critically examine how it relates to the church’s responsibility to engage in a mission to the poor that is distinctly holistic-an approach based on Christ’s ministry. Particular emphasis is placed on the role of nonformal education in facilitating development. Offered alternate years.

ME 8922 Qualitative Research Methods - 3-4 Hours
This course teaches various qualitative methods oriented towards intercultural mission and congregational ministry: participant observation, interviewing, how to write field notes, the use of audio and video in field settings, how to “code” verbal data, and so on. Other topics include ethical issues in research, the place of theory in qualitative research, proposal writing for qualitative research, and recent controversies over how one “represents” others in one’s writings.

ME 8980 ThM Major Research Paper - 0 Hours
ThM participants completing the two capstone research paper option must register for ME 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded “C” or better to receive credit for the paper.)

ME 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for ME 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean’s Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ME 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for ME 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ME 9000 Contemporary Issues in Intercultural Studies - 4 Hours
Topics chosen deal with contemporary issues in missions. Recent seminars include Cross-Cultural Theology and Intercultural Competencies for Missionaries.

ME 9001 Guided Research - 1-4 Hours
Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ME 9050 Prolegomena: Missiology as a Discipline - 2 Hours
This seminar provides an introduction to the academic discipline of missiology and principles of missiological research and writing. It includes an overview of classical and current publications in the field and an examination of the integrative relationship between theology, history, and the social sciences in Christian mission. Students will also receive an orientation to the TEDS PhD ICS study program.

ME 9085 Global Migration and Diaspora of Faith Communities - 4 Hours
This seminar course will examine historical patterns and current dynamics of global migration, sociologically analyzing contributing factors. In particular, the course will examine how today’s growing phenomenon of global migration impacts diaspora religious communities and global missions, identifying both new missional opportunities and concerns.

ME 9146 Urban Evangelism - 4 Hours
The seminar explores critical issues facing the church in light of the rapid urbanization of the world. Among these are how the city shapes our lives as humans and as Christians and how Christians can plant churches and minister in the city. Attention is given to developing a theology of urban ministry.

ME 9240 Intercultural Teaching in Higher Education - 4 Hours
This course will prepare students for teaching mission and/or evangelism in higher educational settings and will include an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation.

ME 9260 Teaching Missions and Evangelism in Higher Ed - 2 Hours
This course will prepare students for teaching mission and/or evangelism in higher educational settings and will include an introduction to adult learning theory, course design, instructional methods, course evaluation, student relations, and other practical aspects of the teaching vocation.

ME 9325 Sociology for Mission and Evangelism - 4 Hours
An introduction of the field of sociology and the contributions it makes to the discipline of missiology. Attention will focus on issues such as globalization, new religious movements, gender, social capital, communication and media. Theoretical foundations and methodological questions will be introduced, and practical implications for ministry will be explored.

ME 9400 History of Mission in the Modern World - 3 Hours
A study of major missiological themes throughout the history of the global expansion of the church, with special emphasis on the modern Protestant missionary movement. Writings of exemplary mission historians will be examined for their contribution to our understanding of contemporary trends in world mission practice and strategy. Attention will be given to the missionary encounter with culture in its various historical contexts.

ME 9610 Anthropology for Missions and Evangelism - 4 Hours
An introduction of the field of anthropology and the contributions it makes to the discipline of missiology. The seminar encourages participants to develop a model they can use in studying and ministering in specific societies and cultures. Attention is given to a study of the issues involved in cross-cultural communication, contextualization, and social transformation in evangelism and church planting in cross-cultural settings.

ME 9700 Theology of Mission & Evangelism - 4 Hours
A doctoral seminar focusing on the theology of mission in the Old and New Testaments with special attention to the operation of the Trinity, the missio Dei, the purpose and tasks of mission, church and mission, the nature and necessity of evangelism, historical developments in theology of mission, and current theological issues in Christian mission.

ME 9925 Historiographic Research Methods - 4 Hours
An introduction to the principles and practices of historical research within the discipline of missiology. The course with focus on historical methodology, the use and evaluation of primary and secondary sources (including oral history), and the planning and execution of a mission-historical research project.
ME 9930 Quantitative Research Methods - 4 Hours
This course teaches methods of quantitative social science research. This includes topics such as survey design and execution; data collection, management and analysis; use of statistical tools and computer software. The course also addresses the theoretical foundations and ethical guidelines for quantitative research, its application to missiological inquiry, and dissertation proposal writing.

ME 9970 Orientation for Comprehensive Exam and Dissertation - 1 Hour
This course is taught in a workshop format. The purpose, expectations and methodology of preparing for the comprehensive exam, dissertation proposal and dissertation writing will be addressed. The course will include class instruction, reading of exemplary field statements and proposals, and active participation in the various oral hearings. One hour.

ME 9975 Comprehensive Exam Preparation - 1-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/ICS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9990 Dissertation Proposal Preparation - 1-3 Hours
An independent study facilitating student preparation for the dissertation proposal. PhD/ICS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9991 Dissertation Research - 1-4 Hours
Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

ME 9993 Quantitative Research Methods - 4 Hours
This course teaches methods of quantitative social science research. This includes topics such as survey design and execution; data collection, management and analysis; use of statistical tools and computer software. The course also addresses the theoretical foundations and ethical guidelines for quantitative research, its application to missiological inquiry, and dissertation proposal writing.

ME 9994 Orientation for Comprehensive Exam and Dissertation - 1 Hour
This course is taught in a workshop format. The purpose, expectations and methodology of preparing for the comprehensive exam, dissertation proposal and dissertation writing will be addressed. The course will include class instruction, reading of exemplary field statements and proposals, and active participation in the various oral hearings. One hour.

ME 9995 Comprehensive Exam Preparation - 1-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/ICS program participants may repeat the course twice for a total of three hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9996 Dissertation Proposal Preparation - 1-3 Hours
An independent study facilitating student preparation for the dissertation proposal. PhD/ICS program participants may repeat this course twice for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9997 Dissertation Research - 1-4 Hours
Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

ME 9998 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

New Testament Studies Department Course Descriptions

NT 4030 Beginning Greek I - 4 Hours
Introduction to phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Designed for students with little or no background in beginning Greek. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall.

NT 4031 Beginning Greek II - 4 Hours
Further study in phonology, morphology, and grammar of New Testament Greek, with readings in the Johannine literature or the Thessalonian correspondence and vocabulary development. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Prerequisite: NT 4030. Offered spring.

NT 4038 Greek Review - 3 Hours
Review of the elements of New Testament Greek, giving special attention to vocabulary, verbal forms and grammar. Prerequisite: a minimum of one year of credible undergraduate Greek with a B average. Not for graduate credit. May not be audited unless already taken for credit at Trinity. Offered fall.

NT 5000 Intro to the New Testament - 4 Hours
Introductory survey of the New Testament, including the life and ministry of Christ, apostolic history, New Testament literature, principal critical issues, and the unity and diversity of New Testament theology. This course meets the NT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered spring.

NT 5100 English Bible: - 2-3 Hours
Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the New Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

NT 5210 New Testament Greek Exegesis I - 4 Hours
Study in the use of Greek for the interpretation and application of the New Testament. Included are review of morphology, survey of syntax, introduction to textual criticism, and study of exegetical methodology. Participants must register for the same section of NT 5210-5211-5212 each semester. Placement in a specific section is made by the NT Department based on one of the following prerequisites: the score on Trinity's Greek proficiency test (usually reflecting two years of undergraduate Greek), completion level of NT 4030-4031, or NT 4038. May not be audited unless already taken for credit at Trinity. Offered fall. Note: Registrants should ensure that they also take HM 5000 before or simultaneously with NT 5210 or NT 5211 to meet the NT 6600 prerequisite.

NT 5211 New Testament Greek Exegesis II - 2 Hours
Further study in the use of Greek for the interpretation and application of the New Testament. Participants must register for the same section of NT 5210-5211-5212 each semester. May not be audited unless already taken for credit at Trinity. Prerequisite NT 5210 passed with a C- or better. Offered spring. Note: Registrants should ensure that they also take HM 5000 before or simultaneously with NT 5210 or NT 5211 to meet the NT 6600 prerequisite.
NT 5212 New Testament Greek Exegesis III - 1 Hour
Advanced study in the analysis of selected New Testament passages with a view to sermon preparation. Participants must register for the same section of 5210-5211-5212 each semester. NT 5212 requires simultaneous registration for NT 6600. May not be audited unless already taken for credit at Trinity. Prerequisite NT 5211, and HM 5000 or concurrent registration. Offered spring.

NT 6000 Current Studies in New Testament - 1-4 Hours
Topics selected deal with significant issues related to New Testament studies.

NT 6221 Synoptic Gospels & Johannine Literature - 3 Hours
A survey of the Gospels, the Johannine letters, and the book of Revelation, with more intensive study of selected texts and issues. Included are survey of New Testament background, evaluation of various critical approaches to the Gospels and to the life of Christ, consideration of historical reliability, survey of central theological themes in the teaching of Jesus, the individual Gospels, and the Johannine corpus, and discussion of the hermeneutics of the interpretation of the Revelation. Prerequisites: NT 5210, and NT 5000 (with a grade of C- or better) or passing the NT portion of the Standard Bible Content Test. Audit permitted only with instructor's consent.

NT 6222 Acts, Pauline & General Epistles - 3 Hours
A survey of the Book of Acts, the Pauline epistles, Hebrews, James, 1 and 2 Peter, and Jude, with more intensive study of selected texts and issues. Included are survey of apostolic history, discussion of the historicity and message of the Book of Acts, consideration of the life, mission, and theology of the Apostle Paul, and evaluation of the individual letters in their relationship to apostolic history and the life of the church. Prerequisites: NT 5210, and NT 5000 (with a grade of C- or better) or passing the NT portion of the Standard Bible Content Test. Audit permitted only with instructor's consent.

NT 6600 Preaching from the New Testament - 1 Hour
An interdepartmental "exegesis for preaching" course team-taught by faculty from both the New Testament and Pastoral Theology departments. The course will equip the student to make the transition from exegesis to exposition, to move from text to sermon. Prerequisite or concurrent registration in HM 5000, as well as NT 5211 and 5212. Offered spring.

NT 7260 Romans - 3 Hours
Stress on the theology of Paul, with consideration of the distinctive emphases of the epistle: Paul's teaching on Judaism, salvation history, the power of sin, righteousness, the Holy Spirit, and the future of Israel. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. Offered alternate years.

NT 7270 Corinthian Correspondence - 3 Hours
Historical background and principal theological emphases of these letters addressed to a first-century Gentile church. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. Offered alternate years.

NT 7477 MA Major Comprehensive Exam - 0 Hours
A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

NT 7485 MA Thesis - 0-3 Hours
MA thesis writers register for NT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

NT 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for NT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

NT 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

NT 7605 Matthew - 3-4 Hours
Examination of the structure and theology of Matthew, with special attention to exegesis of specific passages. Prerequisite: NT 5210. Offered alternate years.

NT 7607 Lukan Writings - 3-4 Hours
History and theology in the Gospel of Luke and the Book of Acts. Special attention is given to narrative structure. Passages are selected from both books for study in depth. Prerequisite: NT 5210. Offered alternate years.

NT 7610 Hebrews - 2 Hours
Stress on the technique and method of book study. The distinctive emphases of the book are considered: the person and work of Christ, the philosophy of history, and the use of the Old Testament. Prerequisite: NT 5210. Offered alternate years.

NT 7620 Revelation - 3-4 Hours
Intensive historical, doctrinal, and critical study of the Apocalypse; interpretation of the messages and visions of the book, with consideration of the preterist, historic, idealist, and futurist positions. Prerequisite: NT 5210.

NT 7710 Intertestamental Period - 3-4 Hours
History of the period from the close of the Old Testament canon in the fifth century B.C. to the time of Christ, with special emphasis on the literature and theology of the period. Prerequisites: NT 6221 or 6222 or concurrent enrollment. Offered alternate years.

NT 7720 Backgrounds Early Christianity - 3-4 Hours
Introduction to primary sources and recent literary finds in Judaism, the Hellenistic religions, and the social history of the early Roman Empire; provides a background for the study of the ministry of Jesus and the life and mission of the early church. Offered alternate years.

NT 7730 New Testament History - 3-4 Hours
A study of the origins and the growth of the early church in the context of the history and the culture of the early Roman Empire, with particular attention to historical events, developments, and personalities, including chronological questions, exegetical interpretation of key New Testament and extrabiblical passages, and theological analyses of major trajectories. Prerequisite: NT 5210.
NT 7975 MA/ThM Comp Exam Prep - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

NT 7976 MA or ThM Thesis Proposal Prep - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

NT 8000 Seminar: Current Issues - 2-4 Hours
Issues of importance in New Testament history, criticism, interpretation, and theology discussed in a seminar setting.

NT 8420 Criticism of the Gospels - 3-4 Hours
Seminar in the contemporary literary and historical approaches to the Gospel narratives and the formulation of a constructive position regarding the synoptic problem, the structure of the Gospel narratives, the composition of the fourth Gospel, and the relation of faith and history. Prerequisite or concurrent enrollment in NT 6221. Offered alternate years.

NT 8430 History of NT Interpretation - 3-4 Hours
A survey of the history of criticism of the New Testament primarily from the late eighteenth century to the present. Particular emphasis on the development of critical methodologies, relationships between critical approaches and worldview, and evangelical responses to the key movements. Prerequisites: NT 6221 or 6222 or current enrollment. Offered alternate years.

NT 8610 The Teaching of Jesus - 3 Hours
Study in the methods and content of Jesus’ teaching with collateral reading in the modern interpreters of Jesus. Offered alternate years. Prerequisites: NT 5210, NT 6221, or concurrent enrollment.

NT 8620 Johanneine Theology - 2 Hours
Study in the theology of the Johanneine literature, including critical appraisal of representative modern works. Offered alternate years. Prerequisites: NT 5210, NT 6221, or concurrent enrollment.

NT 8630 Pauline Theology - 2 Hours
Analysis and synthesis of Paul’s letters and related documents (e.g., Acts, the Gospels, the Old Testament) with the goal of better understanding his theology as a whole. Includes evaluation of the New Perspective. Prerequisites: NT 5210, NT 6221, or concurrent enrollment. Offered alternate years.

NT 8640 New Testament Theology - 3-4 Hours
Study of the major themes of New Testament theology, the distinctive contributions of the biblical authors, and the issue of unity and diversity within the canon of the New Testament. Pre/concurrent requisites: NT 5210, NT 6221, or 6222 or current enrollment.

NT 8720 Advanced Greek Exegesis - 2 Hours
Intensive exegetical study of a selected book (usually Acts, 2 Corinthians, the Pastoral Epistles, or Hebrews) or series of texts, evaluating the methods and conclusions of representative commentators in light of recent studies in grammar and textual criticism. Prerequisites: NT 5210, NT 6222, or concurrent enrollment. May be repeated as the instructor varies, register as NT 7501.

NT 8721 Advanced Greek Grammar - 3-4 Hours
Studies in Greek grammar and syntax as they inform New Testament exegesis with special reference to standard grammars and contemporary linguistic discussion. Prerequisites: NT 5211 (with an A- or better); NT 5211; and pre or co-requisite of NT 6221 or 6222. May be repeated as the instructor varies, register as NT 7501.

NT 8722 Septuagint & the New Testament - 2 Hours
History of the version; translation of representative passages; consideration of the Septuagint’s influence on New Testament grammar, lexicography, and theology; interaction with past and current Septuagint scholarship. Prerequisites: NT 5211 and OT 5242.

NT 8723 New Testament Textual Criticism - 2 Hours
Analysis of the materials, history, and principles of New Testament textual criticism with application to selected passages. Prerequisites: NT 5211, NT 6221, or 6222 or current enrollment. Offered on demand.

NT 8911 New Testament Research - 2 Hours
An introduction to the primary sources, the secondary literature, and the major issues related to doctoral level New Testament studies. Students will become familiar with the scholarly editions of Hebrew, Aramaic, Latin, and Greek texts of the Old and New Testament as well as of the contemporary literature of the Hellenistic and Greco-Roman period, and with the lexicons, dictionaries, encyclopedias, and commentaries which scholars use in order to translate and interpret these texts. The major issues and methods of New Testament research are introduced in a discussion of the Synoptic Gospels, the Gospel of John, the Book of Acts, Paul’s Letters, the Catholic Epistles, and revelation, the history of New Testament research, the history of the early church in the first century, and the theology of the New Testament. Students are expected to read at least Hebrew and Greek, preferably also Aramaic and Latin, as well as French or German. Required course for entering students (does not count as a seminar).

NT 8980 ThM Major Research Paper - 0 Hours
ThM participants completing the two capstone research paper option must register for NT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded "C"- or better to receive credit for the paper.)

NT 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for NT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean’s Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

NT 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for NT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

NT 9000 Issues in New Testament Theology - 1-4 Hours
Topics are chosen to reflect research interests of faculty or program participants, or that explore matters of concern to New Testament theology. May be repeated.
NT 9011 Private Study - 0 Hours
In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

NT 9150 Old Testament Quotations in the New Testament - 3-4 Hours
This seminar works through representative quotations and allusions from the Old Testament in the New, in various corpora of the New Testament, in order to probe the difficult questions surrounding the relationships between the Testaments. Interest centers not only on questions of text and form but on the manner in which Old Testament texts are handled in Second Temple Judaism and on the diversity of ways in which the New Testament appeals to the Old, the appropriation techniques involved, and especially the hermeneutical axioms and warrants that explicitly or implicitly underlie such appropriation. An attempt is made to relate such findings to selected larger issues of biblical and systematic theology, in short, how Christians can have a unified canon, preaching, and teaching from the entire Bible.

NT 9160 Missions in the New Testament - 3-4 Hours
This seminar integrates historical and exegetical research with theological reflection and missiological reality. Lectures and seminar papers will focus on the historical presuppositions, the geographical realities, the cultural and religious contexts, the communicative strategies, and the content of the missionary enterprise of the early Christian church.

NT 9175 Mystery in the New Testament - 3-4 Hours
After surveying the possible Hellenistic and Jewish backgrounds of musthvrion, this course examines all the musthvrion passages in the New Testament, taking particular notice of the context and flow of the argument. The concern is not only to gain a competent grasp of these passages but to wrestle with the themes of hiddenness and revelation in the biblical canon and to reflect how these themes are tied to larger theological structures. In particular, it is important to weigh how the same gospel, which is sometimes said to be prophesied under the Old Testament appeals to the Old, and the appropriate techniques involved, and especially the hermeneutical axioms and warrants that explicitly or implicitly underlie such appropriation. An attempt is made to relate such findings to selected larger issues of biblical and systematic theology, in short, how Christians can have a unified canon, preaching, and teaching from the entire Bible.

NT 9220 Acts and Early Christian Historiography - 3-4 Hours
This seminar seeks to examine the theology and narrative structure of the Acts of the Apostles within its literary and historical contexts. Particular attention will be paid to the relevance of OT, and Second Temple Jewish and Greco-Roman historical writings for the understanding of the Lukan portrayal of the early Christian movement. Beyond the emphasis on the material content of these works, this seminar will also focus on the related methodological issues in the interpretation of ancient narrative texts.

NT 9280 Revelation & Apocalyptic Literature - 3-4 Hours
This course will study the Book of Revelation from four perspectives: antecedents (the meaning and use of "apocalyptic" in the ancient world), models (Jewish and Hellenistic apocalyptic works), exegesis (the study of individual texts), and biblical theology (the study of themes in the Book of Revelation).

NT 9735 Advanced Hermeneutics - 3-4 Hours
The course studies the history of hermeneutic theory in this century, especially with regard to current challenges to the possibilities of discovering meaning in the biblical text in the post-Gadamer era, with particular attention to biblical-critical (form, redaction, narrative criticism), sociocritical (liberation, black, feminist), and postmodern (deconstruction, reader response) concerns.

NT 9975 Comprehensive Exam Preparation - 0-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/THS program participants may repeat it once. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9990 Dissertation Proposal Prep - 1-3 Hours
An independent study facilitating student preparation for the dissertation proposal. PhD/THS program participants may repeat this course once for a total of 3 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9991 Dissertation Research - 1-4 Hours
Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

NT 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.
Old Testament and Semitic Languages Department Course Descriptions

OT 5000 Intro to the Old Testament - 4 Hours
An introduction to the literature of the Old Testament, the history of Israel, critical issues of Old Testament formation, method in Old Testament study, and the theology of the Old Testament. This course meets the OT General Comprehensive requirement for MA students and the English Bible competency requirement for MDiv students, who must meet the SBCT requirement. Not for credit in the MA/NT or MA/OT programs. Elective credit in MDiv program. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall.

OT 5050 Geography of Bible Lands - 3 Hours
Examination of the geography of Bible lands, including an analysis of the physical topography of natural regions and ancient sites, an assessment of political and territorial subdivisions, and a diachronic unfolding of those events that have transpired in the land that lend themselves to geographic explanation. The course will suggest and illustrate how some large blocks of biblical material, as well as several entire canonical books, can be significantly nuanced with historical and theological texture as a result of discerning the spatial dimensions embedded in the text.

OT 5060 Devel of the Old Testament Canon - 3 Hours
Study of the formation of the canon, the history of ancient versions, and manuscript transmission, as well as critical analysis of the documentary hypothesis of the Pentateuch, consideration of major critical approaches, and issues of unity, dating, and authenticity of selected Old Testament books.

OT 5075 Biblical Archaeology: Intro to the World of the Old Testament - 3-4 Hours
The relationship between archaeological data and the Old Testament is investigated with special interest in current problems in the field of biblical archaeology, such as the origins of Israel and the United Monarchy. The science of archaeology, fieldwork, and research methods are introduced. (MAARC students enroll for four hours)

OT 5100 English Bible: - 2-3 Hours
Demonstration of inductive Bible study method and treatment of the special teaching of a particular book or books of the Old Testament based on the English text. May be repeated for credit as the book studied changes. Not for credit in the MA/NT or MA/OT programs.

OT 5240 Elementary Hebrew I - 3 Hours
Essentials of biblical Hebrew grammar with emphasis on morphology, phonology, syntax, and vocabulary. OT 5240-5241 is taught in a sequence. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Cap 16.

OT 5241 Elementary Hebrew II - 3 Hours
Further consideration of Hebrew grammar and vocabulary with a focus on the Hebrew weak verb. Designed to prepare the advancing Hebrew student for exegetical study by a detailed consideration of Hebrew syntax and the reading of selected texts. Students must register for the same section both semesters. May not be audited unless already taken for credit at Trinity. Prerequisite: OT 5240 passed with a C- or better. Cap 16.

OT 5242 Hebrew Exegesis - 4 Hours
Application of exegetical methods to selected passages in the Hebrew text of the prophets. The course will equip the student to move from text to sermon and effectively to make the transition from exegesis to exposition. May not be audited. Prerequisite: OT 5241 passed with a C- or better.

OT 5250 Hebrew Reading Skills - 2 Hours
Guided reading in selected passages to develop facility with Hebrew vocabulary and modes of expression, provide continued review of phonology, morphology, syntax, and semantics, and improve reading comprehension. May be repeated for credit. May not be audited. Prerequisite: OT 5241.

OT 6000 Current Studies in Old Testament - 1-4 Hours
Topics selected deal with significant issues related to Old Testament studies. May be repeated for credit.

OT 6215 Pentateuch and Historical Books - 4 Hours
Examination of the Pentateuch (Genesis through Deuteronomy) with emphasis on the historical and hermeneutical questions of Genesis 1:11; the law-grace question and the Ten Commandments; sacrifices, atonement, and the forgiveness of sin; the covenant form; formation of the Hebrew canon; and critical analysis of the documentary hypothesis of the Pentateuch. Analysis of the historical books (Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra-Nehemiah, Esther), with emphasis on biblical narrative and the writing of biblical history, as well as on the biblical account of the conquest, period of the judges, united and divided monarchy, exile, and postexilic period. May not be audited. Prerequisite OT 5242, and OT 5000 (with a grade of "C-" or better) or passing the OT portion of the Standard Bible Content Test. Cap 50.

OT 6217 Poetic and Prophetic Books - 4 Hours
Examination of biblical poetry and Near Eastern background, nature, purpose, and form of the poethical books of the Hebrew Bible (Job, Psalms, Proverbs, Song of Solomon, Ecclesiastes, Lamentations). Consideration of prophecy in the ancient world and selected prophetic themes, e.g., true and false prophecy, the day of the Lord, restoration. Study of the Major and Minor Prophets with particular concern for hermeneutical and theological issues. Exegesis of selected texts. May not be audited. Prerequisite OT 5242, and OT 5000 (with a grade of "C-" or better) or passing the OT portion of the Standard Bible Content Test. Cap 50.

OT 6600 Preaching from the Old Testament - 1 Hour
An interdepartmental "exegesis for preaching" course team-taught by faculty from both the Old Testament and Pastoral Theology departments. The course will equip students to move from exegesis to exposition, from text to sermon. Prerequisites: HM 5000 and OT 5242. Cap 12.

OT 7010 Biblical Aramaic - 3 Hours
Reading of the Aramaic portions of Daniel 2-7 and Ezra 4-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5242.

OT 7014 Extrabiblical Aramaic - 3 Hours
Reading of Aramaic papyri and inscriptions from the first seven centuries of the first millennium B.C., as well as selected Aramaic Targums. Comparison of phonology, morphology, and syntax with biblical Aramaic. May not be audited. Prerequisite: OT 7010.
OT 7020 Akkadian I - 3 Hours
Introduction to the Sumero-Akkadian cuneiform script of ancient Babylonia and Assyria and inductive study of the essentials of the grammar. Reading of selections from the Code of Hammurabi, the Epic of Gilgamesh, the Babylonian Creation Epic, and the Neo-Assyrian royal inscription, with comparisons to the Hebrew Bible. May not be audited. Prerequisite: OT 5242. Offered on demand.

OT 7021 Akkadian II - 3 Hours
Continuation of OT 7020. May not be audited. Prerequisite: OT 7020.

OT 7030 Ugaritic - 3 Hours
Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5242. Offered on demand.

OT 7040 Syriac - 3 Hours
Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 7010. Offered on demand. Cross-list as NT.

OT 7090 Old Testament Theology - 3 Hours
A study of the approaches to the theology of the Old Testament in the last two hundred years with an emphasis on the motifs of creation and redemption as integrative themes and as anticipatory of the coming of Jesus Christ.

OT 7420 Ancient Near Eastern Religions - 3 Hours
A comparative study of religions of the ancient Near East, with special treatment of Mesopotamian, Egyptian, Levantine and Israelite traditions. Various religious studies methodologies will be introduced, and sources for studying Ancient Near Eastern religions will be examined. Topics will be studied comparatively with the Israelite traditions, such as cosmology, temples, priests, popular religion and death/after-life.

OT 7425 Egypt and the Bible - 3 Hours
This course offers a diachronic study of 3000 years of Egyptian history and culture, utilizing archaeological, textual, and iconographic sources. Biblical narratives that are set in Egypt or where Israelite history intersects with Egypt will be examined, with special emphasis on the Hebrew sojourn and Exodus and the period of the Israelite monarchy.

OT 7430 Origins of Israel - 3 Hours
An investigation of the theories and issues related to the origins of Israel with particular emphasis on the textual sources, archaeological evidences, and anthropological models relevant to the question of historical reconstruction.

OT 7432 Warfare in OT and Ancient NE - 3 Hours
Warfare in the Old Testament and Ancient Near East is examined from ideological, religious, strategic, and tactical perspectives by investigating various textual, artefactual, architectural and iconographical sources. Theological and ethical issues will also be raised by study of pertinent biblical passages.

OT 7435 History of Israel - 3 Hours
An investigation of the study of the history of Israel from the origins of the nation to the end of the period of the Hebrew Bible.

OT 7440 History of the Ancient Near East - 3 Hours
An orientation in the world of the ancient Near East which surveys the social, economic, and political history of that region with emphasis on its relation to the Old Testament. Integrated with this material will be geography, archaeology, and the study of institutions as these contribute to an understanding of ancient Near Eastern history.

OT 7455 Field Work in the Middle East - 2 Hours
This course serves as a capstone experience in the MA in Biblical Archaeology program. The student will spend a minimum of three weeks working on an excavation at a site in the world of the Bible that is approved by the Department and will write a paper that will integrate the field experience with an issue in Biblical Archaeology. The course normally will be taken at the conclusion of the first year of residency. Available every semester.

OT 7456 Extension to Fieldwork in the Middle East - 0 Hours
A one-semester extension for OT 7455. Enrollment with consent of the faculty member of record. Extension fee when not enrolled in other courses. Counts as quarter-time academic status. No Credit.

OT 7460 Qumran Scrolls - 3 Hours
A study of select readings from the Dead Sea Scrolls in Hebrew alongside the archaeological finds from Qumran and first century Palestine. Particular attention is given to the contributions that this corpus makes to biblical studies, textual criticism, and the beliefs and practices of intertestamental and New Testament Judaism, as well as early Christianity. Prerequisite: OT 5242.

OT 7477 MA Major Comprehensive Exam - 0 Hours
A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

OT 7485 MA Thesis - 0-3 Hours
MA thesis writers register for OT 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

OT 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for OT 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

OT 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

OT 7610 Biblical Aramaic - 3 Hours
Reading of the Aramaic portions of Daniel 2-7 and Ezra 4-7 and comparison of Aramaic phonology, morphology, and syntax with Hebrew. May not be audited. Prerequisite: OT 5242.

OT 7614 Extrabiblical Aramaic - 3 Hours
Reading of Aramaic papyri and inscriptions from the first seven centuries of the first millennium B.C., as well as selected Aramaic Targums. Comparison of phonology, morphology, and syntax with biblical Aramaic. May not be audited. Prerequisite: OT 7610.
OT 7620 Akkadian I - 3 Hours
Introduction to the Sumero-Akkadian cuneiform script of ancient Babylonia and Assyria and inductive study of the essentials of the grammar. Reading of selections from the Code of Hammurabi, the Epic of Gilgamesh, the Babylonian Creation Epic, and the Neo-Assyrian royal inscription, with comparisons to the Hebrew Bible. May not be audited. Prerequisite: OT 5242. Offered on demand.

OT 7621 Akkadian II - 3 Hours
Continuation of OT 7020. May not be audited. Prerequisite: OT 7020.

OT 7630 Ugaritic - 3 Hours
Guided reading in selected Ugaritic texts. Study of Ugaritic vocabulary, morphology, and syntax. Linguistic comparison of the language and texts with reference to points of contact with the Hebrew Bible. May not be audited. Prerequisite: OT 5242. Offered on demand.

OT 7640 Syriac - 3 Hours
Introduction to Syriac grammar with limited reading of the Peshitta text of the Old Testament. May not be audited. Prerequisite: OT 7010. Offered on demand.

OT 7650 Sumerian - 3 Hours
An introduction to the early cuneiform script and a study of the Sumerian language and literature in its historical context. A substantial part of the course is devoted to reading selected Sumerian texts from royal inscriptions and other genres. May not be audited. Prerequisite: OT 5242. Offered on demand.

OT 7655 West Semitic Inscriptions - 3 Hours
A study of selected extra-biblical Hebrew, Moabite, Philistine, Ammonite and Phoenician inscriptions according to their epigraphic contexts. Particular attention will be given to issues of genre, culture, religion and history as related to the Hebrew Bible. Prerequisite: OT 5242 or consent of the department chair.

OT 7660 Middle Egyptian - 3 Hours
This is an introductory course on the Egyptian language from the period 2100-1400 B.C. The student will learn to read, transcribe and translate hieroglyphs. The grammar and syntax of Middle Egyptian will be covered as well.

OT 7680 Literature of the Ancient Near East - 3 Hours
A study of literature from the Ancient Near Eastern world with special emphasis on literature that is important for reading the Old Testament in its context. The course will include an informed reading in translation of selected texts in representative genres of literature from the various Ancient Near Eastern cultures. The student will develop a methodology for sound comparison with the corresponding biblical genres. Offered every other year.

OT 7975 MA/ThM Comp Exam Prep - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

OT 7976 MA or ThM Thesis Proposal Prep - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.

OT 8000 Seminar: Current Issues - 2-4 Hours
Topics chosen deal with significant issues in Old Testament content, history, introduction, and/or interpretation, and seminar discussion and presentation of advanced research papers. Course titles include the following: Biblical Theology; New Testament Use of the Old Testament; Theological Themes: Isaiah; Old Testament Backgrounds to the Book of Revelation; Issues in Old Testament Ethics; Expository Preaching: Psalms; Poetry in the Pentateuch; History of Old Testament Exegesis; Priestly Theology of the Old Testament; Translation Technique and the Ancient Versions; Synoptic Passages in Old Testament Theology; Use of Critical Methods in Old Testament Study; Puritan Old Testament Exposition; Historiography; Old Testament and Modern Interpreters; History and Theology of Jerusalem; and Rabbinics and Old Testament Interpretation. May not be audited. Prerequisites determined by seminar topic.

OT 8210 Exegesis of Genesis - 3-4 Hours
Consideration of the historical, historical-critical, interpretative, and theological issues in Genesis in the context of careful exegesis of selected passages. May not be audited. Prerequisite: OT 5242.

OT 8230 Exegesis of Psalms - 3-4 Hours
Overview of the Psalter's structure, major genres, themes, theology, and exegesis of representative psalms. May not be audited. Prerequisite: OT 5242.

OT 8250 Exegesis of Isaiah - 3-4 Hours
A text-linguistic study of selected portions of the Hebrew text of Isaiah. May not be audited. Prerequisite: OT 5242.

OT 8720 Advanced Hebrew Exegesis - 3-4 Hours
Exegesis of selected texts with special attention to relevant theological issues. Attention to the book’s structure, central themes, and historical, cultural, and literary contexts may also be included. May be repeated for credit. Prerequisite: OT 5242.

OT 8723 Old Testament Textual Criticism - 3-4 Hours
Introduction to the textual critical study of the Old Testament and its relationship to other areas of Old Testament study. Consideration is given to the goals and methodology of Old Testament textual criticism and the ancient versions as translations. Analysis of selected texts, comparing the readings of the Masoretic Text with selected ancient versions. Prerequisite: OT 5242. Offered on demand.

OT 8729 Advanced Hebrew Studies - 3-4 Hours
Study of linguistic, methodological, and historical issues related to the Hebrew language. Course titles include Advanced Hebrew Syntax, Historical Hebrew Grammar, Hebrew Lexicography and Semantics, and Postbiblical Hebrew. May be repeated for credit. Prerequisite: OT 5242.
OT 8811 History & Archaeology of the Ancient Near East I - 3 Hours
A careful study of the Ancient Near Eastern world with special focus on Mesopotamia and Egypt. The course will survey the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of ancient Near Eastern history and culture. Offered every even year in the fall semester.

OT 8812 History & Archaeology of the Ancient Near East II - 3 Hours
A careful study of the Ancient Near Eastern world with special focus on Syria, Anatolia, Palestine, and Transjordan. The course will surveys the cultural, social, economic, and political history of the various regions based on primary source material with special emphasis on relationships to the Old Testament. The course will integrate textual, archaeological, geographical, and institutional resources as these contribute to an understanding of ancient Near Eastern history and culture. Offered every odd year in the spring semester.

OT 8911 Old Testament Studies I: Pentateuch & Historical Books - 2 Hours
The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Prerequisite: OT 5242 (master’s) or Hebrew language proficiency (doctoral). Offered each fall. No auditors.

OT 8912 Old Testament Studies II: Poetic and Prophetic Books - 2 Hours
The course provides participants committed to the field of Old Testament studies with a disciplined approach to the language, grammar/syntax, methodology, and rigors of the academic study of the Old Testament. Offered each spring. No auditors. Prerequisite: OT 8911.

OT 8980 ThM Major Research Paper - 0-1 Hours
ThM participants completing the two capstone research paper option must register for OT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded “C”- or better to receive credit for the paper.)

OT 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for OT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

OT 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for OT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

OT 9000 Issues in Old Testament Theology - 1-4 Hours
Topics reflect research interests of faculty or program participants or that explore matters of concern to Old Testament theology. May be repeated.

OT 9001 Guided Research - 1-4 Hours
Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

OT 9011 Private Study - 0 Hours
In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.

OT 9210 Exegesis of Genesis 1-11 - 3-4 Hours
A seminar on Genesis 1-11 that focuses on the five primary features of biblical exegesis: textual criticism, grammar and syntax, semantics, literary analysis, and biblical theology.

OT 9410 History of the Hebrew Bible - 3-4 Hours
A study of the textual evidence and theories regarding the compositional growth, progressive canonical development and recognition, and manuscript transmission of the books of the Old Testament from the 15th century B.C. down through the Masoretic period. The course will also consider the issue of intertextual reference and interpretation within the Old Testament and its contribution to our understanding of the historical growth and development of the Hebrew Bible.

OT 9710 Old Testament Theological Syst - 3-4 Hours
Analysis and critique of the goals of various Old Testament theological systems and their methodologies. Special emphasis on the role of the exegetical method in the formulation of Old Testament theological concepts.

OT 9925 Historiography: The Theology of Writing History - 3-4 Hours
This course will focus on the problems of general historiography and consider biblical historiography. Questions of selectivity, literary artistry, point of view, purpose, use of sources, and the author’s theology that emerges from these will be studied. Course content will focus on biblical historiography in 1-2 Samuel, 1-2 Kings, and 1-2 Chronicles.

OT 9975 Comprehensive Exam Preparation - 0-3 Hours
An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.
OT 9990 Dissertation Proposal Prep - 0-3 Hours
An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat this course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9991 Dissertation Research - 1-4 Hours
Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

OT 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.

Pastoral Theology Department Course Descriptions

HM 5000 Theology and Methodology of Biblical Preaching - 2-3 Hours
Theological foundations for preaching and sermon preparation with emphasis on biblical integrity and structural soundness. Lecture sessions must be taken concurrently with HM 5001. Offered Quad A fall and spring.

HM 5001 Preaching Lab - 0 Hours
Lab sessions must be taken concurrently with HM 5000. Offered Quad B.

HM 5010 Preaching for Partners - 1-2 Hours
This course offers the basics of preaching and encouraging those who preach. Not applicable toward the MDiv degree.

HM 6000 Current Studies in Homiletics - 1-4 Hours
Topics selected deal with significant issues related to homiletics.

HM 6610 Preaching Narrative - 1 Hour
Homiletics laboratory to provide students with opportunities to preach from narrative texts. Introductory lectures will focus attention on the hermeneutical and homiletical demands of that genre. Prerequisite: HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6620 Preaching Poetry and Prophecy - 1 Hour
Homiletics laboratory to provide students with opportunity to preach from poetic or prophetic texts. Introductory lecturers will focus attention on the hermeneutical and homiletical demands of those genres. Prerequisite: HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6630 Preaching the Parables of Jesus - 1 Hour
Homiletics laboratory to provide students with opportunity to preach from the parables of Jesus. Introductory lectures will focus attention on the hermeneutical and homiletical demands of that genre. Prerequisite: HM 5000. Pre- or corequisite (select one): OT 6216, OT 6217, NT 6221, NT 6222. Offered fall and spring.

HM 6700 Preaching Biblical Doctrine - 2 Hours
Procedures for the preparation and presentation of sermons based on biblical doctrine. Prerequisite: HM 5000. Offered on demand.

HM 6710 Hermeneutical Foundations of Preaching - 2 Hours
Study of the principles of hermeneutics in the context of the task of sermon preparation. Special attention given to the interpretation and appropriate application of the various biblical genres. Prerequisite: HM 5000.

HM 6715 Hermeneutical & Homiletical Foundations of Preaching - 3 Hours
Focus on the hermeneutical and homiletical skills needed to develop biblical sermons with relevance to the urban setting. Offered only at the South Chicago Regional Center.

HM 7210 Expository Preaching of a Biblical Book - 2 Hours
Procedures for handling a biblical book as a unity and planning and presenting a series of sermons on that book. May be repeated. Prerequisite: HM 5000. Offered on demand.

HM 7260 Evangelistic Preaching - 2 Hours
Preparation and presentation of sermons for various evangelistic and conference occasions. Prerequisite: HM 5000.

HM 7280 Preaching on Contemporary Problems - 2 Hours
Using advanced methods, sermons on personal, community, and world problems are prepared and delivered. Prerequisite: HM 5000. Offered on demand.

HM 7310 Genre-sensitive Preaching I:OT Narrative, Epistles, and Wisdom Literature - 3 Hours
This course provides a teaching practice and laboratory to provide students with tools, models and opportunities for practicing teaching from Old Testament (OT) Narrative, Epistles, and Wisdom Literature. Lectures will focus attention on the exegetical demands of those genres, specifically concerning how to study these texts for teaching and preaching. Course available only through Simeon Trust.

HM 7311 Genre-sensitive Preaching II:Prophetic, Apocalyptic, and Gospel/Acts - 3 Hours
This course provides teaching practice and laboratory to provide students with tools, models and opportunities for practicing teaching from Prophetic, Apocalyptic, and Gospels/Acts. Lectures will focus attention on the hermeneutical and homiletical demands of those genres, specifically concerning how to study these texts with an eye towards teaching and preaching. Course available only through Simeon Trust.

HM 7315 Preaching and Biblical Theology - 3 Hours
This course provides a teaching practice and laboratory to give students tools, models and opportunities integrating the disciplines of Biblical Theology and preaching. Lectures will focus attention on the exegetical demands of Biblical theology, specifically concerning how to study for teaching and preaching. Course available only through Simeon Trust.
HM 7400 Seminar: History of Preaching - 2 Hours
Biographical and sermonic survey of homiletical and rhetorical theory and of Christian preaching from apostolic times through lectures and research with application to the improvement of preaching in our own time.

HM 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

HM 8000 Seminar: Current Issues - 1-3 Hours
Seminar discussion and advanced individual research on topics dealing with significant issues in homiletics. Pre or co-requisite HM 5000.

PT 5000 Personal Assessment and Introduction to Ministry - 1 Hour
Designed to assist in personal assessment of character temperament, learning style, talents, abilities and gifts, ministry and relational skills, and other traits relevant to ministry. Based on these assessments, students will develop a personal plan to accomplish their goals through course work and an integrative paper. Should be taken during first or second semester of enrollment. A materials fee will be charged for this course.

PT 5090 Field Education - 0 Hours
Specific subject sections noted below or as arranged with the Director of Field Education. Contact the Field Education Office, or review the online materials for current descriptions of these areas. Prerequisite: Completed Field Education Orientation (a one-hour session offered during the first week of the fall and spring semester; contact the Field Education Office for dates) or have passed the Field Education Orientation Quiz. Once completed, students are cleared for course enrollment in a Field Education course. Repeatable as needed in the program. Credit / No Credit. Subject sections include the following: Academic Teaching (section 1), Adult Education (section 2), Campus Ministry (section 3), Chaplaincy (section 4), Children and Youth Ministries (section 5), Church Planting (section 6, Compassion and Justice Ministries (section 7), Counseling Ministries (section 8), Cross-Cultural (see PT 5095), Discipleship (section 9), Educational Ministries (section 10), Evangelism (section 11), Leadership and Administration (section 12), Media (section 13), Music and Worship (section 14), Pastoral Ministries (section 15), Urban Ministries (section 16), Women's Ministries (section 17)

PT 5095 Field Education: Cross Cultural Ministries - 0 Hours
Required Field Education course for MDiv students. Contact the Field Education Office, or review the online materials for current description. Credit / No Credit.

PT 5145 Introduction to Urban Structure and Context - 2 Hours
An examination of the history of urbanization with special attention to recent urban trends. Analysis of urban systems in the metropolitan context, with focus on the dynamics, problems, and opportunities in the central city. Students are challenged to reflect on the implications for ministry and the mission of the church in an urban environment. Offered only at the South Chicago Regional Center.

PT 5150 Introduction to Church Planting - 3 Hours
This course will provide the student with an overview of the theology, theory, and practice of a church-planting ministry. Special attention will be given to a model of evangelism for church planting, to the Pauline cycle, and to contemporary models of church planting. A preliminary assessment component for church planters is also included.

PT 5155 Church Planting Boot Camp - 3 Hours
Church Planting Bootcamp provides an introduction to the major start-up issues the planter faces. The objective is to provide a theological foundation and practical ministry skills that will enable the planter to start healthy, growing, reproducing churches. Four stages of church planting: preparation, conception, development, and birth stage are explored. Offered each May.

PT 5000. Pre- or corequisite: PT 7210. Offered fall and spring.

PT 5155 Advanced Church Planting - 2 Hours
Students will investigate church planting from a practitioner's point of view. Particular attention will be given to leadership styles and skills, recruitment and training of leaders, and the integration of church growth principles with the practice of church planting. Prerequisite: PT 5150.

PT 6000 Current Studies in Pastoral Theology - 1-3 Hours
Topics selected deal with significant issues related to pastoral theology.

PT 6155 Advanced Personal Ministry Development - 1 Hour
A course designed to build on undergraduate study in ministry formation and personal assessment. The course will help students (a) gain a proactive engagement with the learning outcomes of the MDiv program, (b) understand and engage in a biblical model of spiritual formation for ministry, (c) reflect on personal history and assessment instruments, and (d) develop a spiritual and ministry development plan for the MDiv program. Enrollment limited to AP MDiv students only with instructor consent.

PT 6215 Personal Spiritual Formation for Ministry - 2 Hours
An exploration of the culture and dynamics of spiritual life, with special attention given to the nurture of the inner life through spiritual disciplines and participation in Christian community. The course is designed to promote the leading of an exemplary Christian life amid the pressures of school and ministry.

PT 6300 Intro to Chaplain Ministries - 2 Hours
The course will assist participants in exploring and evaluating various chaplaincy options as full or part-time ministry vocations. Though primary emphasis will be given to military and institutional chaplaincies (hospital, hospice, prison, etc.), other options will also be discussed including corporate, law enforcement, National Park, university, and Civil Air Patrol.

PT 7210 Pastoral Practices - 2-3 Hours
A survey of the biblical foundations, qualifications, practices, and pitfalls of pastoral ministry in the context of the local church. Students will consider the importance of God's call to pastoral ministry and how to maintain health and balance in the pastorate. Instructors will seek to foster wisdom that will assist students in various pastoral roles and settings. Prerequisite: PT 5000. Offered fall and spring.

PT 7220 Pastoral Leadership - 2-3 Hours
Foundational insights concerning how pastors exercise leadership in local churches with emphasis on the ways a biblical theology of ministry informs practice. Students will critically engage contemporary perspectives on leadership in the light of a growing understanding of Scripture and the world into which they have been called. Prerequisite: PT 5000. Pre- or corequisite: PT 7210. Offered fall and spring.
PT 7225 The Essence of Biblical Leadership - 2 Hours
In recent years the issue of leadership has occupied a great deal of our thinking and attention. There is no shortage of resources and seminars on the subject. To be sure, there needs to be the infusion of fresh, godly, biblical leadership who are filled with the compassion of Christ and who are committed to advancing His Cause. But what is distinctively Christian leadership? What does the Bible teach about leadership? What is the relationship between leadership and our effectiveness in ministry? These and other questions will be addressed in the course.

PT 7280 Christian Worship - 2-3 Hours
The importance, basic meaning, and historical background of Christian worship, with attention to principles, plans, methods, and resources for worship planning. Offered fall and spring.

PT 7281 Christian Worship Lab - 1 Hour
Building on the Christian Worship course, this lab provides further study and practice for students in the areas of worship planning, formulating and leading corporate prayer, and the public reading of Scripture. Pre- or corequisite: PT 7280. Offered Quad B each semester. Cap of 12.

PT 7410 Denominational History & Polity - 1 Hour
Designed for students seeking a greater understanding of, or anticipating possible placement within, a particular Christian denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. This is an independent study course, enabling the student to work with a pastor/administrator from, and study the history and polity of, a denomination other than the EFCA. To register for course, the student must contact the professor of record to receive clearance. Before registering, the student must select a denominational representative, and the representative must be approved by the professor of record according to TEDS standards for supervision. This class may be taken as an alternative to PT 7412 Comparative Denominational Reading Course, or PT 7415 EFCA History and Polity. Offered every semester.

PT 7412 Comparative Denominational - 1 Hour
Designed for students seeking a greater understanding of two denominations in order to explore and envision how God might use them to serve in ministry, by possibly aligning with one of them. This is an independent study course with attention paid to history, polity, doctrine, missionary outreach, and current trends. To register for course, the student must contact the professor of record to receive clearance. Before registering, the student must select two denominations and submit a proposed reading list for comparing them. This class may be taken as an alternative to PT 7410 Denominational History and Polity Reading Course, or PT 7415 EFCA History and Polity. Offered every semester.

PT 7415 Evangelical Free Church History and Polity - 1 Hour
Designed for students seeking a greater understanding of the EFCA or anticipating possible placement within the denomination. Attention paid to history, polity, doctrine, missionary outreach, and current trends. Students are challenged to consider these distinctives in relation to their own concepts of ministry context and potential. Offered fall and spring.

PT 7440 Seminar for Placement - 1 Hour
Seminar designed for senior students who will be seeking placement in various local church ministries. Intended to help students present themselves for greatest possible consideration by prospective churches with an understanding of evaluating appropriate fit in particular ministry settings for long-term fruitfulness. Particular attention paid to ministry transitions and the candidating process. Recommended for students desiring to use the services of the Placement Office. No ThM credit.

PT 7450 Urban Ministry Practicum I - 3 Hours
Focus: urban church education. A practicum that aims to develop skills in structuring Christian education curricula for a particular urban church setting. Opportunities for the student to acquire or increase practical experience and skill in working in, or restructuring, such areas as Sunday school evaluation, curriculum evaluation and selection, and adult education programming with the unique opportunities and problems of the city in mind. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7451 Urban Ministry Practicum II - 3 Hours
Focus: organization and administration of the urban programs of the church. A practicum that aims to develop increased skills in management, leadership, and development of leaders. Special attention given to practical organizational and administrative problems in an urban church setting. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7452 Urban Ministry Practicum III - 3 Hours
Focus: theology of urban ministries. A practicum that aims to help students develop and reflect upon doctrinal, philosophical, and practical bases for functioning effectively in the city. Enrollment limited to MA in UM students. Offered only at the South Chicago Regional Center.

PT 7460 MDiv Capstone Seminar - 1 Hour
A capstone seminar integrating MDiv program components from the classroom and field experiences with the participant’s philosophy of ministry. Emphasis upon the application of ministerial wisdom in ministry dilemmas through case-study exploration. To be taken concurrently or after PT 7465/7466 Internship.

PT 7465 MDiv Internship (Part-time) - 1 Hour
Designed for MDiv or MA/ICS students completing the internship during two consecutive semesters and averaging a minimum of 15 hours per week. Specific subject sections noted below or as arranged with the Director of Internship. Contact the Supervised Ministries Office, or review the online materials for current descriptions of these areas. Considered half-time academic status. Prerequisites: all required PT 5090 and PT 5095 Field Education courses, MDiv or MA/ICS candidacy, the completed Internship Orientation or Internship Orientation Quiz, and written consent of the Director of Internship or ME Department Chair via the Internship Approval Interview. MDiv students should take PT 7460 during or after PT 7465. Repeatable as needed. Letter grade only. Subject sections include the following: Academic Teaching, Adult Education, Campus Ministry, Chaplaincy, Children and Youth Ministries, Church Planting, Compassion and Justice Ministries, Counseling Ministries Discipleship, Educational Ministries, Evangelism, Intercultural Ministries, Leadership and Administration, Media, Music and Worship, Pastoral Ministries, Urban Ministries, Women’s Ministries.

PT 7466 MDiv Internship (Full-time) - 2-3 Hours
Designed for MDiv or MA/ICS students completing the internship during one semester, averaging at least thirty hours per week. Specific subject sections noted above or as arranged with the Director of Internship. Contact the Supervised Ministries Office, or review the online materials for current descriptions of these areas. Considered full-time academic status. Prerequisites: all required PT 5090 and 5095 Field Education courses, MDiv or MA/ICS candidacy, the completed Internship Orientation or Internship Orientation Quiz, and written consent of the Director of Internship or ME Department Chair via the Internship Approval Interview. MDiv students should take PT 7460 during or after PT 7466. Repeatable as needed. Letter grade only. See PT 7465 for subject sections.
PT 7471 Urban Ministry Project Design/Research - 2 Hours
Research and design for professional projects involving pastoral ministry and outreach in an urban context. Includes a careful statement of specific project activities, measurable objectives, and evaluation procedures. Prerequisite: completion of all classroom studies in the MA in UM. Offered only at the South Chicago Regional Center.

PT 7472 Urban Ministry Project Report - 3 Hours
Implementation of the project designed in PT 7471, including adjustments as necessary to meet the needs of participants. Prerequisite: PT 7471. Offered only at the South Chicago Regional Center.

PT 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PT 7710 Maintaining Unity & Purity in the Church - 3 Hours
This course explores the nature of the unity of the church and its grounding in the triune nature of God and his reconciling work in Christ. Specifically addressed are issues of unity between churches (ecumenicity); multiethnic, intergenerational, socio-economic, and gender unity in the church; and doctrinal and moral dimensions of the unity of the church.

PT 7720 Perseverance, Assurance & Ministry - 3 Hours
This course is a study of the soteriological issues of the perseverance of the saints and the assurance of salvation and their impact on pastoral ministry. Topics to be considered will include biblical and theological frameworks for understanding these doctrines, the goal of pastoral ministry in light of these doctrines, preaching, especially from the warning passages of Scripture, pastoral care, especially in times of suffering, dealing with doubt, discipleship of believers at various points in their spiritual journeys, and evangelism and the offer of assurance.

PT 7722 Developing a Healthy Congregational Culture - 2 Hours
This course will explore a topic that is critical in the life of the church and yet is often overlooked: the formation of a congregational culture. In various ways, congregational culture impacts the shaping of the identity, mission, and spiritual formation of all local churches. However, the formation of the congregational culture becomes even more critical when a congregation is facing the challenge of forming or maintaining generational, ethnic, or socio-economic class diversity. In this course, we will seek to understand what congregational culture is, why it is so essential in the formation of a healthy church, and how it is formed.

PT 7724 Ministry in Under-Resourced Communities - 3 Hours
This course aims to equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) What means of structural change, if any, are allowable and most appropriate for Christians today? (3) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty?

PT 7820 Developing Asian American Min - 2 Hours
Given the Asian American church's unique socio-cultural setting and the particular set of challenges it faces, how should it care for its people and carry out its mission to the world? This course will examine the Asian American church experience from historical, sociological, and theological perspectives and then explore some of the models/approaches of ministry that might be appropriate for this particular context.

PT 7842 Understanding the Urban World - 2 Hours
The main focus of the course will be on modern and postmodern patterns of urbanization. Urban systems will be analyzed in their metropolitan as well as global contexts, and special attention will be given to the social, cultural, and economic restructurings that are taking place within the city. The student will be continually challenged to reflect on the unique ministry and mission implications that the urban context poses for the whole church.

PT 7848 Ministry of the Urban Church - 2 Hours
Through the lens of a biblical understanding of the church and its purposes, this course will examine the urban environment, with focused attention on the central city, the poor, and ethnic/minority communities as a context for ministry. The special needs in these contexts will be examined and related to the ministry challenge of the local church. The ministry task of the local church will in turn be examined in terms of the pastoral leadership role, including the personal dimensions of the minister's life and preparation, as well as the actual practice of ministry.

PT 7860 Social & Cultural Exegesis - 2-3 Hours
This course seeks to equip the student to critically analyze the social and cultural context of today's changing world from a biblical and theologically informed perspective. Special attention will be given to the social processes that have historically shaped our culture, from the post-1800s urbanization to postmodernism. The course will then seek to help the student to understand the dialectic relationship between the church and its surrounding culture/society and the church's prophetic call to be a change-producing agent.

PT 7870 Ministry of Mercy & Justice - 2 Hours
To equip students with biblical motivation and strategies for serving those who are in need in their communities. There are three course objectives, each of which involves the student developing a desire and ability to answer effectively the following three questions: (1) Do Christians have a responsibility to help meet not only the spiritual but also the material (social, economic, political) needs of people? (2) What means of structural change, if any, are allowable and most appropriate for Christians today? (3) How can Christians respond to particular contemporary challenges such as those posed by family breakdown, the media, business, racism and poverty?

PT 8000 Current Issues - 2-3 Hours
Seminar discussion and advanced individual research on significant issues in pastoral theology.

PT 8980 ThM Major Research Paper - 0-1 Hours
ThM participants completing the two capstone research paper option must register for PT 8980 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded "C"- or better to receive credit for the paper.)

PT 8985 ThM Thesis - 0-3 Hours
ThM thesis writers register for PT 8985 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.
PT 8986 ThM Thesis Extension - 0 Hours
A total of three semesters extension for PT 8986 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

**Biblical and Systematic Theology Department Course Descriptions**

**ST 5000 Survey of Doctrine - 3 Hours**
This course covers the nature of theology, revelation, Scripture, the triune God, creation, providence, humanity, sin, the person and work of Christ, the person and work of the Holy Spirit, salvation, the church, the church and Israel, the last things. Students enrolling in ST 5101, 5102, or 5103 may not enroll in this course. This course does not satisfy core theology requirements in the MDiv program. Required for MA/CM and MA/MHC students. Offered spring.

**ST 5101 Theology I: Intro to Theology - 3 Hours**
This course begins by clarifying the nature, method, and necessity of theology. Discussion then moves to the doctrine of Scripture, including revelation, inspiration, illumination, and inerrancy. This course concludes with the study of the existence and nature of God (including the Trinity), God's works of creation (including angels), and providence. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring.

**ST 5102 Theology II: Christ, Man, Sin & Salvation - 3 Hours**
This course covers the study of the person and work of Christ. It treats the nature of man both as a creature and as a sinner, including original sin, imputation of sin, and the nature and consequences of individual acts of sin. Discussion focuses on both the atoning work of Christ and on the application of the work of Christ by the Holy Spirit that runs from election through conversion and justification all the way to glorification. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring.

**ST 5103 Theology III: Holy Spirit, Church, Last Things - 3 Hours**
This course begins with the study of the person and work of the Holy Spirit. Focus then shifts to the doctrine of the church. Topics include the nature, mission, function, organization, and ordinances of the church, the use of the gifts of the Holy Spirit in ministry, and the relation of Israel to the church. The course concludes with a treatment of the Last Things in relation to individuals (including the intermediate state and the resurrection of the body) and in relation to the following corporate groups: the church, Israel, and the nations. This course meets one ST General Comprehensive requirement for MA students. Auditors are not permitted in General Comp courses unless they have taken previous undergraduate course work in the subject or are not intending to complete the MA program. Offered fall and spring.

**ST 5200 Christian Ethics - 3 Hours**
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church and the minister, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian's relation to society and the state.

**ST 6000 Current Studies in Systematic Theology - 1-4 Hours**
Topics selected deal with significant issues related to systematic theology.

**ST 6011 Global Theologies - 2 Hours**
The Northside Chicago Theological Institute is a consortium of five theological seminaries on the north side of Chicago that jointly sponsors a Global Theologies course each fall. The course is conducted in a one-evening and two-weekends retreat format on the campus of St. Mary of the Lake Seminary in Mundelein. Globalization has produced an increased encounter between different cultures and religions. These encounters have brought new questions to theology which never before have been asked. The questions challenge Christian theologians to think anew about the basic doctrines of the faith. The seminar will explore dimensions of theology opened by globalization, such as "Christology: Christ as Healer and Ancestor in Africa," "Anthropology: Human Identity in Shame-Based Cultures of the Far East," and "Pneumatology: The Holy Spirit in Latin American Pentecostalism." Discussion of these topics will be led by the diverse faculty of NCTI and ACTS and will seek to include a variety of perspectives: Roman Catholic and Protestant, Ecumenical and Evangelical. Special attention will be paid to how these questions present challenges to evangelism, apologetics and ecumenism. A minimal meal/lodging fee is charged. May be repeated as topic changes. Credit / No Credit. Offered fall.

**ST 6700 Personhood in Theological & Philosophical Perspective - 3 Hours**
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage.

**ST 6710 Wesleyan Theology - 3 Hours**
An introduction to the theology of John Wesley and a survey of subsequent theological developments in what became known as Wesleyan doctrine from the early nineteenth century to the present. The survey will include representative theologians from the broader family of Methodism with emphasis on those within the United Methodist tradition.

**ST 7070 Models of Sanctification - 3 Hours**
A course involving a biblical and theological investigation of several models of sanctification held within Christian movements and denominations. Emphasizes understanding of each model, as well as encouraging students to develop their own biblically based model capable of implementation within a ministry context.

**ST 7395 Hermeneutics - 3 Hours**
The science of biblical interpretation with examination and explanation of the various systems of such. Using selected passages of Scripture, the disciplines necessary in biblical interpretation come to be understood and developed.

**ST 7477 MA Major Comprehensive Exam - 0 Hours**
A department-specific Major Comprehensive Exam required in some MA programs. Registration should be completed at the beginning of the semester for the regularly scheduled exam date later that semester. Credit is posted when the Exam is passed; No Credit if the Exam is failed or not completed.

**ST 7485 MA Thesis - 0-3 Hours**
MA thesis writers register for ST 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.
ST 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for ST 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

ST 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

ST 7505 Use of Scripture and Theology - 3 Hours
This course examines the manifold ways in which theologians, ancient and modern, evangelical and non-evangelical, Western and non-Western, view and especially use Scripture to formulate theological proposals, with regard both to Christian doctrine and practice. The course compares prominent schools of interpretation within the broader theological landscape and constructively suggests ways to extend the logic of Scriptural teaching into contemporary contexts. The twin questions, "What does it mean to be biblical?" and "How ought biblical authority actually work?" are addressed by developing an account of how the ancient biblical writings that comprise Scripture (divine discourse) generate and govern contemporary theological understanding and practice. Several case studies are employed to help students learn how to move from biblical exegesis to systematic theological reflection, and thus to become self-consciously evangelical theologians who know how rightly to handle the word of truth.

ST 7510 Survey of Contemporary Theology - 3-4 Hours
Background and development of modern theological movements (The New Catholicism, Liberalism, Fundamentalism, Neoorthodoxy, and so on) and individual representatives of such (Kierkegaard, Barth, Brunner, Bultmann, R. Niebuhr, Tillich, Cullmann, Kung, Rahner, Moltmann, Schillebeeckx, Pannenberg, et al.).

ST 7612 Technology and Culture - 3-4 Hours
Technological innovations of the past 200 years have defined the modern world. Human inventions have left indelible marks on culture and civilization. By all accounts, the twenty-first century will be the information and biotechnology century. Historically, Christians have responded differently to technology-some repudiating it, others embracing it. This course will analyze the impact of technology on contemporary culture and the church, including the movement from papyrus to cyberspace and from pottery to cloning. Students will be equipped to think Christianly about technology.

ST 7710 Biblical and Theological Anthropology: Race, Ethnicity, Nationality - 3-4 Hours
The doctrine of humanity, "faith seeks understanding" of humankind and the world of human making coram Deo, before God are examined in this course. Participants will interact critically and constructively with an array of theoretical perspectives (in biblical and theological studies and philosophical, social scientific and historical research) relevant to "race," ethnicity and nationality: schemas by which contemporary human social existence is interpreted, ordered, and altered. We will develop a theological framework and a multi-disciplinary matrix of theories and concepts with which to (1) assess past and present instantiations of these various forms of community and models of social identity, and (2) discern which aspects are more and less commensurate with the normative patterns set forth in the Scriptural account of the drama of creation and redemption. This course aims to equip participants to engage in more acute analysis of prevalent assumptions, truth-claims, values, and practices (held by unreflective Christians and non-Christians alike) in the various sociocultural contexts in which they live, in order to bring authentically Christian patterns of embodied witness and practice to bear within their spheres of influence.

ST 7715 Political Theologies - 3-4 Hours
A course designed to clarify what constitutes a "political theology" and to investigate the biblical and theological bases of representative political theologies. Discussion focuses around such systems as liberation theology, black theology, and feminist theology.

ST 7720 New Testament Ethics - 3-4 Hours
The study of various approaches to this type of biblical engagement, serves as a starting point for this course. It considers further methodological considerations for the determination of what specific biblical passages can contribute to the formulation of specific ethical standards. Issues that will recent significant attention include: divorce and remarriage, responses to warfare, racial/ethnic conflicts, homosexuality, and abortion.

ST 7911 Colloquium in Systematic Theology - 1 Hour
Integrative seminar for all students majoring in theology on various topics of contemporary concern. May be repeated. Credit / No Credit.

ST 7975 MA/ThM Comp Exam Prep - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

ST 7976 MA or ThM Thesis Proposal Prep - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.
ST 7980 MA Major Research Paper - 0-1 Hours
MA participants completing the two capstone research paper option must register for ST 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

ST 8000 Seminar: Current Issues in Theology - 2-4 Hours
Lectures or seminar in a distinctive area of biblical or systematic theology; topics chosen in relation to the special competence of resident and visiting faculty, as well as current interests and needs.

ST 8030 The Problem of Evil - 3-4 Hours
An examination of one of the traditional problems for Christian theism. After initially clarifying the nature of this attack against theism, discussion turns to different defenses and theodicies offered in response to this problem. Treatment will cover the problem in both its logical and evidential forms.

ST 8040 Justification - 3-4 Hours
This course considers the biblical and theological foundations of this doctrine. It explores these foundational elements incorporating a historical perspective. Influential thinkers will be studied in the flow of important eras in the Church ranging from the time of Augustine to contemporary discussions. Recent conversations between members of the Protestant camp and Roman Catholics on justification, as well as on the New Perspective, will be engaged.

ST 8050 Pneumatology - 3-4 Hours
A study of the person and work of the Holy Spirit, including a defense of His deity and personality, his work in the Old Testament, the life of Christ, and the New Testament era, as well as discussion of contemporary issues related to this doctrine, such as tongues, divine healing, and prophecy.

ST 8310 Theology of Augustine - 3-4 Hours
Augustine stands as a foundational thinker in Roman Catholic, Protestant, and Orthodox traditions. He was a critical thinker at a critical time in the life of the Church. This course will consider the life and times of Augustine as informing elements in his theological development. Some of his best known works will be read and discussed to identify particular theological stances. These stances were also affected by what he saw as specific challenges to biblical faith arising from movements, such as Manichaeism, Donatism, and Pelagianism.

ST 8360 Karl Barth - 3 Hours
A critical analysis of the origins, developments, and major contours of Barth's theology from his earliest writings to his later Church Dogmatics through a study of selected primary texts. Special attention will be given to Barth's theological method, hermeneutics, and doctrine of the Word of God, as well as to other central theological topics (e.g., election, providence, the relation of dogmatics to ethics).

ST 8390 Recent & Contemporary Theologians - 3-4 Hours
Lectures or seminar in the work and writing of an important theologian of the present or recent past. Theologians selected for study reflect the special competence of resident and visiting faculty.

ST 8410 Theology in Contemporary Literature - 3 Hours
Works by authors such as Melville, Dostoevsky, Conrad, Shaw, Beckett, Updike, Lewis, Tolkien, Eliot, Auden, Williams, Fry, Buder, Joyce, Camus, Kafka, Faulkner, Salinger, and MacDonald are read and analyzed, and their theological perspective and implications are discussed. Offered on demand.

ST 8720 Postmodern Theology - 3 Hours
A study of the postmodern situation and of the various theological responses to which it has given rise. The first part of the course examines recent attempts to distinguish the modern from the postmodern. Special attention will be given to studying eight types of theological responses to the postmodern condition.

ST 8730 Theology of the Spirit World - 3-4 Hours
This course facilitates an exploration of the relationship between the material world and the spiritual world. "God's Covenant-Kingdom" (Sykmann) serves as an organizing structure for particular topics. These include: the nature of God's providence, spiritual warfare, necromancy, ancestor worship, and magic.

ST 8890 ThM Major Research Paper - 0-1 Hours
ThM participants completing the two capstone research paper option must register for - 8890 in their department concurrent with registration for the advanced elective course in which they are writing a ThM capstone research paper. Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded "C"- or better to receive credit for the paper.)

ST 8895 ThM Thesis - 0-3 Hours
ThM thesis writers register for ST 8895 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department.

ST 8896 ThM Thesis Extension - 0 Hours
A total of three semesters extension for ST 8896 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status for the first semester, quarter time thereafter. No Credit.

ST 9000 Issues in Systematic Theology - 1-4 Hours
Topics are chosen to reflect research interests of faculty or program participants or that explore matters of concern to systematic theology. May be repeated.

ST 9001 Guided Research - 1-4 Hours
Selected topics usually extended from foundational studies in seminars or courses. Available in all PhD programs. May be repeated for a maximum of twelve hours in PhD/EDS and PhD/ICS programs; may be repeated for a maximum of six hours in the PhD/THS program. Letter grade or Credit / No Credit.

ST 9011 Private Study - 0 Hours
In special circumstances, a student may register for one or more semesters of Private Study in order to meet the requirements for candidacy. Only for PhD/THS students in CH, NT, OT, ST departments. Counts as full-time student status when registrant affirms that a minimum of thirty-five hours per week (half-time is 15 hours per week) are invested in doctoral study and the requisite form has been completed at the time of registration in the Academic Doctoral Office. May be repeated four times. No Credit.
also their religious adequacy.

The divine control over and action in the world. The various models will be model conceives the divine person (divine attributes in particular) and process theism, and open theism. Focus will especially be on how each non-evangelical conceptions of God such as classical Christian theism, omniscience and to the question of how God acts in the world.

An examination of prayer, providence and models of God’s relation to the world with particular attention paid to the discussions in classical theism, perspective particularly influential in contemporary culture are explored. An examination of prayer, providence and models of God’s relation to the world with particular attention paid to the discussions in classical theism, perspective particularly influential in contemporary culture are explored.

Investigation of the relation of the Old Testament to the New as foundational to theological discourse. The issue of continuity and discontinuity is treated as it relates to such topics as hremeutics, salvation, the law of God, the people of God, kingdom promises, and a person’s overall theological system. Emphasis on various forms of continuity and discontinuity answers to the question of how the testaments relate.

A discussion of the educational process, activities, and the instructional techniques used in higher education. Offered spring.

This course examines the proclamation of the atoning work of Christ from the earliest days to the present, including the “classic” views of the patristic period, medieval interpretations, Reformation doctrine, Arminian and moral government views, and recent interpretations and distortions, including criticism of these views from a conservative evangelical perspective.

Investigation of the integral relation between philosophy and theological studies. Treatment of the general uses of philosophy in theology as well as the specific ways philosophy and theology interface (e.g., theological discussions that incorporate philosophy and philosophical considerations of theological topics). Topics involve such philosophical fields as ethics, epistemology, metaphysics, philosophy of action, philosophy of science, philosophy of mind, and philosophy of language.

An investigation of the biblical, theological, historical, and philosophical issues and arguments surrounding the question of divine eternity as temporal or atemporal. The topic is treated as it relates to an understanding of divine attributes of immutability, simplicity, and omniscience and to the question of how God acts in the world.

A course designed to investigate various contemporary evangelical and non-evangelical conceptions of God such as classical Christian theism, process theism, and open theism. Focus will especially be on how each model conceives the divine person (divine attributes in particular) and divine control over and action in the world. The various models will be evaluated not only in terms of their biblical and theological validity, but also their religious adequacy.

This seminar developsbiblical perspectives on the major bioethical issues of the day (abortion, assisted suicide, access to health care, assisted reproduction, genetic intervention, and so on) through in-depth word studies of the various Old Testament and New Testament words for “life” and “death.” Similarities and differences between biblical and other perspectives particularly influential in contemporary culture are explored.

An independent study facilitating student preparation for the comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

An independent study facilitating student preparation for the dissertation proposal. Only PhD/EDS and PhD/ICS program participants may repeat this course twice for a total of 3 hours. PhD/THS program participants may repeat the course once for a total of 3 hours. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in dissertation proposal preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

This seminar develops biblical perspectives on the major bioethical issues of the day (abortion, assisted suicide, access to health care, assisted reproduction, genetic intervention, and so on) through in-depth word studies of the various Old Testament and New Testament words for “life” and “death.” Similarities and differences between biblical and other perspectives particularly influential in contemporary culture are explored.

An examination of prayer, providence and models of God’s relation to the world with particular attention paid to the discussions in classical theism, process thought, the openness of God school and biblical personalism with a view to answering the practical question of what does prayer change. Put another way, does God really answer prayer?.

An independent study facilitating student preparation for the final comprehensive examination. PhD/EDS and PhD/ICS program participants may repeat the course twice for a total of three hours. PhD/THS program participants may repeat it once. Only PhD/THS program participants in the Old Testament and Ancient Near Eastern History, Archaeology, and Languages Focus or with an EDS or ICS minor may take it for zero credit hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested in comprehensive exam preparation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.

Courses taken for dissertation writing that embodies the results of original research and makes a genuine contribution to knowledge in the field of concentration. PhD students are eligible to register for Dissertation Research after the official acceptance of the proposal, and may register for two to six semesters totaling 6 hours. Counts as full-time student status when enrolled for 3 hours or when registrant affirms that a minimum of thirty-five hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Counts as half-time student status when enrolled for 2 hours or when registrant affirms that a minimum of fifteen hours per week are invested on the dissertation and the requisite form has been completed at the time of registration in the Academic Doctoral Office. Credit / No Credit.
Bioethics

BE 5000 Introduction to Bioethics: Matters of Life and Death - 3 Hours
An overview of the ethical issues in health care and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. (Formerly BE 774) Offered online and face to face at the Deerfield campus.

BE 5001 Foundations for Integrative Thought in Bioethics - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5002 Foundations for Cultural Engagement in Bioethics - 3 Hours
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working ethical assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought in bioethics. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5100 Intensive Bioethics Institute - 3-4 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour
An explanation of basic precepts of clinical medicine and clinical ethics for students not already familiar with them. Designed to be taken concurrently with BE 5300 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5300. Offered as guided study at the Deerfield campus.

BE 5300 Clinical Issues in Bioethics - 2 Hours
Methods of clinical ethics consultation plus in-depth analysis of specific issues in clinical ethics, including resuscitation, assisted ventilation, management of patients with brain damage, and more. Offered as a two-hour course for students familiar with basic precepts of clinical medicine and clinical ethics. Students lacking this familiarity should take BE 5299 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5400 Nursing Ethics - 2 Hours
This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Good caregiving, the changing face of health care resulting from globalization, increasing diversity, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour
An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as guided study at the Deerfield campus.

BE 5500 Bioethics and Public Policy - 2 Hours
The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square, analysis of public policies, and creating a public policy strategy. Offered as a two-hour course for students familiar with basic federal and state governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5502 Foundations for Cultural Engagement in Bioethics - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5500 Bioethics and Public Policy - 2 Hours
The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square, analysis of public policies, and creating a public policy strategy. Offered as a two-hour course for students familiar with basic federal and state governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5600 Law and Bioethics - 2 Hours
Questions such as the proper role of law in shaping people's bioethical views and practices and the current state of the law regarding a wide range of bioethical issues are addressed by a legal educator with the help of case discussions. Offered face to face at the Deerfield campus.

BE 5700 The Right to Life & the Law - 2 Hours
A study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, and infanticide, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Offered face to face at the Deerfield campus.

BE 5800 Bioethics Regional Conference - 2-3 Hours
The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus. The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

ST 9992 Dissertation Extension - 0 Hours
One or more dissertation extension courses for the writing of the dissertation. Registrants for this course will be assessed a continuation fee. Less than half-time student status. No Credit.
BE 6300 Bioethics, Human Dignity, and the Church - 3 Hours
Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church. Offered face to face at the Deerfield campus.

BE 6400 Readings in Bioethics - 2-3 Hours
Readings in bioethics from Hippocrates through the beginning of the modern bioethics period in Fletcher and Ramsey and on to the present. Readings in the earlier periods focus on the birth and development of the Hippocratic/Judeo-Christian tradition. Readings in the contemporary bioethicists place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress. The course may focus on either classical or contemporary readings. Offered face to face at the Deerfield campus.

BE 6500 Advanced Bioethics Institute - 3-4 Hours
A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15-20 top Christian bioethicists address special areas of expertise. Cannot be taken as a Guided Research course. Prerequisite: BE 5000 or BE 5100. Offered face to face at the Deerfield campus.

BE 6600 Classic Cases in Bioethics - 3 Hours
Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Offered face to face at the Deerfield campus.

BE 6700 Personhood in Theological & Philosophical Perspective - 3 Hours
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus. Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus.

BE 7300 Advanced Clinical Ethics - 1-3 Hours
This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5000 or BE 5100. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5000/5100 can ask the professor to waive that prerequisite. Offered online and face to face at the Deerfield campus.

BE 7476 Bioethics Capstone Exam - 0 Hours
A comprehensive examination scheduled by the student with the program director consisting of broad essay questions that allow the student to demonstrate a grasp of the field as a whole. Students should register for this capstone option in the semester they plan to take the examination.

BE 7478 Bioethics Capstone Project - 0-3 Hours
Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7480 Bioethics Capstone Integrative or Major Paper - 0-3 Hours
Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7485 MA Thesis - 0-4 Hours
MA thesis writers register for BE 7485. Prerequisite: Approved thesis proposal, and other department specific prerequisites. Counts as full-time student status. Letter grade or Credit/No Credit as arranged with the department. (Formerly BE 790)

BE 7486 Bioethics Capstone Extension - 0 Hours
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the examination capstone). For the thesis option only, this counts as half-time student status when registrant affirms that a minimum of twenty hours per week is invested in the capstone. Capstone Extension fee required when not enrolled in other courses. No Credit.

BE 7501 Guided Research - 1-4 Hours
Independent study as arranged with a graduate school faculty member.

BE 7700 Bioethics Seminar - 1-4 Hours
Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. May be repeated for credit. Cannot be taken as a Reading Course. Offered face to face at the Deerfield campus.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours
This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics. ThM students only. Offered face to face at the Deerfield campus.

Christianity & Contemporary Culture
CC 5610 Cultural Hermeneutics - 2 Hours
This introductory course provides students with the basic framework for thinking theologically about contemporary culture. The course presents the concepts of culture and society along with the ways they are often investigated by cultural and social studies. The aim of the course is to reflect on what is involved in a properly theological interpretation of culture. This course develops the hermeneutic principles for interpreting culture that will be applied in subsequent courses. Biblical themes and Christian doctrines (e.g., creation and creation mandate; reason and revelation; the kingdom of God) will be explored as ingredients in a theological interpretation of culture. The course includes a brief survey of various theological models (e.g., Lutheran, Reformed, Anabaptist, neoorthodox, liberation) for understanding the relation of gospel and culture. (Formerly CC 711)

CC 5615 Cultural Engagement - 3 Hours
Following from the first two courses in hermeneutics and exegesis of contemporary culture, this course seeks to engage contemporary culture biblically and theologically. The aim is to develop a Christian position on certain significant issues in contemporary culture (e.g., multiculturalism, tolerance, the media, cyberspace, sexuality, and so on). Students will be encouraged to develop their own positions on the relation of gospel and culture, church and world, through detailed case studies. Three hours.

CC 5620 Cultural Exegesis - 3 Hours
This course takes some of the categories introduced in the Cultural Hermeneutics course and explores them in greater detail. Various methods and tools from sociology, cultural anthropology, and philosophy are used to explore such themes as urbanization, modernization, pluralization, secularization, and globalization, with theological reflection on these themes. Prerequisite: CC 5610.
CC 6000 Current Studies in Christianity & Contemporary Culture - 1-3 Hours
This course takes some of the categories introduced in the Cultural Hermeneutics course and explores them in greater detail. Various methods and tools from sociology, cultural anthropology, and philosophy are used to explore such themes as urbanization, modernization, pluralization, secularization, and globalization, with theological reflection on these themes. Prerequisite: CC 5610.

Philosophical Theology and Apologetics

PR 5500 Apologetics - 2 Hours
An introduction to the discipline of Christian apologetics, its relation to theology and evangelism, and its place in Christian ministry. Selected intellectual challenges to core Christian claims for contemporary culture (e.g., the existence of God, the problem of evil, the resurrection of Jesus Christ, religious pluralism), along with Christian responses to those challenges, are explored.

PR 6000 Current Studies in Philosophy of Religion - 1-4 Hours
Topics selected deal with significant issues related to philosophy of religion.

PR 6410 History of Phil of Religion I - 3 Hours
This course covers ancient and medieval philosophy of religion and ends with discussion of the rationalists Descartes, Spinoza, and Leibniz.

PR 6411 History of Phil of Religion II - 3 Hours
This course begins with study in the early modern period with the empiricists (Locke, Berkeley, and Hume) and continues with an examination of the contemporary period.

PR 7220 Ethical Theory - 3 Hours
An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions.

PR 7330 Philosophers of Religion and of Religious Significance - 3-4 Hours
In-depth consideration of the philosophy of an important religious thinker such as Augustine, Aquinas, Kierkegaard, Tillich, and Hartshorne, or of an important nonreligious thinker such as Plato, Aristotle, Descartes, Hume, Leibniz, Kant, Hegel, Nietzsche, Russell, or Wittgenstein, whose thought strongly influenced religious and theological issues. May be repeated for credit.

PR 7480 MA Major Paper - 0-2 Hours
Participants in MA programs requiring a capstone integrative paper register for this course (MA/ICS). Specific paper requirements should be obtained from the department. Counts as half-time academic status. Letter grade or Credit / No Credit as required by the program.

PR 7485 MA Thesis - 0-3 Hours
MA thesis writers register for PR 7485 in the department of their concentration. Prerequisite: Approved thesis proposal on file in the Dean's Office and other department-specific prerequisites. Counts as full-time academic status. (35 hours of academic work per week.) Letter grade or Credit / No Credit as arranged with the department. No grade is posted for this course until the thesis is completed and approved.

PR 7486 MA Thesis Extension - 0 Hours
A total of three semesters extension for PR 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as full-time academic status (35 hours of academic work per week.) for the first semester, quarter time thereafter. CR is posted when substantive thesis progress is made, NC when inadequate progress is made.

PR 7501 Guided Research - 1-4 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit / No Credit as arranged with faculty member.

PR 7625 Analytic Philosophy - 3-4 Hours
Examination of the main streams of thought arising out of Wittgenstein, including Russell, Ayer, Wisdom, Ramsey, and others as they bear on current issues in philosophy of religion. Offered alternate years.

PR 7630 Existentialism - 2 Hours
Comparative study of the religious thought of the principle existentialist philosophers, including Dostoyevsky, Nietzsche, Kierkegaard, Jaspers, Heidegger, and Sartre.

PR 7705 Religious Epistemology - 3-4 Hours
Examination of the ways of knowing and tests for truth with special emphasis on the problems of religious knowledge and their implications for theological issues.

PR 7715 Theism - 3-4 Hours
Study in the existence and nature of God with emphasis on theistic arguments (ontological, cosmological, teleological, and moral) and on the internal coherence of such divine attributes as necessity, omnipotence, and omniscience.

PR 7750 Philosophical Issues in Religious Pluralism - 3-4 Hours
Consideration of the major epistemological and metaphysical issues for philosophy of religion arising from the discussions on religious diversity and religious pluralism. The views of influential philosophers such as John Hick, William Alston, Keith Ward, and others are examined, as well as responses to their work.

PR 7975 MA/ThM Comp Exam Prep - 0 Hours
An optional registration status for students preparing for their Major Comprehensive Exam and who are not taking other courses during the semester of preparation. This registration ensures continuity in your TEDS program and defers continuation fees. Available for only two semesters during which student must complete Comprehensive Exams or their academic status in the program will be jeopardized. Counts as quarter-time academic status. Contact the Records Office for registration.

PR 7976 MA or ThM Thesis Proposal Prep - 0 Hours
An optional registration status for students preparing for their Thesis Proposal and who are not taking other courses during the semester of preparation. (May not be taken when another course is taken.) This registration ensures continuity in your TEDS program and defers continuation fees. Available for only one semester during which students must complete their Proposal or their academic status in the program will be jeopardized. Counts as quarter-time academic status.
PR 7980 MA Major Research Paper - 0-1 Hours
MA participants completing the two capstone research paper option must register for PR 7980 in their department concurrent with registration for the advanced elective course in which they are writing a MA capstone research paper (MA/PR). Paper parameters are found in the Academic Handbook and paper objectives are specifically articulated in consultation with the faculty member on the online Capstone Proposal Form. Registration occurs twice at the same time as registration for the course, once for each paper. Credit / No Credit. (Both the course and the paper must be graded C- or better to receive credit for the paper.)

PR 8000 Seminar: Current Issues - 2-4 Hours
Analyses of selected issues in philosophy of religion and their implications for Christian thought. Examples include the following: questions concerning the concept of God, the nature and possibility of the miraculous, freedom and determinism, religion and science, phenomenology, and the historicity of the resurrection of Christ.
Admissions

General Admission Requirements for Master’s Programs

Applicants to master’s programs (MA, MDiv, ThM) and the Certificate, as well as special student, and visiting student status, must meet the following requirements:

1. Possess an earned bachelor’s degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) as stipulated below (on a 4.0 scale):

<table>
<thead>
<tr>
<th>Program</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>3.00</td>
</tr>
<tr>
<td>MDiv, MA IN MIN, MA/TS</td>
<td>2.50</td>
</tr>
<tr>
<td>AP MDiv</td>
<td>3.25</td>
</tr>
<tr>
<td>ThM</td>
<td>3.00 (in MDiv program)</td>
</tr>
<tr>
<td>Certificate or Visiting Student</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. Submit official transcripts from all colleges or universities attended (electronic copies directly from the institution or in a sealed envelope from the Records/Registration office of the institution).

   Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:
   a. World Education Services ([http://www.wes.org](http://www.wes.org))
   b. Educational Credential Evaluators, Inc. ([http://www.ece.org](http://www.ece.org))

3. Solicit recommendation forms online from each of the following:
   a. Applicant’s pastor or church leader
   b. Applicant’s employer or a business acquaintance
   c. A faculty member or school administrator at an institution previously attended

4. Submit a written three-part statement with (a) your personal testimony and (b) your present spiritual life and Christian service and (c) ministry goals as described in the application.

   Applicants may be required to submit standardized test results (Graduate Record Exam or Miller Analogies Test) in the following circumstances:
   - if applicant’s undergraduate GPA falls below the minimum requirement for their program, applicant attended an unaccredited undergraduate institution, or if the program to which they are applying requires it (i.e., MA in Mental Health Counseling). All applicants for whom English is not their first language must submit the Test of English as a Foreign Language (TOEFL) as outlined in the following pages. A personal interview or other supplemental materials may also be required.

   See program description in this catalog for additional program-specific admission requirements.

1 See doctoral sections of the Catalog for admission requirements for doctoral programs.
Application Procedure for Master’s & Doctoral Programs

Application Deadlines

Master’s Level
We use a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following preferred deadlines:

<table>
<thead>
<tr>
<th>U.S. Citizens</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>For fall semester admission</td>
</tr>
<tr>
<td>December 1</td>
<td>For spring semester admission</td>
</tr>
<tr>
<td>April 1</td>
<td>For summer session admission</td>
</tr>
</tbody>
</table>

International Applicants

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Fall semester application deadline</td>
</tr>
<tr>
<td>July 1</td>
<td>Fall semester deposit deadline</td>
</tr>
<tr>
<td>October 1</td>
<td>Spring semester application deadline</td>
</tr>
<tr>
<td>November 1</td>
<td>Spring semester deposit deadline</td>
</tr>
</tbody>
</table>

Applications received after these deadlines may not be considered in the term for which originally applied, and no master’s program applications will be considered for a given semester after the add/drop period of that semester.

Doctoral Level
Our doctoral programs are on a seasonal review process and therefore adhere to the deadlines outlined below.

Doctor of Ministry (DMin)

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>Fall semester/November seminars</td>
</tr>
<tr>
<td>October 15</td>
<td>Spring semester/March seminars</td>
</tr>
<tr>
<td>February 15</td>
<td>Summer session/July seminars</td>
</tr>
</tbody>
</table>

Doctor of Philosophy (Educational Studies) (PhD/EDS) and Doctor of Philosophy (Intercultural Studies) (PhD/IDS)

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15</td>
<td>Spring semester</td>
</tr>
<tr>
<td>January 15</td>
<td>Summer/Fall semester</td>
</tr>
</tbody>
</table>

(EDS/ICS: Late application deadline of April 1 with permission of Program Director)

All elements of the PhD/EDS and PhD/ICS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the Admissions Committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must submit a supplemental application in order to have their file reviewed at a subsequent date. The Admissions Committee will usually notify applicants of its decision eight weeks from the review date. Students may apply to any semester (fall or spring) to begin the PhD/EDS and PhD/ICS programs.

Doctor of Philosophy (Theological Studies) (PhD/THS)

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15</td>
<td>Spring semester (New Testament and Church History Only)</td>
</tr>
<tr>
<td>January 15</td>
<td>Fall semester</td>
</tr>
</tbody>
</table>

All elements of the PhD/THS application package (application, personal statements, papers, test scores, recommendations, and transcripts) must be received by the deadline date. Only complete application packages will be sent to the admissions committee. Incomplete packages will be held for completion up to two years. Applicants missing the review deadline must submit a supplemental application in order to have their file reviewed at a subsequent date. The review dates of January 15 and September 15 represent the beginning of the application review process, which normally takes eight weeks. Students are encouraged to apply for the fall session to begin the PhD/THS program.

At the conclusion of the review process, applicants will be notified of the results as soon as possible. The number of applicants chosen for admission to the PhD/THS program depends on many factors, including availability of faculty to serve as readers.
Personal Statements
Personal statements should be submitted with the online application, responding to the questions asked on the application.

Official Transcripts
An official transcript must come from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. To be considered official, transcripts must be sent directly to Admissions Operations (Attention: Admissions Operations) in sealed envelopes from each school or electronically from the institution's Registrar or Records Office.

Please send all required admissions pieces to:
Trinity International University
Admissions Operations
2065 Half Day Road
Deerfield, IL 60015

Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a "course-by-course evaluation" or a "detail report." There are several such services that are acceptable, including the following:

- World Education Services (http://www.wes.org)
- Educational Credential Evaluators, Inc. (http://www.ece.org)
- International Education Research Foundation (http://www.ierf.org)

Recommendation Forms

All Applicants
Please complete the recommendation requests within the online application that are required for your program:

We will send electronic Recommendation Forms to those individuals requested by the applicant. Please do not request recommendations from persons in your immediate family. Your recommenders should be people who know you well enough to provide specific examples to substantiate their recommendation. Application recommendations may also be used when awarding scholarships.

Master's, Certificate in Christian Studies, and Special Student Applicants
Please have recommendations submitted from the following three people:

1. Pastor or church official
2. A faculty member or administrator familiar with your academic work (undergraduate or graduate)
3. An employer, professional acquaintance, or lay leader in your church
4. MA in Ministry Applicants only: A letter of endorsement on letterhead from your local church, parachurch, or church related ministry which demonstrates church-connectedness and affirms: (a) interest and giftedness for church-related ministry; (b) evident Christian life and character; and (c) the support and prayers of the ministry organization for the course of study. This letter should not merely be a letter from the pastor or a ministry leader, but may be drafted by this individual on the ministry's behalf. As a church-related ministry degree program this requirement is not optional.

Master of Theology (ThM) Applicants
Please have recommendations submitted from the following three people:

1. A pastor or church leader
2. A teacher or professor who has instructed you in the concentration (OT, PT, ME, etc) to which you are applying
3. A ministry supervisor, professional acquaintance, or lay leader in your church

Doctor of Ministry Applicants
Please have recommendations submitted from the following four people:

1. A ministry supervisor (a superintendent, pastor under whom you are serving, etc.)
2. A ministry colleague
3. A lay leader
4. A faculty member or administrator familiar with your graduate educational work
Doctor of Philosophy (Educational Studies) and Doctor of Philosophy (Intercultural Studies) Applicants

Please have recommendations submitted from the following four people:

1. A ministry supervisor (e.g., a superintendent, senior pastor or church leader, field supervisor, or mission executive)
2. A professor from your most recent graduate studies
3. A professional colleague
4. A lay person from your church or organization

Doctor of Philosophy (Theological Studies) Applicants

Please have recommendations submitted from the following four people:

1. A pastor or church official
2. Three professors

Standardized Tests

Master of Arts Applicants

Applicants to the Master of Arts in Mental Health Counseling program are required to submit scores from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT). Applicants to other Master of Arts programs may be required to submit test scores from either the GRE or MAT if their undergraduate GPA is lower than the required minimum (see General Admissions Requirements) or if their undergraduate degree is from an unaccredited institution. Admissions can determine this only after transcripts of all previous postsecondary studies have been evaluated.

If you are uncertain as to whether the GRE or MAT will be required, check the admissions requirements for your intended program of study or contact the Admissions Office (800.345.8337). If either the GRE or MAT is required, students should make arrangements to take one of these tests as soon as possible. Trinity’s campus counseling center administers the MAT. If you live nearby, you may make an appointment to take the test with the Counseling Center (phone: 847.317.4067).

The following chart reflects the recommended minimum scores for the GRE and MAT. Note that standardized test scores alone will not determine whether an applicant is admitted to a program of study, but will be considered in conjunction with the rest of an applicant’s file.

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE</td>
<td>150 (verbal); 4.0 (analytical)</td>
<td>50</td>
</tr>
<tr>
<td>MAT</td>
<td>400 (scaled score)</td>
<td>50</td>
</tr>
</tbody>
</table>

Doctor of Ministry Applicants

The Miller Analogies Test (MAT) is required. Scores from the GRE may be accepted from applicants who live in parts of the world in which the MAT is not administered.

Academic Doctoral Program Applicants

Doctor of Philosophy (Theological Studies) applicants, including applicants required to take the TOEFL, must submit GRE scores. Applicants to our Doctor of Philosophy Educational Studies or Intercultural Studies programs may submit scores from either the MAT or the GRE. (Special conditions apply to applicants whose first language is not English; see section on TOEFL below.)

Language Requirements

In addition to the regular application materials, applicants must submit scores from the Test of English as a Foreign Language (TOEFL) if English is not the applicant’s first language. See the following chart for required tests and minimum scores:

Test of English as a Foreign Language (TOEFL) Information

If your first language is not English, you will be required to submit Test of English as a Foreign Language (TOEFL) scores. See the following chart for required tests and minimum scores:

<table>
<thead>
<tr>
<th>Tests</th>
<th>Format</th>
<th>Cert.</th>
<th>MA</th>
<th>Mdiv</th>
<th>ThM</th>
<th>Dmin</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL</td>
<td>Internet (iBT)</td>
<td>922</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>100</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Computer (CBT)</td>
<td>2372</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>237</td>
<td>250</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Paper-based</td>
<td>5802</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>580</td>
<td>600</td>
</tr>
</tbody>
</table>

1 Students may submit any test format. Degree programs that do not require certain tests are listed as “N/A.”
Waivers from TOEFL are not normally granted. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester. If an applicant’s score is marginally below the score required, that applicant may still be admitted if they submit a TOEFL Waiver Request that is granted (additional writing sample, English language recommendation, etc.).

Master's Level

Applicants with completed advanced degrees at the master's level or higher may request a waiver from the standardized testing requirement.

Graduate Test Information

Test scores must be less than five years old (except TOEFL scores, which must be less than two years old) and must be submitted directly to our Admissions Office from the testing service. Photocopies from the applicant are not acceptable.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Write</th>
<th>Call</th>
<th>Fax</th>
<th>Email</th>
<th>Web</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Record Exam (GRE)</td>
<td>GRE Educational Testing Service PO Box 6000 Princeton, NJ 08451-6000</td>
<td>609.774.7670</td>
<td>609.774.7906</td>
<td><a href="mailto:gre-info@ets.org">gre-info@ets.org</a></td>
<td><a href="http://www.gre.org">www.gre.org</a> (<a href="http://www.gre.org">http://www.gre.org</a>)</td>
</tr>
<tr>
<td>Miller Analogies Test (MAT)</td>
<td>The Psychological Corporation 555 Academic Court San Antonio, TX 78204</td>
<td>800.622.3231</td>
<td>888.211.8276</td>
<td><a href="mailto:toefl@ets.org">toefl@ets.org</a></td>
<td><a href="http://www.milleranalogies.com">www.milleranalogies.com</a> (<a href="http://www.milleranalogies.com">http://www.milleranalogies.com</a>)</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>TOEFL Services Educational Testing Service PO Box 6161 Princeton, NJ 08451-6151</td>
<td>609.771.7100</td>
<td></td>
<td></td>
<td><a href="http://www.toefl.org">www.toefl.org</a> (<a href="http://www.toefl.org">http://www.toefl.org</a>)</td>
</tr>
</tbody>
</table>

Trinity Code: R1797 2068 1797

Tuition Deposits

Master's Level

If you are admitted to Trinity, you must submit a tuition deposit of $125 to the Admissions Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable only if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). Students who participate in the deposit match program may not receive a refund for their deposit at any time. Deposits are only good for the academic year for which originally submitted and will be forfeited if applicants postpone to the following academic year.

Doctoral Level

If you are admitted, you must submit a nonrefundable tuition deposit as a confirmation of your acceptance of our offer of admission. Specific information regarding this deposit is detailed in your letter of acceptance from the Admissions Office.

International Applicants, Master's or Doctoral Level (F-1 or J-1 Visa)

If you are an International applicant who will be entering the United States on an F-1 or J-1 visa and plan to attend Trinity’s Deerfield Campus in a full-time residential status, you must submit a tuition deposit of US$2,000 to the Admissions Office as confirmation of your acceptance of our offer of admission before an I-20 can be issued. This deposit is partially refundable, with $1,875 being refundable at any time and the remaining $125 being refundable if the Admissions Office receives written notification of cancellation by the following dates: July 1 (Fall semester), December 1 (Spring semester). (International students residing in the United States should submit a tuition deposit of $125 and are subject to the same refund policy described above in “Master’s Level”.)

Special Instructions

Applicants with Disabilities

We want to be prepared to meet your needs when you come to Trinity. After you receive your letter of admission, please send us a statement describing your disabilities and what special attention or arrangements you may need at Trinity. For more information, contact the Associate Dean of Students (telephone: 847.317.4063).

Doctor of Ministry Applicants

Please inform the Doctor of Ministry Office in writing if and when you intend to take up residence in the community to pursue on-campus coursework during the regular academic terms.

Academic Doctoral Applicants

You are required to submit a work that shows evidence of your writing and research ability. All PhD applicants must submit an exemplary research paper or thesis. EDS and ICS applicants may also submit a recently published paper or article. For application purposes, your paper must be in
English or translated into English. Writing samples should be submitted electronically (PDF format) to aot@tiu.edu and will be added to the student’s electronic admissions file.
Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (COF) must identify monies readily available for the first year of study and document additional funding for the duration of the student’s program. Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds from US $25,000 to US $30,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US $2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a $125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1 and B-2) may be admitted as Visiting Students and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student’s ability to secure an F-1 visa in the future should their educational goals change.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through a Certificate of Finance
4. Applicant has submitted a US $2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity’s International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.
Admission Categories

Admission to TEDS is either for program enrollment directly into a degree program, or in one of the following other categories for persons not wishing to pursue a master’s degree:

Program Enrollment Students

Persons applying and enrolling in a master’s or doctoral program are considered Program Students and must complete the full application packet. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories:

Enrollment on Academic Probation

Academic Probation enrollment occurs when the prior academic record is below what is required for program admission. This may be due to a weak academic background as reflected in the student’s undergraduate grade point average (GPA) and/or standardized admissions test scores; or a bachelor’s degree from a non-accredited institution. In such cases the probationary status is removed by the Records Office when 10 semester hours have been completed in good standing.

Conditional Acceptance

Conditional Acceptance occurs when the application packet has not yet been completed in full. Such application packets must be completed during the first semester of enrollment, at which time the conditional status is removed by the Records and Registration Office.

Acceptance with Deficiencies

Acceptance with Deficiencies occurs when program prerequisites remain outstanding. Prerequisite deficiencies must be removed before program candidacy is granted.

Visiting Students

Persons may apply for visiting student status if they wish to enroll in master’s courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the Visiting Student Application and an official transcript indicating a completed bachelor’s or higher degree. (Visiting students receive “conditional acceptance” until this transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a Visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed coursework generally applies toward program requirements. A residency requirement (hours that must be completed subsequent to program admission) must be fulfilled in all programs.

Visiting student status in the Doctor of Ministry program is limited to two seminars and is only occasionally granted in the PhD program. Contact the Professional or Academic Doctoral Office for details.

Auditors

Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the Visiting Student Application, though they need not have completed a bachelor’s degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers.

Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters

Students seeking admission to more than one program at Trinity are considered “Multiple Masters” students and must seek advisement from Records and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application, found online on the Trinity website.

Special Students

Special student status is assigned by the Admissions Office during the application process to persons who wish to enroll for coursework but are not normal program students (such as ACTS cross-registrants or Trinity College students completing courses for credit). Special student status normally may not exceed one or two semesters.

Scholars-in-Residence

Scholars-in Residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admissions Office and program director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement

Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.

Transfer Credit

Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution when such course work parallels courses in the TEDS Catalog and has been completed at a “C-” or better grade level. Graduate transfer credit is not granted for undergraduate course work, graduate-level course work applied to an undergraduate degree, or generally for course work taken at unaccredited graduate schools. Online Distance Education credit is limited to Association of Theological School and Higher Learning Commission guidelines. Transfer credit is limited to a maximum of 50 percent of a degree, and rarely does it approach that amount. Coursework older than ten years is not considered current and must be retaken.

Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms...
are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met.

Students in a TEDS program wishing to substitute a required TEDS course with one from another institution should obtain approval from the Academic Exceptions Committee prior to enrolling in the course.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit prior to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

**Advanced Standing for Credit**

Advanced standing is available only to students enrolled in the MDiv program. Eligibility is determined by those who have taken undergraduate coursework in excess of a standard bachelor’s degree (generally 126 semester hours) and have taken coursework that would be repeated in their master’s program. Advanced standing is available only for core courses (not electives). A maximum of 15 semester hours may be granted. These hours are credited on the transcript toward the required number of hours in the program to which the student is admitted as “Advanced Standing.” Students accepted into the AP MDiv program are not eligible to receive advanced standing.

Requests for evaluation of advanced standing eligibility must be made to the Records Office subsequent to an accepted student indicating their intention to enroll by submission of the tuition deposit or during the first year of enrollment.

Advanced standing hours are credited after a written or oral assessment has been made by the department in which advanced standing is being considered. The assessment examination evaluates whether a student has the knowledge, competence, and skills provided by the specific course(s) for which advanced standing is being considered. The level of achievement on the examination that constitutes a Pass is determined by the department or department chair and is final. A student may be examined only once for each course. A Pass on the examination results in the posting of advanced standing hours; a Fail requires that the required course or a course substitute be completed. (Consult the “Finances” section of this catalog for the exam fee.)

**Course Substitution and Program Modifications**

Students who have taken coursework as part of their bachelor’s degree that would be repeated in their master’s program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without examination, in consultation with faculty. See the TEDS Academic Handbook for details.

**Program Enrollment Changes**

Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

**Deferring Enrollment**

Master’s students may defer enrollment for up to two years from the semester to which they originally applied. Longer deferments require submission of a complete set of new application materials. A Reactivation Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contacting the Housing Office and the Office of Student Financial Services, if necessary. The student’s required program of studies is governed by the catalog current at the time of enrollment.

**Application for Readmission/Reactivation**

A Reactivation Application is necessary when a student

• Is admitted but defers admission from the original date of intended matriculation
• Officially or unofficially withdraws
• If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit a complete set of new application materials. Students who are readmitted are subject to the program requirements of the catalog current at the time they re-enroll.

**Active and Inactive Student Status**

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Life Office (see “Leave of Absence Policy” in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a Withdrawal must be completed through the Student Life Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by students, and students do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TEDS with no guarantee of readmission.

**Change of Program (COP)**

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Enrollment Counselor, Program Director or Dean, and/or Records Office representative in light of coursework already completed.
2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TEDS/TGS course work must be completed before a COP application will be considered, together with the review of that semester’s grades. No more than one change of program will be permitted within a single semester.
4. The online COP application should be submitted by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates may be recognized in the next academic term.
5. The catalog current at the time of admission to the degree program, not the catalog in effect at the time of original enrollment, will govern the student’s new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

**Interschool Transfer**

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).

**Concluding Remarks**

If you need further information or have any questions concerning any part of the application process, please feel free to call the Admissions Office at 800.345.TEDS or 847.317.8000. You also may e-mail us at gradadmissions@tiu.edu (gradadmissions@tiu.edu), tedsadm@tiu.edu (tedsadm@tiu.edu), or visit our website (http://divinity.tiu.edu/admissions-financial-aid). We reserve the right to request from any applicant to the divinity school additional materials or an interview with a representative of Trinity.
Preparing for Seminary Studies

Persons anticipating enrollment in seminary are encouraged to incorporate the following ideas if still completing undergraduate work.

1. A **broad undergraduate liberal arts background** in the humanities and in the natural and social sciences will assist in understanding and relating to persons in all walks of life and in various cultures.

2. A **developed ability to think independently and critically** and to communicate effectively is necessary for graduate work. Effective communication, including excellent English writing skills, will enable the student to engage well the issues and ideas of graduate education. If writing skills are particularly weak, a student may be asked to complete additional study in English composition.

3. **Biblical language study**, particularly biblical Hebrew and Greek, is a distinctive of TEDS and is required in several TEDS programs; modern language study is essential for those anticipating intercultural ministry or pursuing advanced academic degrees. Language requirements are often the aspect of the program curricula that either facilitates or delays timely program completion. Students are well advised to exercise careful discernment in following the counsel of faculty and department members related to these requirements. See the "Biblical Languages" in the Academic Life section in this catalog, as well as the Program section of the catalog, for specific requirements.

4. A **strong understanding of English Bible content** through personal study or formal coursework will provide a adequate background for Bible and theology courses. If an applicant’s undergraduate program includes courses that parallel required TEDS courses, opportunities for course substitution or advanced standing are possible.

5. **Program-specific undergraduate prerequisites**, particularly in the Master of Arts programs, often call for particular coursework. Completion of these courses will enable admission without deficiency. Otherwise, additional coursework at Trinity to remove deficiencies may be required.

6. In addition, the following **reading list for seminary preparation** represents a selection of basic Bible, theology, and writing works that provide excellent background for the incoming seminary student. These volumes are particularly helpful for those who do not have a Christian college background.

### Bible Study
- The New International Version Study Bible.
- Newbigin, Lesslie. A Walk Through the Bible.
- Wilberforce, William. Real Christianity.

### Theological Education
- Cetuk, Virginia Samuel. What to Expect in Seminary: Theological Education as Spiritual Formation.

### Theology
- Augustine. Confessions.
- Chesterton, G. K. Orthodoxy.
- Demaray, Donald E. Basic Beliefs: An Introductory Guide to Christian Theology.
- Oswalt, John. Called to Be Holy.
- Packer, James I. Knowing God.
- Phillips, Timothy, and Dennis Okholm. A Family of Faith: An Introduction to Evangelical Christianity.
- Stott, John. Basic Christianity.
- Thielicke, Helmut. A Little Exercise for Young Theologians.
- VanGemeren, Willem. The Progress of Redemption.

### Writing and Research
- Booth, William. The Craft of Research.
- Turabian, Kate. A Style Manual for Writers.
- Zinsser, William. On Writing Well.

### Christian Living and Worldview
- Bonhoeffer, Dietrich. The Cost of Discipleship.
- Brother Lawrence. The Practice of the Presence of God.
- Carson, Don, and John Woodbridge. Letters Along the Way.
- Forsyth, P. T. The Soul of Prayer.
- Jenkins, Philip. The Next Christendom: The Coming of Global Christianity.
- Kempis, Thomas. The Imitation of Christ.
- Law, William. A Serious Call to a Devout and Holy Life.
- Lewis, C. S. Mere Christianity.
- Sire, James. The Universe Next Door.
- Tozer, A. W. Knowledge of the Holy.
A Message from the Dean

At Trinity Graduate School (TGS), our desire is to serve the cause of Christ and the Gospel by educating leaders who will be effective Christians in various professional disciplines and in a wide variety of contexts. Few decisions are more significant than choosing a university for graduate study.

As you read and explore more about Trinity Graduate School of Trinity International University you will find a University dedicated to —integrating faith, life, and learning into all programs of study designed to equip students for life. We believe there are many reasons why Trinity is worth your consideration:

Foundational Values

TGS is part of a Christ-centered university committed to biblical faith, dedicated to the inerrancy of Scripture, and the lordship of Jesus Christ. We strive to help each student grow in the best of the Christian Intellectual Tradition within their chosen field of study. While emphasizing these essentials, we appreciate breadth in other matters, making it possible for Christ-followers from many different backgrounds to study, worship, and serve together.

Strong Scholarship

We seek to challenge students intellectually and to help them connect knowledge of God and faith in Christ with their academic experience and professional goals.

Outstanding Faculty

TGS has a faculty of scholars with vibrant personal faith, high academic credentials, and a desire to engage each student. Students and alumni repeatedly affirm this to be one of our greatest strengths. Every faculty member is fully invested in the university’s Christ-centered commitments.

Location

Our campuses near Chicago and in the Miami-Fort Lauderdale area of Florida afford the best possible environment for dynamic learning.

We have a diverse faculty and student body unified by our commitment to Christ-centered education. We are wonderfully conducive to developing lifelong friendships, establishing values, and preparing to make a difference in the world.

For many, Trinity Graduate School is the right place to learn, to grow, and to serve.

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

Trinity Graduate School Purpose

Trinity Graduate School equips students with a transformative understanding of their disciplines so that they can engage culture from a biblical worldview.

Trinity Graduate School Programs

Deerfield Campus

- Master of Arts in Bioethics (MA/BE)
- Master of Arts in Leadership (MA/L)
- Master of Arts in Teaching (MA/T)
- Master of Education in Diverse Learning (MEd/DL)

These degrees have many courses available in accelerated, online, modular, summer, and/or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/T program is offered in an accelerated, cohort-based format.

South Chicago Regional Center

- Master of Arts in Leadership (MA/L)

Florida Regional Center

- Master of Arts in Counseling Psychology (MA/CP) (with concentrations in Mental Health Counseling and Guidance and Counseling)
- Master of Arts in Leadership (MA/L [pending appropriate accreditation approvals]).

Affiliated Programs

The Center for Bioethics & Human Dignity (CBHD)
2065 Half Day Road
Deerfield IL 60015 USA
Phone: 847.317.8180
Fax: 847.317.8101
E-mail: info@cbhd.org
Primary Website: www.cbhd.org (http://www.cbhd.org)

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

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

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

- 2015: Science, Research, and the Limits of Bioethics
- 2014: Bioethics in Transition

Conferences in non-U.S. locations, such as

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

Multimedia resources to assist people in grappling with bioethical issues:

- Audios & Videos: Hundreds of topical CDs, DVDs, and online media by a diverse group of national and international experts in bioethics.
- Books & Booklets
- Internet: Websites, internet newsblog, weekly podcasts, and regular free internet publications to inform international understanding, dialogue, and collaboration on bioethical challenges

Office of Extension and Affiliated Education

The Office of Extension and Affiliated Education is committed to assisting the church develop professional and lay leaders through nontraditional forms of education. These include such off-campus learning experiences and primary delivery systems as extension sites and distance education courses. Graduate school prerequisites may, in some cases, be met through Office of Extension and Affiliated Education courses. Contact the Admissions Office or the Office of Extension and Affiliated Education for additional information. Students desiring to pursue Office of Extension and Affiliated Education courses as part of their master’s program should consult their Program Chair.
Dr. Susan Corapi teaches literacy classes in the Division of Education. Her work is influenced by the years she spent teaching K-12 students in public and private schools, her experience as a youth services librarian in a public library, the networking she did to generate community support for literacy development, and the international perspectives she gained while living in four countries on three continents. Her research interests center around the use of global children’s and adolescent literature to support the development of intercultural competence. She is also interested in teacher study groups as a form of professional development.

Thomas H. L. Comman, 2015
Dean, Trinity College and Graduate School
BS, Cairn University
MDiv, Talbot School of Theology
MA, Temple University
PhD, University of Illinois at Chicago

In 1982 Dr. Comman joined the faculty at Moody Bible Institute, where he taught, served as the chair of the General Education program, and completed his service as the Vice President and Dean of Undergraduate Studies. In 2009 Dr. Comman was appointed Vice President of Academics and Chief Academic Officer at Cedarville University. While there he taught in the field of Church History. Dr. Comman has been involved in the Council of Independent Colleges Chief Academic Officer (CAO) institutes, speaking on topics related to higher education. In addition, he served as the chair of the Council of CAOs for the Southwest Ohio Council on Higher Education. Dr. Comman has authored and edited books and book chapters in the area of American Religious History and practical Christian ministry.

Bruce L. Fields, 1988
Professor of Faith and Culture
BA, University of Pennsylvania
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Marquette University

Dr. Fields has served on the staff of Cru in the Native American Ministry, with Athletes in Action, and on campus staff at the University of Michigan. His areas of expertise include the book of Philippians, liberation theology, and Black theology. He is the author of Introducing Black Theology: Three Crucial Questions for the Evangelical Church. He has taught theology and chaired the Biblical and Systematic Theology Department at TEDS and has taught New Testament and theology at Trinity College.

Don Hedges, 1999
Associate Dean, Trinity College and Graduate School
Professor of Music
BS, Faith Baptist Bible College
MM, PhD, Indiana University

Dr. Don Hedges serves as an Associate Dean of the College and Graduate School. While at Trinity he has chaired the music department, taught a number of music courses, directed musical theater, and supervised church music interns. Before coming to Trinity, Dr. Hedges served as Associate Pastor for Music and Worship at Richview Baptist Church in Toronto, Ontario, and taught music and Christian worship at North American Baptist College and Edmonton Baptist Seminary (Edmonton, Alberta).

John F. Kilner, 1993
Director of Bioethics Programs
Franklin and Dorothy Forman Chair of Christian Ethics and Theology, TEDS
Professor of Bioethics and Contemporary Culture
BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University

Dr. Kilner served for more than eleven years as the first president of The Center for Bioethics and Human Dignity on the Trinity campus, where he continues as senior fellow. Dr. Kilner has authored/edited 21 books with such publishers as Eerdmans, Zondervan, Kregel, Tyndale, Yale University Press, and Georgetown University Press, including Biotechnology and the Human Good; Life on the Line: Ethics, Aging, Ending Patients’ Lives, Allocating Vital Resources; Why the Church Needs Bioethics: A Guide to Wise Engagement with Life’s Challenges; and most recently, Dignity and Destiny: Humanity in the Image of God. He has also written many articles that have appeared in periodicals such as the Hastings Center Report; Journal of Health Politics, Policy, and Law; American Journal of Public Health; Archives of Internal Medicine; Mayo Clinic Proceedings; American Journal of Jurisprudence; and Interpretation. Dr. Kilner has been interviewed in such television venues as MSNBC (with Tom Brokaw), FOX News (with Bill O’Reilly), CBS, CNN, and PAX, such radio venues as National Public Radio, Moody Broadcasting Network, and Salem Network, and such newspaper venues as the New York Times, Washington Times, and Chicago Tribune. He is currently co-chair of the bioethics section of the Evangelical Theological Society. He has served as a professor at Asbury Theological Seminary and at the University of Kentucky and as a senior associate at the Park Ridge Center. His honors include the 2006 national Educator of the Year Award from the Christian Medical & Dental Associations (Tennessee); the 2015 international Paul Ramsey Award for Exemplary Achievement in the Field of Bioethics from the Center for Bioethics and Culture Network (California); and the 2016 Book of the Year Award from Christianity Today—Best Book in Theology or Ethics—for his book Dignity and Destiny.

Wendy L. Martin, 2006
Professor of Business
Wesley Anderson Chair of Business
BS, University of Colorado
MBA, University of Michigan
PhD, University of Illinois at Chicago

Before beginning her career in teaching, Dr. Martin enjoyed a career in consumer goods marketing management at Procter & Gamble and Schering-Plough Healthcare Products. She joined Trinity after teaching for twelve years at another Christian college. Her primary research interest focuses on marketing for ministries, while her additional research efforts on intergenerational family businesses have yielded several awards, including best papers and the designation as a Family Business Research Scholar. Dr. Martin serves as the Director of the Division of Social Sciences.

Laurie R. Matthias, 2007
Director, TGS Programs in Education
Associate Professor of Education
BS, Bob Jones University
MEd, EdD, Regent University

Dr. Laurie Matthias enjoys drawing upon her twenty-plus years in middle and high school English classrooms to prepare Trinity’s teacher candidates in both the traditional and graduate programs. Her areas of interest in teaching include the philosophical foundations for educational choices, the integration of faith and learning, the inner life of the teacher, and faculty development.

Kimberly Barnett Oram, 2005
Interim Director, Master of Arts in Counseling Psychology Program (Florida Regional Center)
Associate Professor of Counseling Psychology
BA, Virginia Polytechnic Institute and State University
MA, Nova Southeastern University
PsyD, Nova Southeastern University

Dr. Oram began teaching for the MA in Counseling Psychology program in the fall semester of 2005. Prior to accepting the position with TIU, Dr. Oram worked as a psychologist for outpatient psychotherapy practices in Tennessee, Virginia, and at the University of South Florida. Dr. Oram coauthored chapters in the 2009 edition of Essential Psychopathology and a chapter on Child and Adolescent Therapy. She has an active private clinical practice with specific interest in the treatment areas of health/wellness, addiction, trauma, and marital counseling. She is a member of the American Psychological Association, the American Association of Christian Counselors (AACC), and the Christian Community Development Association (CCDA). She co-presented on a wellness related topic at the CCDA’s 2008 conference and is the faculty advisor for TIUFRC’s student chapter of the AACC.

Ruby L. Owiny, 2013
Assistant Professor of Education
BA, Asbury University
MA, Asbury University
PhD, University of Kentucky

Dr. Owiny worked for 13 years in both private Christian schools and public schools in Lexington, KY. She served as an elementary classroom teacher and as a special educator. Her passion for teaching lies in the inner city, where she spent 11 years of her career. Her dissertation was based on virtual coaching of general education and special education teachers in Guatemala to train them in new teacher behaviors. Her current research interests include identifying methods for improving the quality of inclusive settings, including strategies teachers use in their general education classrooms, the relationship of general educators with their special educator counterparts in co-teaching relationships, and the interactions of students in those settings. Outside of the University, she directs Project REACH, a ministry to teachers in third world countries, to train them in inclusive principles.

Michael D. Reynolds, 2006
Associate Professor of Christian Ministries
Executive Director and Associate Academic Dean, South Chicago Regional Center
BS, Illinois State University
MAR, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary

Prior to his appointment as an associate professor at Trinity College, Dr. Reynolds served in both traditional and nontraditional programs as an affiliate professor of psychology and sociology. He also held an appointment as affiliate professor of pastoral theology at Trinity Evangelical Divinity School. He has taught courses in preaching, counseling, sociology, education and urban ministry at Trinity’s Deerfield campus, at its regional centers, and at various extension sites. He has special interests in mentoring and urban leadership development. Dr. Reynolds’ research interests include the study of theological issues in the urban setting. He was the senior editor of the Urban Devotional Bible
Following graduation from Trinity College, Dr. Wright enjoyed working for thirty-two years in the public schools of Waukegan, Illinois, and Vernon Hills, Illinois, as an elementary classroom teacher, school psychologist (K-12), special education coordinator, and IEP database supervisor. Prior to becoming a full-time faculty member, he taught at National-Louis University and at Trinity College, Trinity Graduate School, and REACH program as adjunct faculty. His dissertation was based on a ten-month family journey around the United States studying the impact of family dynamics on living and learning, how personal learner characteristics influence the teaching/learning process, and the influence of experiential education. His current research interests include studying the services available for students with disabilities in higher education. He is also interested in working within educational systems to encourage positive change for all students, helping understand and teach exceptional students, brain-based learning, and the application of educational psychology to increase student learning and achievement.

Karen A. Wrobbel, 2003
Associate Professor of Education
BA, Biola University
MA, Wheaton Graduate School
EdD, University of Minnesota

Dr. Wrobbel taught missionary kids (MKs) and other international students in Christian schools in Spain and Venezuela for more than twenty years before joining Trinity’s faculty. Her school experience extends across the grade levels and includes teaching self-contained elementary classrooms, various subjects at the middle and high school levels, and administration. She continues to be actively involved internationally with Christian education through conference speaking and accreditation work. Dr. Wrobbel is a member of the Latin America Accreditation Commission of the Association of Christian Schools, International. Her expertise and research interests include the education of MKs and other global nomads, languages and education, and intercultural communication. Dr. Wrobbel’s articles have appeared in several publications, including Missiology, Evangelical Missions Quarterly, and Christian School Education. Dr. Wrobbel is the Director of the Division of Education.

Affiliate Faculty

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

Russell D. Moore
Affiliate Professor of Ethics
BS, University of Southern Mississippi
MDiv, New Orleans Baptist Theological Seminary
PhD, The Southern Baptist Theological Seminary

Michael Sleasman
Affiliate Professor of Bioethics
BA, Malone College
MDiv, PhD, Trinity Evangelical Divinity School

Provost and Dean Emerita

Jeanette L. Hsieh, EdD
Trinity International University, Trinity College and Graduate School
1997-2015
BA, Westmont College
MA, Wheaton College
EdD, Northern Illinois University

**Professor Emerita**

Carol L. Kennett
Professor Emerita of Education
BA, Eastern College
MA, Immaculata College
PhD, University of Pennsylvania

**Endowed Faculty Chairs**

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson's outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

The Eva Cornelius Chair of Christian Education was funded by Miss Eva Cornelius to advance the Christian education ministry of the seminary.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh's outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

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

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

The Tite Tiénou Chair of Mission and Global Theology was given in honor of Dr. Tiéno’s outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology.

The William Washington Chair of Student Leadership was given in honor of Dr. Washington’s outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.

**Adjunct Faculty**

Richard L. Barr
Adjunct Instructor of Counseling Psychology
BS, Pennsylvania State University
MA, Colorado Christian University
MED, University of Pittsburgh

Charles Bilodeau
Adjunct Instructor of Education
BS, Millikin University
MSED, Northern Illinois University

Paul J. Brown
Adjunct Instructor of Biblical Studies & Theology
BM, State University of New York at Potsdam
MM, State University of New York at Potsdam

MDiv, Gordon-Conwell Theological Seminary
PhD, Trinity International University

Nigel M. de S. Cameron
Distinguished Professor of Theology and Culture
BA, MA, Emmanuel College, University of Cambridge
BD, PhD, University of Edinburgh

William P. Cheshire
Adjunct Professor of Bioethics
AB, Princeton University
MA, Trinity Graduate School
MD, West Virginia University

Megan Clunan
Adjunct Instructor of Counseling Psychology
BA, Florida State University
MA, New Orleans Baptist Theological Seminary
MDiv, New Orleans Baptist Theological Seminary
PhD, New Orleans Baptist Theological Seminary

Jodi Craiglow
Adjunct Instructor of Education
BA, Grove City College
MED, Miami University
MDiv, Gordon-Conwell Theological Seminary

Benjamin P. Dockery
Adjunct Instructor of Leadership
BA, Union University
MDiv, The Southern Baptist Theological Seminary
PhD, The Southern Baptist Theological Seminary

Russell DiSilvestro
Adjunct Professor of Bioethics
BA, Indiana University
MA, Biola University
MA, Bowling Green State University
PhD, Bowling, Green State University

William P. Donahue
Adjunct Instructor of Leadership
AB, Princeton University
MABS, Dallas Seminary
PhD, University of North Texas

John Dunlop
Adjunct Professor of Bioethics
BS, Wheaton College
MA, Trinity Graduate School
MD, Johns Hopkins University

Claretta Y. Dupree
Adjunct Professor of Nursing Ethics
RN, University of Tennessee
MSN, University of Texas
PhD, University of Wisconsin

David B. Fletcher
Adjunct Professor of Bioethics
BA, Trinity College
MA, Loyola University
PhD, University of Illinois, Champaign

Clarke D. Forsythe
Adjunct Professor of Bioethics
BA Allegheny College
MA, Trinity Graduate School
JD, Valparaiso University School of Law

Kevin Gushiken
Adjunct Instructor of Leadership
BA, MA Wheaton College
MDiv, PhD, Trinity Evangelical Divinity School

Cheryl A. Guth
Adjunct Instructor of Leadership
BA, Wheaton College
MA, PhD, Trinity Evangelical Divinity School

Susan M. Haack
Adjunct Professor of Bioethics
MDiv, Trinity Evangelical Divinity School
MA, Trinity International University
MD, University of Texas Medical Branch

Donna J. Harrison
Adjunct Professor of Bioethics
BA, Michigan State University
BS, Biochemistry, Michigan State University
MD, University of Michigan

Scott Hendrickson
Adjunct Instructor of Education
BA, University of Illinois-Urbana Champaign
MA/T, Trinity International University
MA, Concordia University

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

C. Christopher Hook
Adjunct Professor of Bioethics
BA, Greenville College
MD, University of Michigan

Kate Johnson
Adjunct Instructor of Counseling Psychology
BA, MACP, Trinity International University
DMin, Gordon-Conwell Theological Seminary

Nancy Jones
Adjunct Professor of Bioethics
BS, Virginia Polytechnic Institute and State Univ.
MA, Trinity Graduate School
PhD, WFUSM

Ludy Joseph
Adjunct Instructor of Counseling Psychology
BA, University of South Florida
MA, Trinity International University

Christine Bieber Lake
Adjunct Professor of Bioethics
BA, Princeton University
MA, PhD Emory University

William Lyon
Adjunct Instructor of Education
BS, Oregon State University
MMD, Northwestern University
MA/T, Trinity International University

Clifford Mack
Adjunct Instructor of Counseling Psychology
BA, Washington Bible College
MA, Trinity International University
PhD (ABD), Florida Atlantic University

Hans Madueme
Adjunct Professor of Bioethics
MD, Howard University College of Medicine
MA, Trinity Graduate School
PhD, Trinity Evangelical Divinity School

Susan Matheson
Adjunct Instructor of Education
BA, Trinity College
MA, Saint Xavier University

Mariam Mazboudi
Adjunct Instructor of Education
BA, University of Illinois
MA, Northeastern Illinois University
PhD, University of Illinois

Mary McClure
Adjunct Instructor of Education
BS, MA, University of Illinois, Urbana
MA, Trinity International University
EdD, Governors State University

Kathy McReynolds
Adjunct Professor of Bioethics
BA, Biola University
MA, Talbot School of Theology, Biola University
PhD, University of Southern California

Annie Mecias-Murphy
Adjunct Instructor of Counseling Psychology
BA, Liberty University
MS, PhD, Barry University

Regina Melchor-Beaupre
Adjunct Instructor of Counseling Psychology
BA, University of Miami
MS, PsyD, Albizu University

C. Ben Mitchell
Adjunct Professor of Bioethics
BS, Mississippi State University
MDiv, Southwestern Baptist Theological Seminary
PhD, University of Tennessee

Ryan R. Nash
Adjunct Professor of Bioethics
BS, Texas State University
MD, University of Texas Medical School
MA, Trinity Graduate School

Cheyn D. Onarecker
Adjunct Professor of Clinical Ethics
Adjunct Faculty

Robert D. Orr
*Adjunct Professor of Clinical Ethics*
BA, Houghton College
MD, Oral Roberts University

Keith W. Plummer
*Adjunct Professor of Bioethics*
BA, Brown University
MDiv, PhD, Trinity Evangelical Divinity School

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

D. Joy Riley
*Adjunct Professor of Bioethics*
BA, University of Louisville
MA, Trinity Graduate School
MD, University of Kentucky College of Medicine

Gregory Rutecki
*Adjunct Professor of Bioethics*
BS, DePaul University, Chicago
MD, University of Illinois, Chicago

Silvia Schmid
*Adjunct Instructor of Education*
BA, Hermes University
BA, Kantonsspital
MA, Trinity International University
PhD, Loyola University

Maralee Scott
*Adjunct Instructor of Education*
BS, Northwester College
MEd, University of Minnesota

Jennifer Searle
*Adjunct Instructor of Education*
BA, Wheaton College
MA, Northern Illinois University

Neil Skjoldal
*Adjunct Instructor of Counseling Psychology*
BA, Cedarville University
MDiv, Biblical Theological Seminary
ThM, Biblical Theological Seminary
PhD, Trinity Evangelical Divinity School

David K. Smith
*Adjunct Instructor of Leadership*
CE, BA, Taylor University
MA, Trinity International University
EdD, The Southern Baptist Theological Seminary

Brent Strom
*Adjunct Instructor of Education*
BA, Judson College
EdM, University of Illinois

MA, Middlebury College
MA, Northeastern University
EdD, Loyola University

Dennis Sullivan
*Adjunct Professor of Bioethics*
BS, Youngstown State University
MA, Trinity Graduate School
MD, Case Western Reserve University

Morse Tan
*Adjunct Professor of Bioethics*
BA, Wheaton College
MA, Wheaton College
JD, Northwestern University School of Law

Esther Theonugraha
*Adjunct Instructor of Leadership*
BA, Cedarville University
MA, MA, Trinity Evangelical Divinity School

Felix Theonugraha
*Adjunct Instructor of Leadership*
BA, University of California, Berkeley
MDiv, Trinity International University
PhD, Trinity International University, ABD

Courtney E. Thiele
*Adjunct Professor of Bioethics*
BA, Oberlin College
MDiv, Yale University
MPH, Yale Medical School
PhD, Emory University

Sally Thomson
*Adjunct Instructor of Education*
BS, Western Illinois University
MSEd, Illinois State University
MSEd, Northern Illinois University
EdD, Aurora University

Marsha Wilson
*Adjunct Instructor of Counseling Psychology*
BA, University of Phoenix
MA, Trinity International University

Cheryl Witucke
*Adjunct Instructor of Education*
BA, Illinois State University
MEd, St. Xavier University

Maria Wong
*Adjunct Instructor of Education*
BS, Ohio State University
MEd, Ohio State University

Ferdinand D. (Nick) Yates, Jr.
*Adjunct Professor of Bioethics*
BA, University of Virginia
MA, Trinity Graduate School
MD, University of Virginia
Academic Life

Academic Information

Academic Counseling

Students will be assigned a faculty advisor at the beginning of their studies at Trinity Graduate School. The faculty advisor will provide not only academic guidance but also a measure of spiritual, emotional, and social counsel. Advisors will assist students in making the necessary adjustments to campus life and in planning an appropriate program of study. The Associate Registrar in the Records Office is also available by appointment to discuss program completion requirements.

Academic Handbook

Detailed information related to the MA/BE, MA/CP, MA/L, MA/T, and ME/M/ME programs of the Graduate School is contained in the Academic Handbook. Students enrolled in degree programs are responsible for the contents of this document, which can be found online at MyTIU (https://my.tiu.edu) > Academic Resources > Student Handbooks.

Academic Load

To be considered full time, master’s-level students must enroll in at least 10 credit hours each semester (9 credit hours for students on our Florida campus). Students will be considered part time if they are enrolled in 1-9 credit hours (1-8 credit hours in Florida). However, for financial aid purposes “half time” is defined as 5-9 credit hours (5-8 credit hours in Florida).

Students may not register for more than 18 credit hours in any semester without approval in advance by the Dean’s Office.

If it is necessary to earn part or all expenses while enrolled at Trinity, students are encouraged to reduce their academic load accordingly. If employed for more than twenty hours per week, students are advised against registering for a full-time academic load.

Students are responsible to submit all required academic work by the assigned deadline for every course, including Internship, Guided Research, and Reading Courses. Work that is completed, but not submitted, will not be accepted beyond the end of the course. In cases where students have an emergency during the semester, the professor is allowed to grant an exception, provided that all work is submitted by the end of the semester. Extensions beyond the end of a semester are approved only by the TEDS/TGS Dean of Students in Deerfield and by Director of Academic Operations at the Florida Regional Center.

Academic Year

Residential programs within Trinity Graduate School operate on the semester system, in which the academic year is divided into three semesters. The fall, spring, and summer semesters are fourteen weeks, plus an exam week, each, and full-time students take three or four courses per semester.

In the residential programs, a semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing semester hours with quarter hours, 1 semester hour equals 1.5 quarter hours.

Nonresidential programs, such as the MA/BE (modular), MA/L (blended) or MA/T or MEd/ML (cohort based), have course starts and class configurations that vary from the traditional semester format. Course credits for these classes are expressed in semester hour equivalents.

Active and Inactive Student Status

Program students are expected to register at the beginning of each semester for coursework (including short-term modular courses) or other program requirements (Internship, Thesis, Extensions of capstones, etc.) that they intend to complete during the semester. The status of such students is considered active, and campus services, such as library, email, and faculty, are available to them. Student accounts must also be in good standing for a student to remain active and able to register for the next semester.

Students who desire not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) from the Graduate Student Life Office (see “Leave of Absence Policy” in this Catalog). This apprises Trinity of student program plans and enables appropriate services to be provided. If a student desires to leave TGS, a Withdrawal must be completed through the Graduate Student Life Office (see “Withdrawal” in this Catalog).

If an LOA or Withdrawal has not been completed by students and they do not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester).

Inactive students wishing to reenroll must reapply to TGS with no guarantee of readmission. At the time that inactive students reapply, they are subject to a reactivation fee. Students who withdraw appropriately and reapply are not subject to a reactivation fee.

Campus Residency Requirement

The master’s programs of the graduate school each require a minimum of 3 semester hours of campus residency on either the Deerfield Campus or at the Florida Regional Center. Some programs may require additional campus residency time.

Catalog

Students admitted to Trinity Graduate School will be subject to the program requirements of the catalog that is current at the time of initial enrollment rather than the catalog that was current when application was made. The catalog is updated annually. Students may complete the graduation requirements for their programs under the terms of the catalog that is current when they first enroll or any other subsequent catalog published by Trinity Graduate School during the time of uninterrupted resident study. If students ever withdraw and are readmitted, or if they finish one program and are readmitted into a second one, they will be subject to the requirements of the catalog that is current in the term when they reenroll. In addition, because the MA/T program leads to teaching licensure and is accredited by the State of Illinois, the program is subject to changes in requirements made by the Illinois State Board of Education at any time, and students wishing to be licensed must meet these requirements. Students in this program will be kept apprised of such changes, should they occur, by the education advisor.

Course Scheduling

Classes are arranged in a variety of formats, generally depending on the program. Some classes during fall and spring semesters are arranged in a block format in which each course meets once or twice a week throughout the semester, ranging from sixty to one-hundred minutes
per meeting. Classes meeting twice weekly are normally scheduled in either Monday/Wednesday or Tuesday/Thursday combinations. Modular courses meet during the fall and spring semesters and during the summer on designated weekdays or weekends or as conference wrap-around courses. They generally require pre- and post-coursework. The MA/T program has classes that meet one night per week and some Saturdays for the duration of the program.

**Examinations**

All students, whether or not English is their primary language, are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for the particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Dean of Students if they need adjustments in the location, length, or manner of their exams based on documented disability.

**Final Examinations**

Final examinations are held during specified times in every regularly scheduled university course. These require mastery of subject matter, but the method and manner in which such mastery is demonstrated is left to the discretion of each faculty member. All final examinations must be taken when scheduled unless there is an emergency, in which case the Dean of Students Office may grant permission for a change in final examination time.

**Gender References in Speech and Writing**

The following statement reflects the principles of both Trinity Evangelical Divinity School and Trinity Graduate School.

In recognition of the divine act of creation whereby the *imago Dei* (image of God) has been equally given to women and men, the faculty of Trinity International University offers the following statement on gender references in speech and writing. We do this as a demonstration of the reality of our belief in the *imago Dei* and as an example of our serious desire to see all men and women treated with the worth and value with which both were invested since the creation of the world:

As members of the faculty of Trinity International University and leaders in the church of our Lord, we recognize that God has given his gifts to both men and women in the body of Christ. Therefore, as we teach in class, speak in the pulpit, or write our books and articles, we commit ourselves, before God, to be sensitive to the presence and needs of both sexes and the forms of address that will represent both genders rather than unthinkingly adopt potentially offensive conventions of speech.

Our decision is based on the fact that God’s gift of the imago Dei to both women and men has forever settled the question of their equal worth, value, and meaning as persons.

As believers desiring to support such an affirmation, we intend, by God’s help, to avoid any unwarranted usage of exclusive language. We will seek to avoid referring to all men and women as if only one gender were in view when actually we are intending to address the whole group.

Furthermore, we pledge ourselves as faculty to encourage students, staff members, and the wider Christian community to use language and illustrations that include women and men in teaching, writing, witness, and worship.

**Grading**

The following criteria are used at Trinity Graduate School in assigning letter grades:

- “A” Designates outstanding work: superior achievement of course objectives
- “B” Designates good work: commendable achievement of course objectives
- “C” Designates acceptable work: satisfactory achievement of course objectives

Note: Courses for which a student receives a grade of “C-” or lower will not be counted toward meeting degree requirements.

- “D” Designates minimal work: marginal achievement of course objectives
- “F” Designates failure: unacceptable work. Normally assigned also to courses dropped after the eighth week of the semester, except in emergency circumstances.

The following grade points are assigned to letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
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</tr>
<tr>
<td>F</td>
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</tbody>
</table>

The following grades and notations are also used in the grading system of the University:

- **CR/NC (Credit/No Credit):** Certain courses of a practical nature such as colloquia and internships are offered only on a CR/NC basis. Other courses such as — 7501 Guided Research are completed for a letter grade or CR/NC. One option must be chosen at the time of registration.
  - CR (Credit): Represents the successful completion of a course offered on a credit/no credit basis. These hours apply toward graduation requirements but are not calculated in the grade point average.
  - NC (No Credit): Represents the failure to complete successfully a course offered on a credit/no credit basis. These hours are calculated as hours attempted but do not apply toward graduation requirements and are not used in the calculation of grade point averages.
- **AU (Audit):** Indicates that the student registered for the class on an audit basis; normally indicates regular attendance in class and participation in discussion although not enrolled for credit. Since no grade is assigned, grade points and hours are not accumulated for courses audited.
- **NR:** Not Reported. (A special grade designation is posted when a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web Grade Report on the myTIU dashboard, which indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor.
with questions regarding any pending grades posted with an “NR” designation.) An NR designation on a student’s record that remains for longer than three consecutive semesters will be administratively changed to an “F” (failing grade).

EX: Official Extension granted.

W (Withdrawal): Indicates that a student dropped a course after the add period for a class but before the appropriate deadline:

- Traditional courses (semester, quad, etc.) must be dropped within the first 50 percent of class meetings.
- Modular courses must be dropped by the end of the first class meeting.
- Cohort-based courses (MA/T) must be dropped before the last scheduled class meeting.

No hours or grades are recorded as attempted. Withdrawals after the deadline result in administrative assignment of an “F.”

NOTE: Students should note that tuition and fees assessment and financial aid deadlines may differ from academic deadlines.

Grade Replacement Policy

A student may elect to repeat any course in which a grade of “B-” or lower is earned provided that the repeated course is taken at Trinity Graduate School (TGS) in a regularly scheduled class, or as a reading course with instructor’s permission. The higher grade earned in the course will be used in the calculation of the GPA.

A student who has earned a “C-” or lower grade at TGS may repeat the course at another institution, and the credits earned (with the appropriate transfer grade level) may be applied toward degree completion; however, the grade earned at another institution will not be used in computing the TGS cumulative GPA.

A repeated TGS course, for which credit has been earned, may produce an improved grade and improved cumulative grade point average but will not provide additional credits. A required course in which a “C” or higher is earned may be repeated only once. All courses, grades, and GPA calculations will remain printed on the transcript.

Independent Study Options

In general, a maximum of one-third of a student’s program may be completed through Guided Research, Reading Courses, or Extension or Distance Education Courses. The maximum for some programs may be higher.

Academic Policies

Academic Appeals Process

In case of any dispute involving a grade or other academic policy, students should first attempt resolution by discussing the issue with the faculty/staff member involved.

Initial Appeal: If the student is unable to resolve the issue to her/his satisfaction by conversing with the faculty/staff member, the student should address her/his appeal in writing to the director of the office enacting the policy or decision (Registrar, Director of Admissions, Program Director, etc.), who will attempt to resolve the appeal in consultation with the Dean or Associate Dean of the Graduate School. In the Division of Education, initial appeals are considered by the Teacher Education Council, which is chaired by the Director of the Division of Education.

Secondary Appeal: If a student is dissatisfied with the outcome of the initial appeal, the student should appeal the decision in writing, to the Trinity Graduate School Council, following the procedure detailed in the TGS Academic Handbook (https://my.tiu.edu/ICS/icsfs/TGS_Academic_Handbook_2015-16_Final_6.18.15.pdf?target=fc8b8a58-6b66-4707-978f-a09a03297567). This formal, written appeal to the Graduate School Council must be initiated within sixty days of receipt of the grade or interpretation/implementation of academic policy that is in question. The Graduate School Council will act on the appeal.

Final Appeal: If still dissatisfied, the student has the right of final appeal to the Dean of the Graduate School. This appeal must be initiated in writing no later than ten days after the communication of the TGS Council’s decision.

Academic Probation and Dismissal

A student may be admitted to Trinity on academic probation for either of the following reasons:

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

In such cases, the probationary status will be removed after successful academic performance in 12 hours of academic coursework at Trinity.

A student will be placed on academic probation at the conclusion of any semester in which that student’s cumulative GPA in their current degree program falls below graduation requirements in the respective degree program. The student will remain on probation as long as the cumulative average remains below the required level. It is expected that, if on academic probation, all activities outside of regular studies would be curtailed until such time as the probationary status is removed.

The minimum cumulative GPA for all Trinity Graduate School MA degree programs is 3.0. Students whose cumulative GPA falls below 3.0 but remains above 2.3 after 12 hours of academic coursework in their current degree program will be placed on academic probation. Probationary status will be maintained until the cumulative GPA is raised to a 3.0 or above. The probationary period cannot exceed the six-year statute of limitations for the MA degree. Following completion of 12 hours of academic coursework, a student will be dismissed from Trinity Graduate School if the cumulative GPA falls below 2.3.

Students who have either been placed on academic probation or have been dismissed have the right to appeal to the TGS Academic Standing Appeals Committee. They must do so in writing within fourteen calendar days of the postmarked notice of their academic standing. Letters of appeal may be sent to the Office of the Dean of the Graduate School.

Following a student’s academic dismissal from the university, the Admissions Committee will consider applications for readmission only if warranted by exceptional circumstances. Such applications are considered on a case-by-case basis. Upon dismissal, a student must wait at least one semester before reapplying.
Candidacy Requirements

Admission into any master’s program is not automatic acceptance into candidacy for the master’s degree. A student will be recognized as a candidate in the program only after completion of a minimum of 20 semester hours of graduate study with a minimum program grade point average of 3.0 (on a 4.0 scale) and removal of any entrance deficiencies for the program. A candidate must have demonstrated proficiency in the area of concentration and supporting fields and must give adequate proof of ability to complete successfully all degree requirements. Candidacy must be approved by a vote of the faculty. Failure to achieve candidacy results in dismissal from the program.

Individual programs may have additional candidacy requirements. For example, in the MA/CP program, students are required to participate in and successfully complete the requirements of a group counseling experience. MA/T students must be accepted into the Division of Education. The student should consult with the academic advisor or program director as to the specific requirements for his or her program.

For students enrolled in any of the dual degree options, candidacy in the MA is not awarded until the BA degree is complete.

Capstone Experience

TGS programs all require a capstone experience: professional project, major or integrative paper, internship, comprehensive exam, thesis, or a combination of these. Students should note carefully the requirement in their program curricula and consult with a program advisor as to the precise guidelines for that experience.

Capstone event writers (papers, theses) should note carefully the University writing requirements outlined in the TIU Style and Format Manual and avail themselves of the counsel of the Research Document Assistant or assigned Capstone Reader in their writing.

Capstone Extensions and Fees

Some capstone events are regularly completed during the semester of enrollment; however, others often extend one or more semesters beyond the original semester of enrollment. These Capstones also have a Capstone Extension course (— 7476, — 7478, — 7480, — 7485) in which students must enroll in order to maintain their active student status (see “Active and Inactive Student Status” elsewhere in this Catalog). If a student is enrolled in a capstone extension course and in no other courses, a minimal capstone extension course fee is charged for the student to maintain his or her active status and Trinity services. Students who fail to register for a Capstone Extension course to maintain their active status are charged the extension course fee plus late registration fees for each semester in which they failed to register and may be rendered inactive in their program, requiring readmission and payment of the reactivation fee (see “Active and Inactive Student Status”).

Changes in Registration and Course Withdrawals

Changes in Registration

For all Add/Drop changes in registration, the student must make the changes on the myTIU dashboard. In traditional courses, changes made during the first week of a semester (summers excepted) are free. After the first week of class a Change-in-Registration fee is charged (see “Registration Fees” in the Finances section of this catalog). Courses may not be added after the second week of classes.

Grade accountability for courses dropped after the second week of classes is as follows: courses dropped at any time during the third through eighth weeks (second through fifth weeks for quad courses) of classes must be recorded with a grade of "W" (see "Grading") as indicated by the course instructor. A student may change from a letter-grade or credit/no credit class to an Audit through the eighth week of the semester. Courses dropped after the eighth week (the fifth week for quad courses) are automatically recorded with an "F."

For modular courses, Adds/Drops must be completed by the first meeting day of the class. For the MA/T, students wishing to add a course must do so within seven calendar days prior to the first day of class. No course may be added after the first day of class. Students wishing to drop a course are urged to do so as early as possible to maximize any refund due. Withdrawal is not permitted after the last class session. At that point, students will receive the grade earned.

Class Attendance

The development of good habits confirming Christian character and a sense of Christian stewardship implies that TGS students are responsible to attend class lectures, participate in class discussions, and complete course requirements.

At the beginning of the semester each faculty member will notify class members in writing of the attendance policy for each class. Since class attendance is important, students are urged to attend classes regularly regardless of stated attendance policies in order to participate in discussion and receive benefit from lectures and reports given in class. Because of reduced class time in modular classes, attendance at all sessions is required. Students who miss a session will be requested to withdraw from the course.

Because of the accelerated and collaborative nature of the MA/T and MEd/DL programs, students are required to attend every class session. Missing a single class means a significant portion of the contact with the learning community has been lost. For this reason, in MA/T and MEd/DL courses, students missing one class session will have their course grade reduced between one-half and one full letter grade. Students missing more than one class period will receive no credit for the class, and a grade of "F" will be recorded. The course must then be retaken in order to receive credit.

If an MA/T or MEd/DL student misses more than two class sessions for all courses during a given semester, the student will be required to meet in person with the program director to discuss continuance in the program. Students are responsible to monitor their own attendance and to make sure they do not exceed two absences per semester. Any student missing more than thirty minutes of a course session will be considered absent for the full session. Participation points are earned and calculated in the final grade of a course based in part upon on-time attendance at each session.

Completion of a Second Degree at TIU

After completing work for one graduate degree at the university, a minimum of 16 semester hours must be taken in the new program before obtaining a second degree; however, the actual number of hours necessary to complete that degree may be higher, depending on the length of the degree. A student must also meet all specific requirements for the second degree. No hours can be applied from a first or second degree to a third. Students may be allowed to do advanced substitutions for required courses already taken.
Students accepted in BA/MA Dual Degree programs are allowed to take coursework toward an MA simultaneously with their undergraduate coursework; however, they are considered undergraduate students until all requirements are met for the BA. If the coursework for the MA is finished simultaneously with BA coursework, the MA will be awarded in the semester following the awarding of the BA. Even if the MA coursework is finished first, in no case will the MA be awarded until the BA is completed.

Course Extensions
During any given semester faculty may change due dates for an entire class for a given assignment or exceptionally grant individual emergencies; however, any extensions beyond the last day of final exam week are granted only by the Dean of Students (or by the Director of Academic Operations at the Florida Regional Center). Course extensions must be requested by Friday of exam week.

Coursework is due no later than the scheduled time of the final examination for each course (including Reading, Guided Research, Field Education, and Internship). Extensions for unforeseen emergencies (illness, death) may be requested from the Dean of Students. Vacations, ministry or work responsibilities, and travel plans are not considered emergencies, and such requests will generally be denied.

Note that only the Dean of Students (or the Director of Academic Operations at the Florida Regional Center), not faculty members, grants course extensions. The Dean of Students or Director of Academic Operations (FRC) will notify the students and faculty member of the disposal of the request and may recommend that

1. no grade penalty be given provided the extension deadline is met or
2. a grade reduction of one full letter grade be given for each week the extension is effective.

Grading and the duration of the extension will depend on the severity of the emergency. Course extensions will not exceed four weeks from the end of Final Exam Week or from the last session of a course. All work must be submitted by the assigned deadline, or a failing grade (F) will be permanently recorded.

Course extensions beyond four weeks occur only in the event of the most serious extenuating circumstances. A written request accompanied by the support of the faculty member should be filed with the Dean of Students or Director of Academic Operations (FRC).

Course Registration: Trinity College Undergraduates into TGS
Trinity College students may register for one TGS course each fall or spring semester at no additional charge (summers not included). Such coursework may be counted for either undergraduate or graduate credit (not both) and may not be used to fulfill General Education requirements.

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

General Graduation Requirements
The following graduation requirements apply to all master’s candidates at Trinity Graduate School:

• Completion of all prescribed coursework for the program
• A residence requirement of one academic year (or its program equivalent) in Trinity Graduate School coursework
• A minimum cumulative GPA of 3.0 in program coursework with no grade below “C” applied to the program
• Successful completion of the program’s comprehensive examination, project, practicum, or thesis
• Completion of the program within six years of matriculation
• All financial obligations to the university settled with the Accounting Office
• Approval of the faculty

Grade Changes
Faculty members may not change a student’s grade for a given course unless an error was made in computing or recording the grade originally. Students who wish to contest an assigned grade may petition via the Academic Appeals process but should be aware that a faculty member’s decision in assigning grades is rarely overturned. Such cases would only be reviewed seriously in the case of a faculty member (normally visiting) who was not aware of general standards expected in grading at Trinity.

Graduation and Participation in Commencement Ceremonies
A student may graduate in May, August, or December of any academic year; commencement ceremonies are held in May and December. Degree completion requires the filing of an Application for Graduation.

Fall applications are due by July 15, preceding the intended graduation semester. Spring and summer applications are due by December 15, preceding the intended graduation semester.

For each academic year, there are three completion semesters: fall, spring, and summer. Students who complete their program at any session are eligible to participate in the May or December commencement ceremony. Participation includes both walking in the ceremony and being listed in the program. Participation in commencement ceremonies does not imply graduation. Graduands should note the following special requirements for participation in commencement:

• Program requirements of 6 or less hours remaining, student has registered for those requirements to be completed in the subsequent semester (spring for December participants, summer or fall for May participants)
• The capstone experience, internship, and/or clinical practice, are completed and passed during the regular semester deadlines.
• No other program requirements remain outstanding.
• Completion of the online Commencement Participation Form between August 1 and November 15 for December ceremony; and between January 1 and April 1 for the spring ceremony.
Graduation with Honors

The following criteria are established for the determination of graduation honors for students in the Master of Arts programs of the graduate school:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Minimum Cumulative Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>cum laude</td>
<td>3.50</td>
</tr>
<tr>
<td>magna cum laude</td>
<td>3.80</td>
</tr>
<tr>
<td>summa cum laude</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Leave of Absence or Withdrawal from the University

Leave of Absence

A student who desires not to register for classes for a period of one to three semesters (a maximum of twelve months) should request a Leave of Absence (LOA) via the Academic Withdrawal/Leave of Absence form available from the Graduate Student Life Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. An LOA may be granted for personal, financial, or other reasons, but the expectation is that students will return to their program within a twelve-month period.

During the LOA, the student is considered “Active” but “On Leave” and should maintain contact with TGS, ensuring that address information and other relevant data are kept current through the Records Office. At the end of the leave, arrangements for course registration and returning to school should be made directly with the Records Office. During the LOA, the program Statute of Limitation clock keeps ticking; however, the students remain in their program of admission, and no continuation fees are assessed. (Exception: MA/T students on LOA may be placed in a new cohort and are subject to any changes in the educational program’s requirements for licensure.) LOA status is not intended to merely delay program deadlines or other program responsibilities but is rather a genuine absence from the TGS community.

If during the LOA students find that they must withdraw from the University or needs further extended leave beyond what was originally filed, they must communicate their intentions with the Student Services Office. LOA beyond twelve months is considered withdrawal from the university, and the student must reapply with no guarantee of readmission. If readmitted, students will be subject to the catalog current to their readmission date and may face programmatic or course requirement changes.

Withdrawal from the University

Complete a Withdrawal from the University form available from the Graduate Student Life Office (studentservices@tiu.edu). The student should schedule an appointment with the Dean of Students at the time of submission of the form to ensure that all matters are in proper order. Withdrawal is not complete until final settlements have been made with the Office of Student Financial Services and Records Office. Grade accountability, if students withdraw from Trinity after the start of a semester, is the same as that of dropping a class. Withdrawal from the University deactivates the students’ file, and if they desire to return at a future date, the students must reapply with no guarantee of readmission.

All students who have withdrawn from Trinity and desire to return for study must apply for readmission through the Admissions Office. The readmitted student will then be subject to the catalog requirements in effect at the time of reenrollment, rather than the catalog in effect at the time of the student’s previous enrollment.

MA/T students who withdraw and apply for readmission will be reassigned to a new cohort upon readmission and will be subject to the academic requirements, as well as to the tuition rates, that apply at the time of their reentry.

Withdrawal for Students Called to Active Military Duty

Trinity students called to active military duty have the following options:

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

Contact the University Records Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

Statute of Limitation for Program Completion, Program Extension, and Program Readmission

Program Completion

The Statute of Limitation, which is the maximum length of time permitted for completion of a program, is six years from the date of admission for all MA programs in the Trinity Graduate School. When the statute of limitation is reached, the student is administratively withdrawn from the program and a hold is placed on further registration unless a program extension request is granted and is on file with the Records Office.

Program Extension

A program extension request is considered by petition to the TGS Council and generally does not add more than two years to a program’s statute of limitation. Petitions should be filed at least one semester before the statute of limitation ends and show consistent evidence of program progress and a definitive plan for program completion. Students granted program extension will be required to pay continuation fees (see “Continuation Fees” elsewhere in this catalog).

Program Readmission

Students who withdraw from Trinity without completing their program and desire to reapply may make application for readmission under the current catalog. Readmission is not guaranteed. A written statement outlining plans for program completion must accompany application materials. Readmission is solely for the program to which the applicant is making application.

Students who are readmitted to a program two years or more beyond their original statute of limitation date can expect to complete additional program hours and may have to retake a significant portion of the coursework for the program. The conditions for readmission and program requirements will be determined on a case-by-case basis by the
Transcripts and Records Retention

Admissions documents are retained for accepted students who do not enroll for two years and for those who enroll for a period of five years beyond the date of last attendance.

Academic records are retained permanently. Official student transcripts bear the seal of the school and are distributed in a sealed envelope. Students may request their academic transcript by presenting or mailing a Transcript Request Form to the Records Office or submitting a signed letter requesting the transcript. Official transcripts will be sent directly to an institution upon request or may be picked up in the Records Office. Downloadable forms and complete instructions for these options are available at www.tiu.edu/tiu/records/transcriptinfo. Unofficial transcripts are also available and may be faxed.

Allow ten business days for completion of transcript requests. Transcripts are not issued for students who have outstanding accounts unless payment arrangements have been made. Consult the Catalog or the Records Office for fees for transcripts.

Formal Student Complaint Policy

Trinity Graduate School, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Formal complaints should be addressed in writing (dated and signed) to the dean’s office. If unresolved, the student may choose to submit the formal complaint to the Academic Council of Divisions, the provost, or the president. Upon first receipt of the formal complaint, the person to whom it is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution’s final decision regarding the complaint, and any other (external) action initiated by the student to resolve the complaint. Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. The university will protect students’ privacy by removing their names from files before submission to an outside team (unless they have given express permission for use of their names).

Master's Programs

Deerfield Campus

Trinity Graduate School currently offers four master’s-level degrees at the Deerfield location. The Master of Arts in Bioethics (MA/BE) is a 30-semester-hour degree that has many courses available in short-term, summer, or online, and/or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/BE is for those who wish to develop expertise in analyzing, addressing, and engaging contemporary ethical issues of life and health that face our current culture. The MA in Leadership (MA/L), with emphases in nonprofit, organizational, and international leadership, equips students to assume leadership roles in marketplace, community, or ministry organizations.

Trinity Graduate School also offers two education degree programs on the Deerfield campus. The Master of Arts in Teaching (MA/T) is an accelerated, cohort-based program (offered one night per week) designed to meet the needs of adult, independent learners. The MA/T leads to teacher licensure in either elementary or secondary education. The MEd in Diverse Learning (MEd/DL) helps practicing teachers further their skills in meeting the needs of the various learners in their classrooms. This program is offered in hybrid format, with some class sessions in a face-to-face format in the evening and other sessions conducted online.

Florida Regional Center

The Master of Arts in Counseling Psychology (MA/CP), a 54- or 60-credit-hour degree (depending on the concentration selected), is offered through Trinity Graduate School at the Florida Regional Center. This degree program has two concentrations: Mental Health Counseling, which is designed to lead to licensure as a mental health professional; and Guidance and Counseling, which is designed to allow students to enter the field of school guidance and counseling. Occasional courses in the Master of Arts in Leadership (see above) are also offered at the Florida Regional Center.

South Chicago Regional Center

The MA in Leadership (MA/L) degree program is also offered at the South Chicago Regional Center; with emphases in nonprofit, organizational, and international leadership, it equips students to assume leadership roles in marketplace, community, or ministry organizations.

Master’s Programs

- Master of Arts in Bioethics (MA/BE) (p. 443)
- Master of Arts in Counseling Psychology (MA/CP) (p. 448)
- Master of Arts in Leadership (MA/L) (p. 451)
- Master of Arts in Teaching (MA/T) (p. 454)
- Master of Education in Diverse Learning (MEd/DL) (p. 457)
# Master of Arts in Bioethics (MA/BE)

## Mission Statement

The MA in Bioethics (MA/BE) equips students to analyze bioethical issues in health care and biotechnology and to engage bioethical challenges in relevant contexts.

## Program Objectives

Students graduating from the MA/BE program will be able to:

- Understand the current and emerging bioethical issues in health care and biotechnology
- Discern the differences among competing contemporary approaches to ethics and bioethics
- Engage bioethical challenges in clinical health care and public policy contexts
- Employ culturally-sensitive biblical and theological frameworks for addressing issues in bioethics
- Think integratively, seeing beyond individual bioethical issues to deeper questions that underlie the bioethics field as a whole

The MA in Bioethics (MA/BE) is designed with various groups of students in mind, including those who are presently—or aspire to be—physicians, nurses, and other health care workers; lawyers; people with political, public policy, social service, and ministry interests in pro-life and related areas; teachers in related university, college or high school fields; and those involved in educating and engaging various constituencies through nonprofit organizations. The program is particularly well suited for those with professional or other responsibilities who need a flexible 30-semester-hour program. There is also a multiple masters degree option for Trinity Evangelical Divinity School students and a dual degree option for Trinity College undergraduates. By enrolling in online courses, mentored and independent study work, and as few as two several-day campus courses, the program can be completed without relocating near the Deerfield, Illinois campus. Alternatively, a complete on-campus program is also available.

## Program of Study

### Common Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5001</td>
<td>Foundations for Integrative Thought in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BE 5002</td>
<td>Foundations for Cultural Engagement in Bioethics</td>
<td>3</td>
</tr>
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</table>

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>3</td>
</tr>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3</td>
</tr>
<tr>
<td>PR 7220</td>
<td>Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics (^1)</td>
<td>2</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy (^1)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Bioethics Capstone

Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 7476</td>
<td>Bioethics Capstone Exam</td>
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<tr>
<td>BE 7478</td>
<td>Bioethics Capstone Project</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7480</td>
<td>Bioethics Capstone Integrative or Major Paper</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7485</td>
<td>MA Thesis (^2)</td>
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<tr>
<td>ID 6910</td>
<td>Research Methods (required with Thesis) (^2)</td>
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</tbody>
</table>

### Bioethics Electives

Students choose 7-11 hours from any of the courses listed below, depending on how many hours they earn for their capstone.

Students should consult with an academic advisor in planning their individual programs of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>BE 5299</td>
<td>The Clinical Context (^1)</td>
<td>1</td>
</tr>
<tr>
<td>BE 5400</td>
<td>Nursing Ethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5499</td>
<td>The Public Policy Context (^1)</td>
<td>1</td>
</tr>
<tr>
<td>BE 5600</td>
<td>Law and Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5700</td>
<td>The Right to Life &amp; the Law</td>
<td>2</td>
</tr>
<tr>
<td>BE 5800</td>
<td>Bioethics Regional Conference</td>
<td>2-3</td>
</tr>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
<td>2-3</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1-2</td>
</tr>
<tr>
<td>BE 6300</td>
<td>Bioethics, Human Dignity, and the Church</td>
<td>3</td>
</tr>
</tbody>
</table>
Features

hours) and MA/TS (42 hours) degree programs are explained in the catalog of Trinity Evangelical Divinity School. The ability of students to add the MA/BE degree/credential to their MDiv or MA/TS degree is an attractive option for Trinity students. The MDiv (94 hours) lengthening their stay at Trinity. There is a rapidly growing need in the church for leadership to address bioethical challenges in the lives of individuals, families, communities, and the larger world. Such leaders ideally need more theological preparation than a bioethics degree alone can provide, and they need more training in bioethics than the Master of Divinity (MDiv) or Master of Arts in Theological Studies (MA/TS) degree can provide. Moreover, there is a societal movement toward requiring a credential, such as a bioethics master’s degree, for individuals involved in bioethical decision making in healthcare (including chaplains and pastors), public policy, education, and other public arenas. In light of Trinity’s global leadership role in bioethics, the ability of students to add the MA/BE degree/credential to their MDiv or MA/TS degree is an attractive option for Trinity students. The MDiv (94 hours) and MA/TS (42 hours) degree programs are explained in the catalog of Trinity Evangelical Divinity School.

Features

- Only 15 hours of master’s-level coursework in bioethics beyond the MDiv or MA/TS degree is required.
- Students can participate in the May Commencement for both degrees at the end of their final MDiv or MA/TS year (assuming no more than 6 hours remain to be completed in the summer that follows).
• The MDiv or MA/TS capstone course will fulfill the capstone requirement for the MA/BE degree as well.
• MDiv students will complete the requirement of BE 5001, BE 5002, and PR 7220 by taking all of the MDiv required courses.
• AP MDiv students will complete the requirement of BE 5001 and BE 5002 by completing all courses required in their degree program, and PR 7220 when they complete ST 5200 or PR 7220 as part of their AP MDiv coursework.
• MA/TS students will complete the requirement of BE 5001, BE 5002, and PR 7220 as long as they take PR 7220 as part of their Theological Studies requirement for the MA/TS degree.
• Six of the elective hours in their MDiv or MA/TS program should be BE courses. (If fewer than 6 hours are taken there, then the missing hours can be added to the 15 hours needed to complete the MA/BE degree.)
• The following courses must be taken as part of the 15 BE hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>3</td>
</tr>
<tr>
<td>or BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td></td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1-2</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Model Curricular Plan
The actual curricular plan will vary with individuals. In this model curricular plan, students would take the following courses:

Any fall before the final year of MDiv or MA/TS studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death (as part of MDiv or MA/TS degree)</td>
<td>3</td>
</tr>
</tbody>
</table>

Any summer before the final year of MDiv or MA/TS studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
<td>3</td>
</tr>
<tr>
<td>BE 7700</td>
<td>Bioethics Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Any spring of MDiv or MA/TS studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>Choose one or both of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5299</td>
<td>The Clinical Context</td>
<td>1</td>
</tr>
<tr>
<td>BE 5499</td>
<td>The Public Policy Context</td>
<td>1</td>
</tr>
</tbody>
</table>

In the summer after the final year of MDiv or MA/TS studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3</td>
</tr>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference (repeatable)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Bachelor of Arts/Master of Arts in Bioethics

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts Degree that pairs an MA in Bioethics with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: premedical, prehealth, psychology, philosophy, law, public policy, communications, theology, business, Christian ministries, and education.

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of coursework from the MA count toward the BA. These 9 overlapping hours are taken as part of the undergraduate load. (See the dual degree curriculum tab.) Providing graduate coursework is begun in the summer after the junior year, completion of both the BA and the MA can be accomplished as early as the summer following the senior year.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and a positive recommendation from their academic advisor. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework. Students interested in the dual degree are advised to notify their advisor(s) and the dual degree program advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.
Model Curricular Plan for the Dual Degree

The following is a sample course plan for the dual degree. Plans may vary for individual students. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

Recommended undergraduate courses to be completed before starting the MA coursework:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

Other general education courses and required major courses

1 Note: ID 5001 substitutes for one of these courses

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work

- **BI 101 or BI 111:** ID 5001 replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **Religious and Ethnic Diversity:** ID 5002 replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **Any Approved Undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit. Students should check with advisors to determine if there are courses in their major that can be replaced with graduate coursework.

Students should note that BE courses are offered in several formats: traditional (15 week), modular (meets two times in a semester), online, summer conference associated courses, and independent study courses.

At least two courses must be taken in residency at the Deerfield, IL campus:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Both are offered during the summer at the time of the Annual Bioethics Conference on the Deerfield campus. BE 5100 can be replaced by BE 5000 – a 15 week course offered in the fall semester on the Deerfield campus.

Each spring semester, students are invited to participate in the series of three evening bioethics colloquia. The Bioethics Colloquium (BE 6100) can also be taken for elective credit toward the MA in Bioethics.

Service Learning Requirement

Students can fulfill Trinity College’s Service Learning Requirement by working with The Center for Bioethics and Human Dignity during the summer National Bioethics Conference, with optional free attendance at the conferences in the summers following the freshman and sophomore years.

Application to the Dual Degree Program

Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td>BE 5001</td>
<td>Foundations for Integrative Thought in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>BE 5002</td>
<td>Foundations for Cultural Engagement in Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>PR 7220</td>
<td>Ethical Theory</td>
<td>3</td>
</tr>
<tr>
<td>BE 5299</td>
<td>The Clinical Context (optional)</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics (^1)</td>
<td>2</td>
</tr>
<tr>
<td>BE 5499</td>
<td>The Public Policy Context (optional) (^1)</td>
<td>1</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy (optional) (^1)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Second Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 5900</td>
<td>Bioethics National Conference</td>
<td>2-3</td>
</tr>
<tr>
<td>BE 6500</td>
<td>Advanced Bioethics Institute</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(0-4 hours of the following)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE 7476</td>
<td>Bioethics Capstone Exam</td>
<td>0</td>
</tr>
<tr>
<td>BE 7478</td>
<td>Bioethics Capstone Project</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7480</td>
<td>Bioethics Capstone Integrative or Major Paper</td>
<td>0-3</td>
</tr>
<tr>
<td>BE 7485</td>
<td>MA Thesis (^2)</td>
<td>0-4</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

\(^1\) Students relatively unfamiliar with clinical-medical and/or public policy settings will need to use one or two of their elective hours in order to take the background courses BE 5299 and/or BE 5499 either concurrently or during the previous semester.

\(^2\) BE 7485 requires ID 6910, a research methods course, as a prerequisite.

**Fall and Spring Graduate Coursework**

Complete course requirements for general education and major. A full academic course load must include at least 12 hours of combined graduate and undergraduate courses per semester.
Master of Arts in Counseling Psychology (MA/CP)

Mission Statement
The MA in Counseling Psychology (MA/CP) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Objectives
Students graduating from the MA/CP program will be able to:

• Integrate a biblical worldview in counseling theory and practice
• Apply their faith in areas of service to underserved client populations
• Adhere to cultural competency standards when working with the needs of diverse clients
• Display thorough content knowledge in core competency areas in the field of counseling psychology
• Assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession
• Critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients

Additional Admissions Requirements
In addition to the General Admissions requirements, an interview with MA/CP faculty may be required for admission.

Candidacy
In addition to the candidacy requirements outlined in “Academic Policies,” MA/CP students are required to participate in one semester of group counseling while in residence. This group experience is offered in the summer.

A separate fee is charged for this counseling.

Program Prerequisites
The following courses are program prerequisites for the MA/CP:

9 semester hours of psychology, including

• General Psychology (3 hours)
• Statistics (3 hours)
• any clinical psychology elective, including therapeutic, personality, or abnormal psychology or any developmental elective (3 hours).

Program of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 5001</td>
<td>Foundations for Integrative Thought</td>
<td>3</td>
</tr>
<tr>
<td>ID 5002</td>
<td>Foundations for Cultural Engagement</td>
<td>3</td>
</tr>
<tr>
<td>CP 5210</td>
<td>Counseling Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>CP 5310</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CP 6110</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6130</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6520</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CP 6710</td>
<td>Psychology and Theology</td>
<td>3</td>
</tr>
<tr>
<td>CP 6720</td>
<td>Ethics &amp; Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7210</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td>CP 7900</td>
<td>Psychological Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration
21-27

Select one of the two concentrations listed below:

Total Hours
54-60
## Concentrations

### Mental Health Counseling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7450</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Participation in Group Counseling Experience</td>
<td>0</td>
</tr>
<tr>
<td>CP 7961</td>
<td>Internship in Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>CP 7962</td>
<td>Internship in Counseling II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Electives</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td></td>
<td>Select 2 courses:</td>
<td></td>
</tr>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child &amp; Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6625</td>
<td>Theoretical Foundations of Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CP 7140</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7950</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CP 7963</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CP 8000</td>
<td>Current Studies in Counseling and Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

1. The State of Florida requires 1,000 internship hours for licensure, a percentage of which may be specified as face-to-face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using CP 7950 or CP 7963 as one of the Mental Health Counseling concentration electives.

### Guidance and Counseling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 5145</td>
<td>School Consultation Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CP 6140</td>
<td>Counseling Exceptional and At-Risk Children</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child &amp; Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Participation in Group Counseling Experience</td>
<td>0</td>
</tr>
<tr>
<td>CP 6911</td>
<td>Guidance &amp; Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CP 6912</td>
<td>Guidance &amp; Counseling Practicum II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Concentration Electives</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 6625</td>
<td>Theoretical Foundations of Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CP 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### Capstone Options for Students Not Pursuing Licensure

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 7480</td>
<td>Counseling Psychology Capstone Integrative Paper</td>
<td>3</td>
</tr>
<tr>
<td>CP 7478</td>
<td>Counseling Psychology Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>CP 7985</td>
<td>Counseling Psychology Thesis</td>
<td>3</td>
</tr>
<tr>
<td>CP 7910</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Required Capstone Experience

Students in the MA in Counseling Psychology with a Mental Health Counseling concentration must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure/certification may opt to complete the degree by choosing among three other capstone options: Capstone Project, Capstone Thesis or the International Counseling Experience with the program director’s approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours in the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester in which they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension. They must then register for CP 7486. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take CP 7910.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master’s thesis should consult the Counseling Psychology Program Director for details.

Adult Bachelor of Arts in Psychology/Master of Arts in Counseling Psychology

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Counseling Psychology option at our Florida Regional Center that allows students to take graduate coursework toward the MA in Counseling Psychology while completing their BA in Psychology. With this accelerated option, students can apply to the MA/CP program at TGS while still completing an undergraduate degree through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the final approval of Excel’s Director of Academic Operations. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/CP, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor’s degree from 124 to 115. This can be accomplished in one or more of the following ways:

1. ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One graduate CP course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional CP courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/CP program.
Master of Arts in Leadership (MA/L)

Program Purpose
The MA in Leadership (MA/L) equips students to lead adaptively to meet the challenges of the business, community, international and nonprofit organization.

Program Objectives
It is our intent that graduates of the MA/L program will meet program objectives in four areas: ethical character, contextual relationships, managerial skills, and academics, defined as follows:

• In regard to ethical character, graduates will integrate their Christian faith with their thoughts, feelings, and actions in such a way that they become lifelong agents of ethical conduct, influence, and organizational participation.

• In regard to contextual relationships, graduates will apply culturally-aware, biblically-framed, and contextually communicated approaches to relational development.

• In regard to managerial skills, graduates will employ leadership skills and tools effectively to manage operations within the specialized contexts of their professional and/or academic discipline(s).

• In regard to academics, graduates will demonstrate competencies in the domains of leadership theory/practice, research, lifelong learning, and discernment regarding current/emerging issues in leadership.

Program of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 5001</td>
<td>Foundations for Integrative Thought in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LR 5002</td>
<td>Foundations for Cultural Engagement in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LR 6850</td>
<td>Organizational Dynamics</td>
<td>2</td>
</tr>
</tbody>
</table>

Leadership Studies Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 5010</td>
<td>Introduction to Leadership: Definition and Perspectives</td>
<td>1</td>
</tr>
<tr>
<td>LR 5051</td>
<td>Foundations for Ethical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>LR 5460</td>
<td>Change and Conflict Management</td>
<td>2</td>
</tr>
<tr>
<td>LR 6371</td>
<td>Contextualization and Communication</td>
<td>2</td>
</tr>
<tr>
<td>LR 6380</td>
<td>Assessment and Innovation</td>
<td>2</td>
</tr>
<tr>
<td>LR 6720</td>
<td>Followership</td>
<td>2</td>
</tr>
<tr>
<td>LR 6811</td>
<td>Social and Cultural Understanding for Leadership</td>
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</tr>
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</table>

Concentration Courses

Choose one of the following three concentrations:

Nonprofit Leadership Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LR 6920</td>
<td>Human Resource Management</td>
<td>3</td>
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<tr>
<td>LR 6940</td>
<td>Essentials of Nonprofit Operational Management</td>
<td>3</td>
</tr>
<tr>
<td>LR 6960</td>
<td>Nonprofit Organizational Dynamics</td>
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Organizational Leadership Courses

<table>
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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>LR 5570</td>
<td>Group and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>LR 6520</td>
<td>Coaching and Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>LR 6920</td>
<td>Human Resource Management</td>
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International Leadership Courses

<table>
<thead>
<tr>
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<tr>
<td>LR 5820</td>
<td>Globalization for Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LR 5890</td>
<td>International Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ME 8210</td>
<td>Intercultural Communications</td>
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</table>

Graduate Level Electives

Select 6 hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LR 5530</td>
<td>Interpersonal Communication</td>
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</tr>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>3</td>
</tr>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3-4</td>
</tr>
</tbody>
</table>
Master of Arts in Leadership (MA/L)

BE 6100  Bioethics Colloquium  1-2
BE 6300  Bioethics, Human Dignity, and the Church  3
BE 6500  Advanced Bioethics Institute  3-4
BE 6600  Classic Cases in Bioethics  3
BE 7700  Bioethics Seminar  1-4
CO 5210  Counseling Skills Training  3
CO 6000  Current Studies in Counseling  1-3
CO 6120  Addiction Counseling  3
CO 6530  Child & Adolescent Counseling  2-3
CO 6610  Human Sexuality  3
CO 7140  Crisis Counseling  2-3
EM 5150  Urban Educational Ministries  3
ES 7805  Development of Emerging Leaders  1-2
ES 7816  Leading Change in Organizations  1-2
ES 7830  Developing Collaborative Teams  1-2
ES 8220  Teaching in Higher Education  3
ME 6610  Anthropology for Ministry  2
ME 6660  Christian Community Development  2
ME 7722  Studies in Reconciliation  2
ME 8312  Christian Encounter with World Religions  3
PT 7870  Ministry of Mercy & Justice  2

Capstone Courses
LR 7468  Leadership Capstone Literature Review  1
LR 7478  Leadership Capstone Project  3
or LR 7480  Leadership Integrative Paper

Total Hours  39-40

1 Given the interdisciplinary nature of leadership and the diverse potential goals of our graduates, students may avail themselves of a variety of graduate-level electives offered by Trinity Graduate School, such as the bioethics courses. Departments of Counseling, Education, Pastoral Theology, and Intercultural Studies at Trinity Evangelical Divinity School offer electives that may be of particular interest to a learner's pursuits.

2 This course may be waived by the program director for a student with exceptional research skills.

Traditional Bachelor of Arts/Master of Arts in Leadership

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major, but may have special appeal for students with the following majors or interests: psychology, business, education, communication, Christian ministries, and organizational leadership.

In this program, undergraduate students may earn a graduate degree by taking graduate-level courses beginning in their junior year. Nine hours of coursework from the MA counts toward the BA. These nine overlapping hours are taken as part of the undergraduate load.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from their academic advisor and a supervisor capable of assessing their performance in an ongoing or recent leadership role is required.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisor(s) and the MA/L Program Director as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Curricular Plan for the Traditional BA/MA in Leadership Dual Degree

Freshman, Sophomore, and Junior Years

Undergraduate Coursework:
Trinity International University

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
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</tr>
<tr>
<td>or BI 111</td>
<td>Understanding the New Testament</td>
<td></td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

Other general education courses and required major courses

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work:

- **BI 101 or BI 111**: LR 5001 replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **One LR course** (3 hours) replaces 3 hours of undergraduate elective credit.

**Junior Year**

- Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree Program.
- Student takes LR 5001, LR 5002.

**Summer Before Senior Year**

- Optional: Student takes some courses during summer sessions.

**Senior Year**

- Student completes requirements for BA graduation.
- Student takes graduate courses, schedule permitting.

**Summer After Senior Year**

- Student takes some courses during summer sessions.
- Student completes coursework for MA program.
- Student completes requirements for MA graduation.

**Adult Bachelor of Arts/Master of Arts in Leadership**

Trinity Graduate School and the adult undergraduate programs, REACH and Excel, offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor’s degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the REACH or Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of REACH or Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.
Master of Arts in Teaching (MA/T)

Mission Statement
The MA in Teaching (MA/T) seeks to develop highly qualified Christian teachers who view teaching as a mission; they nurture students, reflect critically on practice, and facilitate classroom experience to maximize the potential of all learners.

Program Objectives
Candidates graduating from the MA/T program will be able to:

• Evidence Christian values in their personal and professional practice while respecting the exercise of individual moral decision
• Work toward becoming integrated individuals, applying their faith to their continued quest for knowledge and truth
• Address the differing needs of a diverse student population with respect and fairness
• Engage in caring relationships through effective educational collaboration among the classroom, school, family, and community
• Critically reflect upon their teaching to refine their practice in order to maximize student learning
• Display thorough content knowledge and understanding of human development necessary to teach in their respective fields
• Plan, deliver, and assess effective instructional experiences that align with learning standards, educational theory, and knowledge of student development
• Demonstrate proficiency in educational research through successful completion of a master’s-level capstone project or master’s thesis.

Program Prerequisites
In addition to the general requirements for admission to Trinity Graduate School programs, prospective MA/T candidates should be aware of the following:

• An education advisor will analyze the transcripts of all prospective candidates. It may be necessary to meet with an advisor to develop a personal plan for completion of state standards-aligned licensure requirements. Advisors are available in Trinity’s Division of Education (847.317.8070).
• All prospective candidates are urged to take the Test of Academic Proficiency (TAP) prior to the start of the cohort program.
• Secondary candidates are urged to take the appropriate Illinois Content Area test prior to the start of the cohort program (Science: Biology, English with Language Arts, Social Science: History, or Mathematics).
• Candidates whose undergraduate coursework does not fully meet Illinois state standards or program requirements will be required to take additional courses to augment their content knowledge. These will be determined in consultation with the education advisor at the time of application.

Candidacy
In addition to candidacy requirements outlined under “Academic Policies,” MA/T students must be officially admitted into the Division of Education (Gate 1). Following successful completion of 12 hours with a GPA of 3.0 or above, students will be admitted into the Division of Education and accepted for candidacy based on a successful Division of Education Professional Skills Assessment and completion of all state and institutional requirements as outlined in the Division of Education Handbook. Eligibility for licensure requires:

1. completion of all state and institutional requirements as outlined in the Division of Education Handbook,
2. grades of “C” or better in all licensure-related coursework, and
3. a minimum GPA of 2.75. A minimum GPA of 3.0 with grades of “C” or better in all MA/T coursework is required for completion of the master’s degree.

Licensure Only
College graduates with a bachelor’s degree from a regionally accredited institution who want to be licensed to teach elementary or secondary school in Illinois may enroll in the education courses in the MA/T program that lead to licensure without finishing the full master’s degree. Licensure only candidates will complete all of the listed MA/T coursework with the exception of ED 5001, ED 5002, and ED 7478 or ED 7485. Participants may remain in their current employment until the final professional semester when they do their clinical practice. Participants will be required to complete field experience requirements during the school day prior to clinical practice, which may result in missed days from work (depending on the individual’s job). Additional credits may be required to meet the specific general education requirements. The Division of Education will review college transcripts to determine if any additional course requirements must be met for licensure. Candidates must pass the Illinois Test of Academic Proficiency, the appropriate content-area test, the appropriate edTPA, and the appropriate Assessment of Professional Teaching test in order to be eligible for licensure. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. No coursework for which a candidate earns a grade below C (2.0 on 4.0 scale) will be accepted for meeting program requirements in an entitlement or endorsement area.
**Additional Licensure Requirements**

Candidates must pass the Test of Academic Proficiency (TAP), the appropriate content-area test, the appropriate Assessment of Professional Teaching test, and the edTPA in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure.

**Program of Study**

<table>
<thead>
<tr>
<th>Common Core Courses</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5001 Foundations for Integrative Thought in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5002 Foundations for Cultural Engagement in Education</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Educational Foundations Courses</th>
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<tbody>
<tr>
<td>ED 5200 History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5201 Professional Skills in Teaching</td>
<td>1</td>
</tr>
<tr>
<td>ED 5350 Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 5400 Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5551 Teaching in Culturally Diverse Settings I</td>
<td>1</td>
</tr>
<tr>
<td>ED 6400 Foundations of Teaching English as a Second Language</td>
<td>3</td>
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<tr>
<td>ED 6911 Research Methods and Design I</td>
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<table>
<thead>
<tr>
<th>Methods Courses</th>
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<tbody>
<tr>
<td>ED 5552 Teaching in Culturally Diverse Settings II</td>
<td>1</td>
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<tr>
<td>ED 5553 Diversity Field Experience</td>
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<tr>
<td>ED 6690 General Teaching Methods</td>
<td>3</td>
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<tr>
<td>ED 6702 Literacy Methods for Emerging Readers</td>
<td>3</td>
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<tr>
<td>ED 6703 Methods of Teaching Mathematics in the Elementary School</td>
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<tr>
<td>ED 6705 Literacy Methods for Upper Elementary Grades</td>
<td>2</td>
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<tr>
<td>ED 6706 Integrating Science, Social Studies, and the Arts in Instruction</td>
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<tr>
<td>ED 6912 Research Methods and Design II</td>
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<tr>
<td>ED 7001 Field Experience Practicum</td>
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<tr>
<td>ED 7450 Clinical Practice for Elementary Licensure</td>
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<td>ED 7449 Classroom Management</td>
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<td>ED 7460 Advanced Seminar in Education</td>
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<table>
<thead>
<tr>
<th>Capstone Research Project/Thesis</th>
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<tbody>
<tr>
<td>ED 7478 MA/T Capstone Project</td>
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<tr>
<td>or ED 7485 MA/T Thesis</td>
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Total Hours 47

**Program of Study**

<table>
<thead>
<tr>
<th>Common Core Courses</th>
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<tbody>
<tr>
<td>ED 5001 Foundations for Integrative Thought in Education</td>
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</tr>
<tr>
<td>ED 5002 Foundations for Cultural Engagement in Education</td>
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<table>
<thead>
<tr>
<th>Educational Foundations Courses</th>
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<tbody>
<tr>
<td>ED 5200 History and Philosophy of Education</td>
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<tr>
<td>ED 5201 Professional Skills in Teaching</td>
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<td>ED 5350 Advanced Educational Psychology</td>
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<tr>
<td>ED 5390 Psychology of Adolescence</td>
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<tr>
<td>ED 5400 Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5551 Teaching in Culturally Diverse Settings I</td>
<td>1</td>
</tr>
<tr>
<td>ED 6911 Research Methods and Design I</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>ED 5553 Diversity Field Experience</td>
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<tr>
<td>ED 5552 Teaching in Culturally Diverse Settings II</td>
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<tr>
<td>ED 6260 Reading and Writing Across the Curriculum</td>
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<td>Course Title</td>
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<tr>
<td>ED 6690</td>
<td>General Teaching Methods</td>
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<td>ED 6750</td>
<td>Middle School Methods</td>
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<td>Select one of the following:</td>
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<tr>
<td>ED 6810</td>
<td>Teaching Biology in the Secondary &amp; Middle School</td>
</tr>
<tr>
<td>ED 6820</td>
<td>Teaching Language Arts &amp; Literature in the Secondary &amp; Middle School</td>
</tr>
<tr>
<td>ED 6830</td>
<td>Teaching History &amp; Social Studies in the Secondary &amp; Middle School</td>
</tr>
<tr>
<td>ED 6840</td>
<td>Teaching Mathematics in the Secondary &amp; Middle School</td>
</tr>
<tr>
<td>ED 6912</td>
<td>Research Methods and Design II</td>
</tr>
<tr>
<td>ED 7001</td>
<td>Field Experience Practicum</td>
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<td>Professional Semester</td>
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<tr>
<td>ED 7455</td>
<td>Clinical Practice for Secondary Licensure</td>
</tr>
<tr>
<td>ED 7449</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>ED 7460</td>
<td>Advanced Seminar in Education</td>
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<tr>
<td>Capstone Research Project/Thesis</td>
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<tr>
<td>ED 7478</td>
<td>MA/T Capstone Project</td>
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<tr>
<td>or ED 7485</td>
<td>MA/T Thesis</td>
</tr>
<tr>
<td>Total Hours</td>
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</tr>
</tbody>
</table>

**Required Capstone Experience**

The capstone experience in the Master of Arts in Teaching can involve a research project or writing a formal master's-level thesis. Students choosing a formal master's-level thesis must obtain approval and instructions from the Education Program Director. The capstone is completed following clinical practice.

However the student chooses to meet the capstone experience requirement, all students must register for course credit under one of the following course numbers: ED 7478, ED 7485. Students should register for ED 7478 in the semester that they start the project or paper. Students should register for ED 7485 in the semester after the thesis proposal has been approved. Students making progress toward completion of a capstone but unable to finish in a single semester, can apply for a capstone extension. They must then register for ED 7486.

The capstone must be completed subsequent to candidacy. This requirement is supervised by a faculty member. An Independent Study and Capstone Registration (https://www.formstack.com/forms/tiu_forms-tgs_independent_study_capstone_registration_request) form (available on MyTIU) must be filled out as part of registering for all capstone courses. Students opting to write a formal master's thesis should consult the Education Program Director for details.
Master of Education in Diverse Learning (MEd/DL)

Program Purpose

The Master of Education in Diverse Learning (MEd/DL) is an online course of advanced study for state certified teachers who are seeking to become more effective in helping diverse learners find success in the general education curriculum. Recognizing the variety of learner differences in the inclusive American classroom, this program will allow teachers to build upon their existing pedagogical knowledge to expand their knowledge, skills, and dispositions, with a focus on the needs of the diverse learner. Special attention is given to students who are learning English as a second language (ESL), have a disability, or are gifted. After successful completion of the degree coursework, teachers will be able to apply for endorsement/approval to their certificates in both ESL and special education (Learning Behavior Specialist 1) per the guidelines listed below. Evidence-based teaching methods will be implemented in the teacher’s classroom to allow for immediate practice of instructional skills being learned. Assessment of the diverse learner will be conducted in the teacher’s classroom or school.

Note: It is possible for someone to pursue this degree without currently teaching in a classroom; however, due to the practical nature of assignments and course objectives, he or she would need to have access to a classroom setting for the duration of the program.

Program Objectives

After successfully finishing the degree coursework, teachers will have completed:

- The 18 hours required by the Illinois Board of Education (ISBE) in order to apply for an endorsement in ESL. Out-of-state candidates should contact their state agency to determine the requirements for ESL credentials in their state.
- The courses needed to apply for the Illinois Learning & Behavior Specialist (LBS1) approval, as long as they have taken and “Introduction to Special Education” course at the undergraduate or graduate level. In addition, teachers need to pass the Illinois “Learning Behavior Specialist 1” test to be able to apply to ISBE for the LBS1 endorsement/approval on their existing teaching certificate. This would allow them to teach students with disabilities at the grade levels of their existing certificate. The LBS1 is a teacher of children and youth with one or more of the following documented disabilities as specified in the Individuals with Disabilities Education Act (IDEA): specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Out-of-state teachers should contact their state agency to determine the requirements for special education credentials in their state.

Program Pre/Co-Requisites

In keeping with the mission of the university, it is important for students to have a clear understanding of biblical truths that shape a Christian worldview. Students may choose to fulfill this requirement by taking ED 5001 and ED 5002 before entering the program or during the program. ED 5001 may be waived for graduates of accredited Christian Liberal Arts or Bible Colleges or for seminary students or graduates. ED 5002 may be waived for seminary students or graduates.

Program of Study

Pre-Requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5001</td>
<td>Foundations for Integrative Thought in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 5002</td>
<td>Foundations for Cultural Engagement in Education</td>
<td>3</td>
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Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5500</td>
<td>Differentiating Instruction for All Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED 5580</td>
<td>Cultural Diversity in the American Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 5800</td>
<td>Characteristics and Identification of Learners with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 5830</td>
<td>Psychoeducational Assessment of Learners with Disabilities</td>
<td>3</td>
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<tr>
<td>ED 5850</td>
<td>Methods of Teaching Learners with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED 6300</td>
<td>Differentiating Instruction for Learners who are Gifted</td>
<td>3</td>
</tr>
<tr>
<td>ED 6400</td>
<td>Foundations of Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ED 6420</td>
<td>Linguistics for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>ED 6450</td>
<td>Assessment of Learners who are Bilingual</td>
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</tr>
<tr>
<td>ED 6470</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>ED 7410</td>
<td>Practicum in Teaching English as a Second Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 39
Dual Degree Options

Trinity Graduate School, in conjunction with Trinity College (including adult education programs REACH and Excel), offers three dual degree options: Bachelor of Arts/Master of Arts in Bioethics, Bachelor of Arts/Master of Arts in Leadership, and Bachelor of Arts in Psychology/Master of Arts in Counseling Psychology. Students can be admitted to these programs when they have completed 70 hours of undergraduate coursework, maintaining a 3.0 cumulative GPA or higher (including transfer coursework). Following admission, they may begin taking graduate courses as a part of their undergraduate course load. For students in the Bioethics, Counseling Psychology, or Leadership degrees, 9 hours of overlapping master’s-level coursework allows dual degree students to finish both the BA and MA in reduced time.

Dual Degree Programs

- BA / MA in Bioethics Dual Degree (p. 445)
- Adult B (p. 450)A in Psychology / MA in Counseling Psychology Dual Degree (p. 450)
- Traditional BA / MA in Leadership Dual Degree (p. 452)
- Adult BA / MA in Leadership Dual Degree (p. 453)
TGS Course Descriptions

Bioethics Courses

BE 5000 Introduction to Bioethics: Matters of Life and Death - 3 Hours
An overview of the ethical issues in health care and biotechnology that make up the field of bioethics. Biblical-theological and other prominent contemporary perspectives are developed and assessed. (Formerly BE 774) Offered online and face to face at the Deerfield campus.

BE 5001 Foundations for Integrative Thought in Bioethics - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God’s will in earlier times provide direction for God’s people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5002 Foundations for Cultural Engagement in Bioethics - 3 Hours
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working ethical assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought in bioethics. Offered online, and face to face at the Deerfield and Florida campuses.

BE 5100 Intensive Bioethics Institute - 3-4 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications of ethical thought and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God’s will in earlier times provide direction for God’s people today. Students will practice interpreting scripture responsibly and thinking creatively about current bioethical issues in the light of biblical principles. Offered online and face to face at the Deerfield campus.

BE 5299 The Clinical Context - 1 Hour
An explanation of basic precepts of clinical medicine and clinical ethics for students not already familiar with them. Designed to be taken concurrently with BE 5300 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5300. Offered as guided study at the Deerfield campus.

BE 5300 Clinical Issues in Bioethics - 2 Hours
Methods of clinical ethics consultation plus in-depth analysis of specific issues in clinical ethics, including resuscitation, assisted ventilation, management of patients with brain damage, and more. Offered as a two-hour course for students familiar with basic precepts of clinical medicine and clinical ethics. Students lacking this familiarity should take BE 5299 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5400 Nursing Ethics - 2 Hours
This course is designed to prepare nurses for the ethical issues they will encounter in daily practice. Good caregiving, the changing face of health care resulting from globalization, increasing diversity, expanding use of technologies, and limited financial and other resources are among the challenges addressed.

BE 5499 The Public Policy Context - 1 Hour
An explanation of basic federal and state governmental structures and legislative processes for students not already familiar with them. Designed to be taken concurrently with BE 5500 by students who need to gain this background understanding in order to be able to understand the material covered in BE 5500. Offered as guided study at the Deerfield campus.

BE 5500 Bioethics and Public Policy - 2 Hours
The interface of bioethics and public policy in North American and international contexts, with special attention to religious perspectives in the public square, analysis of public policies, and creating a public policy strategy. Offered as a two-hour course for students familiar with basic federal and state governmental structures and legislative processes. Students lacking this familiarity should take BE 5499 concurrently with this course. Offered online and face to face at the Deerfield campus.

BE 5600 Law and Bioethics - 2 Hours
Questions such as the proper role of law in shaping people’s bioethical views and practices and the current state of the law regarding a wide range of bioethical issues are addressed by a legal educator with the help of case discussions. Offered face to face at the Deerfield campus.

BE 5700 The Right to Life & the Law - 2 Hours
A study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, and infanticide, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Offered face to face at the Deerfield campus.

BE 5800 Bioethics Regional Conference - 2-3 Hours
The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus. The regional bioethics conferences held by Trinity in various parts of the U.S. and world provide special opportunities to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor take place at the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit.

BE 5900 Bioethics National Conference - 2-3 Hours
The annual national/international bioethics conference at Trinity provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and post-conference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. May be taken in addition to an Institute course such as BE 5100 or BE 6500 offered in conjunction with the conference. Cannot be taken as a Guided Reading Course. May be repeated for credit. Offered face to face at the Deerfield campus.

BE 6100 Bioethics Colloquium - 1-2 Hours
The colloquium meets periodically during the term, with a professor of record and a combination of visiting lecturers, faculty, and student presentations. Local pastors, physicians, and others are invited to attend, offering a meeting point between the program and church and medical communities. May be repeated for credit. Offered face to face at the Deerfield campus.
BE 6300 Bioethics, Human Dignity, and the Church - 3 Hours
Issues in bioethics raise fundamental questions of human dignity in the lives of people everywhere, to which the church is uniquely well positioned to speak. This course enables students to understand many of today's bioethical challenges to human dignity and to develop practical ministry resources to address them through the preaching, teaching, worship, counseling, and outreach ministries of the church. Offered face to face at the Deerfield campus.

BE 6400 Readings in Bioethics - 2-3 Hours
Readings in bioethics from Hippocrates through the beginning of the modern bioethics period in Fletcher and Ramsey and on to the present. Readings in the earlier periods focus on the birth and development of the Hippocratic/Judeo-Christian tradition. Readings in the contemporary bioethicists place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress. The course may focus on either classical or contemporary readings. Offered face to face at the Deerfield campus.

BE 6500 Advanced Bioethics Institute - 3-4 Hours
A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15-20 top Christian bioethicists address special areas of expertise. Cannot be taken as a Guided Reading course. Prerequisite: BE 5000 or BE 5100. Offered face to face at the Deerfield campus.

BE 6600 Classic Cases in Bioethics - 3 Hours
Many of the major issues in bioethics have been shaped by pivotal medical and legal cases. The course examines those cases in detail and uses them as a springboard for understanding the larger ethical issues that they address. Offered face to face at the Deerfield campus.

BE 6700 Personhood in Theological & Philosophical Perspective - 3 Hours
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus. Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus.

BE 6700 Personhood in Theological & Philosophical Perspective - 3 Hours
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Offered face to face at the Deerfield campus.

BE 7300 Advanced Clinical Ethics - 1-3 Hours
This course will engage students in the process of doing ethical analysis in group discussion and in writing ethics consultation reports on specific cases typically encountered by a consultant in clinical ethics. Two prerequisites: BE 5300; plus either BE 5000 or BE 5100. Students without clinical/medical experience must obtain the professor's permission before registering. Students without BE 5000/5100 can ask the professor to waive that prerequisite. Offered online and face to face at the Deerfield campus.

BE 7467 Bioethics Capstone Exam - 0 Hours
A comprehensive examination scheduled by the student with the program director consisting of broad essay questions that allow the student to demonstrate a grasp of the field as a whole. Students should register for this capstone option in the semester they plan to take the examination.

BE 7478 Bioethics Capstone Project - 0-3 Hours
Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7480 Bioethics Capstone Integrative or Major Paper - 0-3 Hours
Independent study culminating in a bioethics-related project, as arranged with the program director or designate. Students should register for this course the semester they start the project.

BE 7485 MA Thesis - 0-4 Hours
MA thesis writers register for BE 7485. Prerequisite: Approved thesis proposal, and other department specific prerequisites. Counts as full-time student status. Letter grade or Credit/No Credit as arranged with the department. (Formerly BE 790)

BE 7486 Bioethics Capstone Extension - 0 Hours
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the examination capstone). For the thesis option only, this counts as half-time student status when registrant affirms that a minimum of twenty hours per week is invested in the capstone. Capstone Extension fee required when not enrolled in other courses. No Credit.

BE 7501 Guided Research - 1-4 Hours
Independent study as arranged with a graduate school faculty member.

BE 7700 Bioethics Seminar - 1-4 Hours
Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. May be repeated for credit. Cannot be taken as a Reading Course. Offered face to face at the Deerfield campus.

BE 8100 Contemporary Figures in Bioethics - 2-3 Hours
This course includes presentations by several prominent Christian figures in bioethics as well as readings from an array of significant Christian leaders in bioethics. ThM students only. Offered face to face at the Deerfield campus.

Counseling Psychology Courses

CP 5120 Substance Abuse Counseling - 3 Hours
The course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. Offered at the Florida campus.

CP 5120R Substance Abuse (Reading) - 3 Hours
This course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. Offered at the Florida campus.

CP 5140 Principles of Guidance and Counseling - 3 Hours
A course covering the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools. Offered at the Florida campus.

CP 5145 School Consultation Procedures (Reading) - 3 Hours
A course focusing on developing specific techniques in consultation. The various aspects of a school guidance program are integrated. Particular reference is made to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing. Offered at the Florida campus.
CP 5210 Counseling Skills Training - 3 Hours
An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis on the acquisition and use of some of the basic skills of counseling. Offered at the Florida campus.

CP 5310 Counseling Theories - 3 Hours
Classical and current theories of counseling will be studied and evaluated in the light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. Offered at the Florida campus.

CP 6015 Community Counseling - 3 Hours
This course focuses on the central theoretical perspectives of community psychology, the role of interpersonal therapeutic relationships, and the efficiency of system-level preventative interventions. With this orientation, professionals can help individuals in need and work to remedy community problems, while serving to assist both individuals and society in general. Offered at the Florida campus.

CP 6015R Community Counseling (Reading) - 3 Hours
Community Counseling (Reading)

CP 6110 Career Counseling - 3 Hours
This class will deal with the many facets of career counseling. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals. Offered at the Florida campus.

CP 6130 Group Counseling - 3 Hours
The processes, principles, and techniques related to contemporary forms of group counseling will be explored. There is an experiential component built into this course to foster the development of group leadership skills. Prerequisite: CP 5210. Offered at the Florida campus.

CP 6140 Counseling Exceptional and At-Risk Children - 3 Hours
A course covering the etiology and characteristics of exceptionalities of children at risk for underachieving and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals. Offered at the Florida campus.

CP 6110 Human Growth and Development - 3 Hours
A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. Offered at the Florida campus.

CP 6450 Multicultural Issues in Counseling - 3 Hours
A study of communication issues arising out of counseling between persons of different cultures or subcultures. Emphasis is given to overcoming cultural barriers and to understandings and techniques designed to enhance intercultural communication. Offered at the Florida campus.

CP 6710 Psychology and Theology - 3 Hours
A survey of issues, theories, approaches, methods, problems, and criticisms of the integration of psychology and theology. The course will sample current counseling approaches, literature, and case studies to familiarize the student with the process of integration and to facilitate personal skill development in this area. Offered at the Florida campus.

CP 6710R Psychology & Theology (Reading) - 3 Hours
Psychology & Theology (Reading)

CP 6110 Community Counseling - 3 Hours
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality with particular emphasis on counseling-related issues, including the assessment and treatment of sexual dysfunction and addiction. Offered at the Florida campus.

CP 6125 Theoretical Foundations of Marriage & Family Therapy - 3 Hours
An examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. Introduction of several of the major techniques currently employed in the field. Offered at the Florida campus.

CP 6130 Group Counseling - 3 Hours
The processes, principles, and techniques related to contemporary forms of group counseling will be explored. There is an experiential component built into this course to foster the development of group leadership skills. Prerequisite: CP 5210. Offered at the Florida campus.

CP 6140 Counseling Exceptional and At-Risk Children - 3 Hours
A course covering the etiology and characteristics of exceptionalities of children at risk for underachieving and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals. Offered at the Florida campus.

CP 6110 Human Growth and Development - 3 Hours
A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. Offered at the Florida campus.

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A survey of issues, theories, approaches, methods, problems, and criticisms of the integration of psychology and theology. The course will sample current counseling approaches, literature, and case studies to familiarize the student with the process of integration and to facilitate personal skill development in this area. Offered at the Florida campus.

CP 6710R Psychology & Theology (Reading) - 3 Hours
Psychology & Theology (Reading)

CP 6110 Community Counseling - 3 Hours
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality with particular emphasis on counseling-related issues, including the assessment and treatment of sexual dysfunction and addiction. Offered at the Florida campus.

CP 6125 Theoretical Foundations of Marriage & Family Therapy - 3 Hours
An examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. Introduction of several of the major techniques currently employed in the field. Offered at the Florida campus.
CP 7480 Counseling Psychology Capstone Integrative Paper - 3 Hours
Independent study culminating in an integrative paper. Students should register for this course the semester they start the paper. Offered at the Florida campus.

CP 7486 Counseling Psychology Capstone Extension - 0 Hours
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone (other than the internship capstones). Counts as half-time student status when registrant affirms that a minimum of twenty hours per week are invested in the capstone. Capstone Extension fee required when not in enrolled in other courses. Offered at the Florida campus.

CP 7501 Guided Research in Counseling Psychology - 1-3 Hours
Independent study as arranged with a graduate school faculty member. Offered at the Florida campus.

CP 7900 Psychological Research Methods - 3 Hours
Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. Offered at the Florida campus.

CP 7910 Advanced Research Methods - 3 Hours
This course will consider more complex research designs and techniques. It will include information about statistics and statistical computer packages. Required for students who write a thesis. Prerequisite: CP 7900 Psychological Research Methods. Offered at the Florida campus. Three hours.

CP 7950 Counseling Practicum - 3 Hours
This practicum is designed as a preinternship fieldwork experience. It will provide students with practical supervised experience in various counseling settings. The student will average 8 to 20 hours per week involvement. This course may be repeated for credit. Prerequisites: Program candidacy and permission of department. Offered at the Florida campus.

CP 7961 Internship in Counseling I - 3 Hours
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved internship sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the first semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: Program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7962 Internship in Counseling II - 3 Hours
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved internship sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the second semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: CP 7961; program candidacy and permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7963 Advanced Counseling Practicum - 3 Hours
This practicum is designed to provide post-internship counseling experience for advanced students. Students will average 20+ hours per week on site. This course may be repeated for credit. Prerequisites: CP 7961 and CP 7962, permission of department. This course counts as half-time status. Offered at the Florida campus.

CP 7969 International Counseling Experience - 3 Hours
This course is designed for those participating in non-licensure counseling experience, primarily in international settings. International students and others who are not seeking U.S. licensure but who may benefit from a supervised international counseling experience may apply. Individual onsite supervision is required. Prerequisites: MA in CP candidacy and consent of the department. Offered at the Florida campus.

CP 7985 Counseling Psychology Thesis - 3 Hours
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Prerequisites: CP 7910 Advanced Research Methods, program candidacy, and permission of program director. Offered at the Florida campus.

CP 8000 Current Studies in Counseling and Psychology - 1-3 Hours
Topics selected deal with significant issues related to counseling and psychology. Recent titles include Adjunctive Treatment Topics and Domestic Violence: Abuse Across the Lifespan. Offered at the Florida campus.

Education Courses

ED 5001 Foundations for Integrative Thought in Education - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of pedagogical thought and ramifications for godly stewardship in the classroom. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current educational issues in the light of biblical principles. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5002 Foundations for Cultural Engagement in Education - 3 Hours
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture in regard to teaching and education. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary educational thought. Offered online, and face to face at the Deerfield and Florida campuses.

ED 5200 History and Philosophy of Education - 3 Hours
An introduction to teaching, including an overview of the historical, philosophical, and cultural foundations of American education with a focus on current issues of educational reform and debates about “best practice.” Candidates work throughout the course to develop their own educational philosophy. Offered face to face at the Deerfield campus.

ED 5201 Professional Skills in Teaching - 1 Hour
A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU's Division of Education. Offered face to face at the Deerfield campus.

ED 5350 Advanced Educational Psychology - 3 Hours
An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Offered face to face at the Deerfield campus.
ED 5390 Psychology of Adolescence - 3 Hours
An interdisciplinary study of human development from puberty to early adulthood. Physical, cognitive, and personality development will be examined, both from the social and research point of view while application will be encouraged for candidates who will be teaching adolescents. Offered face to face at the Deerfield campus.

ED 5400 Foundations of Special Education - 3 Hours
A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including Response to Intervention, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. Includes a minimum of 12 clock hours of special education field experience. This course is designed to fulfill the coursework for the Professional Educator License [105 ILCS 5/21B-20(1)]. Offered face to face at the Deerfield campus.

ED 5500 Differentiating Instruction for All Learners - 3 Hours
Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of differentiation, modification, and accommodation as they relate to the individual instructional needs of students. Utilizing research and current practice, participants develop an understanding of effective teaching strategies and professional dispositions for working with all students. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 5551 Teaching in Culturally Diverse Settings I - 1 Hour
This course offers the opportunity to connect theory with experience as candidates consider educational practice in culturally diverse settings and consider how prior life experiences contribute to one’s ability to effectively reach and teach all students. Candidates learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through a combination of field experience and course-specific video footage. Offered face to face at the Deerfield campus.

ED 5552 Teaching in Culturally Diverse Settings II - 1 Hour
A continuation of ED 5551. Candidates trace the sociopolitical factors, school structures, and demographic trends that have brought us to our current understanding of multicultural education. After exploring effective and less effective teaching strategies and professional dispositions within under-resourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for all students. Offered face to face at the Deerfield campus.

ED 5553 Diversity Field Experience - 1 Hour
Candidates apply relevant knowledge and skills to actual classroom practice through 18 clock hours of pre-clinical (school) experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose students to the inequities of educational delivery in America. Prerequisite: Concurrent registration with ED 5551 and ED 5552, Diversity in Education. Offered face to face at the Deerfield campus.

ED 5580 Cultural Diversity in the American Classroom - 3 Hours
Founded in a theology of justice and social responsibility, this course provides historical, social, political and cultural background for the unique challenges of the culturally diverse American classroom. An emphasis will be placed on practical pedagogical methods for addressing the culturally diverse needs of today’s students, including race, ethnicity, gender and language. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 5581 Cultural Diversity Field Experience - 1 Hour
Select and specialized topics relevant to educational ministry. Offered face to face at the Deerfield campus.
ED 6260 Reading and Writing Across the Curriculum - 2 Hours
Examines best practices in reading, writing, and oral communication for middle grade and high school students including factors related to reading development & comprehension strategies, vocabulary development, fluency, and motivation. Emphasis is upon teaching methods that develop strategic reading of content materials and methods that develop the reading/writing connection, with heavy attention to the Before-During-After (B-D-A) instructional format. Designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas that addresses academic, linguistic and cultural diversity. This course is designed to fulfill the reading coursework for the Professional Educator License [105 ILCS 5/21-B-20(1)] for candidates pursuing secondary licensure. Prerequisite: Admission to the Division of Education (Gate 1).

ED 6300 Differentiating Instruction for Learners who are Gifted - 3 Hours
This course focuses on the unique needs of students who are gifted, whether or not they have been formally identified as such. Emphasis will be on using differentiating with pedagogical methods in the classroom to accommodate their needs as well as creating authentic and challenging assessments for the gifted. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 6400 Foundations of Teaching English as a Second Language - 3 Hours
This course provides an introduction to the theoretical foundations of English as a second language, both linguistic as well as non-linguistic factors. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 6420 Linguistics for the Classroom Teacher - 3 Hours
This course provides an introduction to the nature and functions of written and oral language; phonetics and phonology, morphology, syntax, semantics, and variation. The relationship of language to culture and application in meeting educational goals will be explored. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 6450 Assessment of Learners who are Bilingual - 3 Hours
This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in Bilingual and ESL Programs. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 6470 Methods and Materials for Teaching English as a Second Language - 3 Hours
Methodologies and current approaches for teaching English as a Second Language in the areas of reading, writing, listening, and speaking will be covered in this course. Review of published materials and selection, adaptation, and creation of appropriate ESL materials for various levels of proficiency will be included. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 6690 General Teaching Methods - 3 Hours
A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards and the Common Core Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; creating authentic assessments; and integrating technology. Prerequisite: Admission to the Division of Education (Gate 1). Offered face to face at the Deerfield campus.

ED 6702 Literacy Methods for Emerging Readers - 3 Hours
First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist, balanced literacy approach for emerging readers which includes read alouds, shared reading/writing, guided reading/writing and independent reading/writing. Comprehension components are addressed: comprehension strategies, decoding, oral language development, vocabulary and background knowledge development, and fluency. Integration of the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum are addressed. Strongly addressed are the methods used to assess and address reading problems with specific attention to the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Offered face to face at the Deerfield campus.

ED 6703 Methods of Teaching Mathematics in the Elementary School - 2 Hours
Methods for teaching elementary mathematics and concept development, using a problem-solving approach. Offered face to face at the Deerfield campus.

ED 6705 Literacy Methods for Upper Elementary Grades - 2 Hours
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary reading/language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the full curriculum. This second course places a relatively greater emphasis on writing than in the first course. There is also increased attention to literary devices, vocabulary strategies and comprehension skills/strategies for both narrative fiction and non-narrative texts (expository, informational texts). Close attention is given to the B-D-A instructional format. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisite ED 6702. Offered face to face at the Deerfield campus.

ED 6706 Integrating Science, Social Studies, and the Arts in Instruction - 2 Hours
A study of the methods of integrating science, health, social science, and the arts in the elementary school with particular emphasis on infusing these subjects into the language arts and mathematics curriculum.

ED 6750 Middle School Methods - 2 Hours
A study of the pedagogy unique to teaching in middle schools with particular emphasis on middle school philosophy, curriculum, and instructional methods for designing and teaching developmentally appropriate programs in the middle grades. Fulfills standards related to the middle school endorsement.
ED 6810 Teaching Biology in the Secondary & Middle School - 2 Hours
A course focusing on standards-aligned biology content being taught in today's secondary and middle schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Includes a segment on laboratory safety. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6820 Teaching Language Arts & Literature in the Secondary & Middle School - 2 Hours
A course focusing on standards-aligned language arts and literature content being taught in today's secondary and middle schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6830 Teaching History & Social Studies in the Secondary & Middle School - 2 Hours
A course focusing on standards-aligned history and social studies content being taught in today's secondary and middle schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6840 Teaching Mathematics in the Secondary & Middle School - 2 Hours
A course focusing on standards-aligned mathematics content being taught in today's secondary and middle schools. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Prerequisite: ED 6690. Offered face to face at the Deerfield campus.

ED 6911 Research Methods and Design I - 1 Hour
Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. Offered face to face at the Deerfield campus.

ED 6912 Research Methods and Design II - 1 Hour
Teacher candidates will use assessment data gathered in their Diversity Field Experience to create a capstone project that demonstrates their ability to make ethical, legal, and research-based decisions for students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. Concurrent registration with ED 6911, ED 5553. Offered face to face at the Deerfield campus.

ED 7001 Field Experience Practicum - 1 Hour
Candidates spend five full days in an elementary or secondary school for a minimum of 40 hours of evaluated field experience. This placement is connected to the methods course/s taken during the concurrent semester and is intended to demonstrate the candidate's ability to apply best methodological practices, including the integration of technology. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2). Offered at the Deerfield campus.

ED 7410 Practicum in Teaching English as a Second Language - 3 Hours
Students will observe and assist a teacher in an ESL school setting for a minimum total of 100 clock hours. Assignments will purposefully link to the experiences in the classroom setting and will culminate in a comprehensive project that will draw from the other ESL courses in this program. Offered in hybrid format from the Deerfield campus, alternating weeks of face-to-face and online instruction.

ED 7449 Classroom Management - 1 Hour
A study of communication structures and classroom management in elementary and secondary schools, including a review of theory and practice and the identification of appropriate applications in the school setting. Must be taken concurrently with clinical practice. Offered face to face at the Deerfield campus.

ED 7450 Clinical Practice for Elementary Licensure - 6 Hours
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Academic Handbook. These requirements as outlined in the Academic Handbook and the DOE Clinical Practice Handbook include passing the Teacher Performance Assessment (edTPA). Attendance required at scheduled Professional Week activities. Course Fee. Offered at the Deerfield campus.

ED 7451 Clinical Practice (for subsequent) Elementary Licensure - 3-6 Hours
A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered at the Deerfield campus.

ED 7455 Clinical Practice for Secondary Licensure - 6 Hours
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for clinical practice as outlined in the Academic Handbook and DOE Clinical Practice Handbook include passing the Teacher Performance Assessment (edTPA). Attendance required at scheduled Professional Week activities. Course Fee. Offered at the Deerfield campus.

ED 7456 Clinical Practice (for subsequent) Secondary Licensure - 3-6 Hours
A classroom teaching experience under the direction of a qualified cooperating teacher. As arranged with the school director or designate and completed by candidates for subsequent licensure. Candidates must meet all contracted requirements. Offered at the Deerfield campus.

ED 7460 Advanced Seminar in Education - 2 Hours
This course includes discussion of current critical issues in American education and is designed to support the goals of clinical practice. The seminar format of the course provides a forum for peer and supervisory support and for the exchange of viewpoints. Scheduled on selected evenings throughout the Professional Semester. Offered face to face at the Deerfield campus.
ED 7478 MA/T Capstone Project - 1 Hour
Independent study leading to completion of a master's research project or an applied project. Candidates completing a master's research project work with an academic reader to write a detailed research proposal, including introduction, literature review, and description of research methodology. Candidates completing an applied project work with an academic reader as they plan, develop, and complete their project. MA/T Capstone must be taken for a letter grade.

ED 7485 MA/T Thesis - 1 Hour
MA thesis writers register for ED 7485. Prerequisite: Approved thesis proposal, and other department specific prerequisites. Counts as full-time student status. Letter grade or Credit/No Credit as arranged with the department. (Formerly PC 790)

ED 7486 MA/T Capstone Extension - 0 Hours
A total of three semesters extension for ED 7485 may be granted when progress is being made on the thesis. Extension fee when not enrolled in other courses. Counts as half-time student status when registrant affirms a minimum of 20 hours per week are invested on the thesis. No Credit.

ED 7501 Guided Research in Education - 1-3 Hours
Independent research on an approved selected topic under a faculty member in the department bearing the course prefix. May be repeated for credit as the subject matter changes. Available in all departments. Letter grade or Credit/No Credit as arranged with faculty member.

Interdisciplinary Studies Courses
ID 5001 Foundations for Integrative Thought - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and consummation, with special attention to Scriptural applications and ramifications for ethical behavior. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in the light of biblical principles.

ID 5002 Foundations for Cultural Engagement - 3 Hours
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought.

ID 6000 Current Topics in Interdisciplinary Studies - 1-3 Hours
Selected topics of general or interdisciplinary interest.

ID 6910 Research Methods - 1 Hour
The techniques for conducting competent graduate-level bibliographic research, as well as attention to the planning, preparation, and writing of theses, will be covered in this course, which is required of all students completing the MA degree with the thesis option. Course will not count toward the 30-hour program requirement. (CR/NC only; not available for Audit).

PR 7220 Ethical Theory - 3 Hours
An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions.

ST 5200 Christian Ethics - 3 Hours
This course discusses biblical teaching on standards of personal conduct and integrity and their relation to the sanctification process. Throughout the course, attention is given to biblical perspectives on contemporary ethical issues facing the church and the minister, such as abortion, euthanasia, capital punishment, sexual ethics (including homosexuality), divorce and remarriage, racism, material possessions, genetic engineering, ecology, war, and the Christian's relation to society and the state.

Leadership Courses
LR 5001 Foundations for Integrative Thought in Leadership - 3 Hours
This course surveys the Bible from the standpoint of its unfolding history of creation, fall, redemption, and restoration, with special attention given to Scriptural applications of leadership theory and godly stewardship in the workplace. The course considers how precedents, themes, truths, and strategies that established God's will in earlier times provide direction for God's people today. Students will practice interpreting scripture responsibly and thinking creatively about current issues in leadership in the light of biblical principles. Offered face to face at Deerfield and Florida, and online.

LR 5002 Foundations for Cultural Engagement in Leadership - 3 Hours
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working assumptions of contemporary culture regarding influence, transformation, and effectiveness in leadership. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for wise interaction with contemporary thought about leadership. Offered face to face at Deerfield and Florida, and online.

LR 5010 Introduction to Leadership: Definition and Perspectives - 1 Hour
This course defines leadership and develops an initial set of skills for the study, research, assessment, and development of learning within the leadership arena. Offered on Deerfield, Dolton, and Florida campuses.

LR 5051 Foundations for Ethical Leadership - 2 Hours
This course surveys the ethical, philosophical, and practical dimensions of the leadership domain. Students will gain a foundation in the ethical challenges of leaders, past and present, and leadership theory criticism. Topics include power, hierarchy, influence, charisma, duty, and the greater good. Offered face-to-face/cluster_

LR 5460 Change and Conflict Management - 2 Hours
This course surveys the dynamics of change and conflict from a variety of perspectives, emphasizing skills of negotiation, building consensus and collaboration. Students will learn how to cultivate effective change within different types of organizations. This course also addresses specific strategies to address conflict situations, whether the conflict is interpersonal or organizational. Not open to students with credit in LR 5430 Conflict Management. Offered face-to-face/cluster_

LR 5530 Interpersonal Communication - 3 Hours
An examination of the foundation of interpersonal skills. Interpersonal communication theories, the creation and reception of messages, and the impact of technology on interactions will be studied. These concepts will be applied to leadership in a variety of organizational settings. Offered face-to-face/cluster_

LR 5570 Group and Organizational Communication - 3 Hours
A study of communication in the context of informal and formal groups, as well as organizations of various sizes and different degrees of complexity. The course will include research about communication in nonprofit and for-profit settings. Offered face-to-face/cluster_
LR 5820 Globalization for Leadership - 3 Hours
Students in this course will explore the variety of ways our world has become and is increasingly becoming interconnected while simultaneously remaining fragmented and how these two forces impact leadership dynamics. Offered face-to-face/cluster._

LR 5890 International Practicum - 3 Hours
The fieldwork in this practicum is designed to provide supervised experience in an international Christian setting to help students develop and reflect upon leadership. The opportunity is intended to provide exposure to different cultural, philosophical, and practical bases for functioning effectively in an international leadership setting.

LR 6100 Topics in Leadership - 3 Hours
Selected topics as announced. Course may be repeated with different topics. Offered face-to-face/cluster._

LR 6130 Leadership Research - 2 Hours
This course is designed to equip learners with the basic skills in both qualitative and quantitative research techniques, including assessing initiative outcomes in organized organizational contexts.

LR 6150 Applied Leadership Project - 1-3 Hours
This course is used as the applied project component of either a previously taken undergraduate course or a graduate course without an included project. Students will conduct an approved mentor-directed project in a leadership role related to course. Leadership program director approval required. May be repeated for credit.

LR 6371 Contextualization and Communication - 2 Hours
Students in this course will be challenged to develop both the mindset and skill set of communications in various organizational situations. Specifically the course will focus on the importance of contextualization, verbal and nonverbal communication, public speaking, communicating vision, public relations, crisis management, and social media utilization. Innovation and creativity will also be explored. Offered face-to-face/cluster._

LR 6380 Assessment and Innovation - 2 Hours
This course will review state-of-the-art theoretical and applied models of creativity and innovation as they apply to the assessment process. Students will develop both the skills and the mindset to understand the critical nature of innovation as it relates to growth—personally and organizationally. Offered face-to-face/cluster._

LR 6520 Coaching and Mentoring - 3 Hours
Course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring.

LR 6720 Followership - 2-3 Hours
This course is a study of leadership through understanding the leader-follower relationship. This increasingly important dynamic to the leadership domain will examine the significance of how subordinates can and should ethically relate to their superiors and the impact this relationship dynamic has on an organization. Not open to students with credit in LR 6710 Followership. Offered face-to-face/cluster._

LR 6811 Social and Cultural Understanding for Leadership - 2 Hours
This course will equip students to investigate diverse social and cultural contexts with attention to macro level issues such as globalization, ethnicity, and poverty, as well as the more interpersonal dynamics of culture-based differences regarding communication, values, lifestyles, and leadership. Special attention is paid to critical self-awareness and the impact of cultural difference within an organization. Offered face-to-face/cluster._

LR 6850 Organizational Dynamics - 2 Hours
This course examines the foundations of the role of the organizational leader. A scaffold for understanding how to lead others in organizations, the course addresses topics such as leading change, adaptation of roles for organizational effectiveness, and developing other leaders. Offered face-to-face/cluster._

LR 6920 Human Resource Management - 3 Hours
The content of the course focuses on helping learners develop the skills and abilities for effective human resource management including developing job descriptions, interviewing and selection, development, and separation. Special attention will be given to using volunteers in nonprofit organizations. Offered face-to-face/cluster._

LR 6940 Essentials of Nonprofit Operational Management - 3 Hours
This course helps students address the operational challenges specific to nonprofit organizations including strategic planning, budgeting, financial statement interpretation, multisite management, communications campaigns and building projects. Offered face-to-face/cluster._

LR 6960 Nonprofit Organizational Dynamics - 3 Hours
The specifics of working for a nonprofit organization are presented. Content includes organizational and personal fundraising, nonprofit organizational structures, and nonprofit law and policy. Various issues in nonprofit constituency management included are board management, donor relationships and client service. Offered face-to-face/cluster._

LR 7468 Leadership Capstone Literature Review - 1 Hour
This is a guided research course in the area of a student’s particular interest and is intended to facilitate the research process of the capstone project or integrative paper. This would generally be taken the semester before the capstone or integrative paper and would help to facilitate the proposal process.

LR 7478 Leadership Capstone Project - 3-4 Hours
A student may choose to do a final project in a research-based practicum requiring a practical leadership component. This should be chosen in collaboration with faculty advisor. The research and project will be presented before student colleagues and faculty readers.

LR 7480 Leadership Integrative Paper - 3 Hours
A student may choose to do an independent study toward development of an integrative paper. This should be chosen in collaboration with a faculty advisor. The integrative paper will be presented before student colleagues and faculty readers.

LR 7486 Leadership Capstone Extension - 0 Hours
This course is taken when an extension has been granted beyond one semester for progress toward completion of the capstone. No Credit.

LR 7501 Guided Research in Leadership - 1-3 Hours
This elective provides an opportunity to conduct a major project (typically writing a major paper) on a leadership topic of special interest. Students may arrange such a course in any term with an appropriate faculty advisor. May be repeated for credit.
SE 5353 Management of Change and Strategic Planning - 2-3 Hours  
Theory, analysis, and application of intervention methods and procedures to effect change within the organization. Leadership roles in effecting change.

SE 5373 Nonprofit Financial Management - 2 Hours  
This course covers basic concepts in managing finances for non-profit organizations. Basic accounting topics covered include budgeting, expense control, and income measurement. In addition, the course covers fundraising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented.

SE 5391 Entrepreneurial Accounting and Finance - 2 Hours  
This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning.

SE 5392 Social Entrepreneurship - 2 Hours  
This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start up, organization, and financing of enterprises with social purposes.
Graduate Admissions

General Admission Requirements

Applicants should be aware that in the admissions review all components of the application packet are examined with no one component serving solely as a basis for admission or rejection of an application. Also note that individual programs may have additional admissions requirements described in the program prospectus in the catalog. Admission to the graduate school normally requires the following items:

- The completed Application Form (http://graduate.tiu.edu/admissions-financial-aid/apply-now)
- An official transcript must be submitted from each undergraduate school, seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. In order to be considered official, transcripts must be sent directly to Admissions Operations in sealed envelopes from each school or electronically from the institution’s Registrar or Records Office.¹

Please send all required admissions pieces to:
Trinity International University
Admissions Operations
2065 Half Day Road
Deerfield, IL 60015

- A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
- Submission of scores from the Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT) for those whose undergraduate GPA falls below a 3.0 GPA. Test scores must be no more than five years old.
- Completed recommendation forms from
  a. a pastor or church leader who knows the applicant,
  b. a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate), and
  c. an employer or other relevant individual.
- Proof of English competency for students for whom English is not the first language
- Competency is normally measured by the Test of English as a Foreign Language (TOEFL). The minimum score required is 92 (internet-based test), 237 (computer test), or 580 (paper-based test), and scores submitted must be less than two years old. Waivers from TOEFL are not normally granted. Failure to submit required TOEFL scores may result in denial of admission or postponement of the application decision to a subsequent semester.
- Personal statements that include the following:
  • A statement of the applicant’s past and present spiritual life. This may include one’s Christian conversion and/or other significant spiritual events and formative influences in one’s life.
  • A statement outlining the applicant’s motivation to study at Trinity Graduate School, an evangelical Christian school, and one’s future goals.

¹ Note: For university coursework done outside the U.S.A., students may need to submit transcripts through a foreign credit evaluation service. The Admissions Office must receive a “course-by-course evaluation” or a “detail report.” There are several such services that are acceptable, including the following:
- World Education Services (http://www.wes.org)
- Educational Credential Evaluators, Inc. (http://www.ece.org)
- International Education Research Foundation (http://www.ierf.org)

Program Prerequisites

Each program will have required relevant prerequisites defined in at least one of the following categories:

1. undergraduate coursework,
2. program-oriented extensive or intensive experience, or
3. other (writing, etc.).

Prospective students should note specific program prerequisites in the individual program prospectus and in the catalog.

Application Procedure

The application process is detailed on the admission web page, graduate.tiu.edu/apply/ (http://graduate.tiu.edu/admissions/apply.dot). Trinity follows a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:

U.S. Citizens

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Admission Term</th>
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<tbody>
<tr>
<td>August 1</td>
<td>For fall semester admission</td>
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<tr>
<td>December 1</td>
<td>For spring semester admission</td>
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<tr>
<td>April 1</td>
<td>For summer session</td>
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International Applicants

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Admission Term</th>
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<tbody>
<tr>
<td>June 1</td>
<td>Fall semester application deadline</td>
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<tr>
<td>July 1</td>
<td>Fall semester deposit deadline</td>
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<tr>
<td>October 1</td>
<td>Spring semester application deadline</td>
</tr>
<tr>
<td>November 1</td>
<td>Spring semester deposit deadline</td>
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</tbody>
</table>

Applications received after these deadlines may not be considered in the term for which originally applied, and no applications will be considered for a given semester after the add/drop period of that semester.

Upon admission to Trinity, students should submit a tuition deposit to the Admissions Office to confirm their place in the school. This deposit is credited toward the first term’s tuition and may be refundable. New students are encouraged to send in their deposit as soon as possible since class registration times are assigned based on the date the deposit is received. (See the “Application Instructions” at the end of this catalog for further information on refunds.)

Denied applicants may appeal in writing to the Admissions Committee no later than ninety days following the date of the Admissions Committee decision.
Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following items: financial requirements and visa requirements.

Financial Requirements

If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certificate of Finance (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is available on the Trinity website.

The Certificate of Finance (COF) must identify monies readily available for the first year of study and document additional funding for the duration of the student’s program. Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds from US $25,000 to US $30,000 to satisfy this requirement.

At this time, accepted international applicants living outside the United States must also submit a US $2,000 tuition deposit (partially refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued (students living in the United States should submit a $125 deposit).

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa, which is granted by the U.S. government. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1 and B-2) may be admitted as Visiting Students and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student’s ability to secure an F-1 visa in the future should their educational goals change.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through a Certificate of Finance
4. Applicant has submitted a US $2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity’s International Students & Scholars Office on campus. It is the responsibility of the student to maintain legal immigration status.
Guidelines for Graduate Studies
Preparation

Students who are still pursuing an undergraduate degree are encouraged to incorporate coursework into their studies that will fulfill the following guidelines:

1. Students coming into Trinity Graduate School should typically have had at least 60 semester hours of liberal arts coursework, including a broad undergraduate background in the humanities and the natural and social sciences.

2. Pre-graduate studies should give evidence that the applicant have developed the ability to think independently and to communicate effectively. Application materials will be carefully evaluated for writing skills. If a weakness is discovered, the student may be required to take extra study in English composition.

3. The applicant should note carefully the prerequisite course requirements for each program and take as many of those courses as possible at the undergraduate level. In most cases, if a student is qualified for admission but lacks the necessary prerequisite coursework, the deficiency can be removed through additional coursework at Trinity International University.

4. Applicants are encouraged to become familiar with the content of the Bible, either through formal coursework or personal study. If an applicant’s undergraduate program includes courses that parallel required courses in the Trinity curriculum, the applicant will be granted considerable flexibility in selecting advanced-level courses as substitutes for the required classes. Faculty advisors are able to assist in this process.
Admission Policies

Advanced Substitutes

Students who have taken undergraduate courses that are clearly parallel to required courses in their program at Trinity Graduate School may modify their program by way of Advanced Substitutes. This policy allows students to build on, rather than duplicate, studies that they have already completed. Advanced substitute courses are to be approved in advance by the Dean’s Office.

Application for Readmission/Reactivation

There are certain situations in which students may need to submit a supplementary application.

- If they are accepted to Trinity Graduate School but do not enroll
- If they withdraw temporarily

However, if more than two years lapse after original acceptance, withdrawal, or completion of their first program, students will be required to submit new application materials, including recommendations and personal statements. Students who are readmitted are subject to the requirements of the catalog that is current at the time they re-enroll in coursework.

Change of Enrollment Date

Students may find it necessary to change their anticipated enrollment date. If the new semester in which students intend to enroll is within two years of the semester for which they were originally admitted, the change can be made routinely. If the new semester is more than two years from original admittance, a student will be required to submit new application materials.

Students who must change the date of enrollment, should notify the Admissions Office. The Admissions Office will notify them of any special instructions at the time of the change. These students will also need to contact the Housing Office and the Office of Student Financial Services because the change may affect the availability of campus housing or financial aid. A student’s program of studies will be governed by the catalog that is current in the semester he or she enrolls.

Active and Inactive Student Status

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a Leave of Absence (LOA) from the Student Life Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student program plans, and enables appropriate services to be provided. If a student desires to leave TGS, a Withdrawal must be completed through the Student Life Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed and students do not register and successfully complete coursework each consecutive semester (fall, spring, summer is exempt), their status is rendered inactive (e.g., active students must register for at least one course each semester). Inactive students must reapply to TGS with no guarantee of readmission.

Change of Program (COP)

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

- All possible options should be considered in consultation with a faculty member, Enrollment Counselor, Program Director, and/or Records Office representative in light of coursework already completed.
- Admission to one TGS/TEDS program does not guarantee admission to another program. All admission requirements for the new program must be met.
- At least one semester of TGS/TEDS coursework must be completed before a COP application will be considered, together with the review of that semester’s grades. No more than one change of program will be permitted within a single semester.
- The online Change of Program application should be submitted by the following dates: January 15 for the spring semester and September 1 for the fall semester. Changes requested after those dates may be recognized in the next academic term.
- The catalog current at the time of admission to the degree program, not the catalog in effect at the time of original enrollment, will govern the student’s new program.
- If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Interschool Transfers

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Graduate School to the Divinity School).

Student Classifications

Visiting Students

If students wish to take courses for credit on a part-time basis but do not want to enroll in a degree program, they may submit a Visiting Student application. In addition to the application form, they must submit an official transcript indicating that they hold a completed bachelor’s degree or higher with a minimum GPA of 2.0 sent directly to our Admissions Office. (Visiting students receive “conditional acceptance” until this transcript is received.) Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. Please contact the Admissions Office for more information.

Auditors

If students want the opportunity to take one or more courses per semester but have no interest in earning graduate credit or a degree, they are invited to audit classes of their choice. An auditor may usually participate in all class functions but will not be held accountable for tests or assignments, nor receive a grade or credit. No application is required, and the person need not have completed a bachelor’s degree. The graduate school, however, reserves the right to limit the number of auditors in any class, and some classes may be closed to auditors. Students in the Master of Arts program in Teaching should note that, in some cases, auditors will be required to participate in classes and prepare all assignments and tests. This difference is due both to the cohort nature of the program and the need to satisfy teaching certification requirements.

Transfer Credit

Students may receive credit for studies taken at fully accredited graduate-level institutions when such work parallels courses listed in our catalog and after successful completion of a full semester of academic work at Trinity Graduate School. Official transcripts of previous
work showing satisfactory grades in the courses must be submitted for consideration.

Transfer credit is not given for undergraduate studies and is usually not granted for coursework taken at non-accredited graduate schools. Also, graduate-level coursework that has been applied toward an undergraduate degree cannot be allowed as transfer credit toward a Trinity Graduate School degree. To be considered for transfer credit, the course grade must normally be a "B-" or better from an accredited graduate-level program.

If a master’s degree has been completed at another institution, possible transfer credit will be limited to a maximum of 50 percent of the total credits required for the shorter degree.

If a student wishes to receive transfer credit for work done at another accredited graduate school, an official transcript from that graduate institution must be filed for evaluation, along with the Transfer Credit Request form to the Trinity University Records Office. (Note: the Transfer Credit Request form is available for download at MyTIU (https://mytrinity.tiu.edu) > Records.)

The Records Office will evaluate transfer coursework under the direction of the TGS Associate Dean and Program Directors. Transfer of credit is not automatic; it is considered only when requested.

Regardless of the amount of coursework that a student may have taken elsewhere, all students must fulfill the minimum residency requirement for their programs at Trinity Graduate School.

**Master of Arts in Bioethics**
24 hours must be taken through TIU coursework, of which a minimum of 3 hours must be taken at the Deerfield Campus. A maximum of 6 hours may be considered for transfer credit. A maximum of eight (8) hours may be considered for transfer credit for completers of the Cedarville University Bioethics program.

**Master of Arts in Leadership**
24 hours must be taken through TIU coursework. A maximum of 6 hours may be considered for transfer credit.

**Master of Arts in Teaching, Master of Education in Diverse Learning**
Students must complete all required courses either for credit or by audit through Trinity Graduate School.

**Master of Arts program in Counseling Psychology (Florida campus)**
A maximum of 24 hours may be considered for transfer credit, of which only 12 hours of the concentration may be transferred.
Welcome to Trinity Law School

TLS is a dynamic and growing academic community committed to the reformation of the legal thought and practice throughout the world. In Isaiah 58, God made it clear that He wants us to loose the chains of injustice and set the oppressed free. At Trinity, we equip students to do and seek justice. We seek to provide a quality legal education that fully integrates a Biblical Christian worldview with a deep practical understanding of the law.

At Trinity, you will not just learn how to think like a lawyer. Instead, you will learn how all law should be founded upon and in harmony with God’s law. Your classes will discuss not only defending clients but defending the faith. You will learn about not only the law and public policy dominant in the United States today, but arguments for championing Godly laws and public policies for the future. You will come to understand not merely the rights and interests demanded by men and women in our culture, but the eternal and inalienable rights flowing from God’s creation of mankind in His image.

Trinity Law School also has many other advantages. We have a faculty of experienced professors who are fully committed to the Lord in their own lives. We have a low faculty to student ratio that allows for far more personalized instruction than you would receive at many others law schools. TLS has also been blessed with an extraordinarily collegial environment in which students, faculty and staff work together, pray together, and serve together for the glory of God and His kingdom.

Thank you again for considering Trinity Law School.

Very truly yours,

Myron Steeves,
Dean
About Trinity Law School

Trinity Law School Programs

California Regional Center
Juris Doctor (JD)

Clinical Opportunities

We recognize the importance of providing students with opportunities to put their education and faith into action. The Trinity Legal Clinics offer Trinity students a unique opportunity to apply their classroom education to helping actual clients before they have completed their J.D. Each clinic is supervised by an attorney faculty member and is designed to immerse students in the world of law practice while providing much needed services to the community. Practicing law under the guidance of an experienced attorney in a service setting not only equips them with practical skills, but also instills a life-long commitment to serving others.

Trinity Law School has partnered with several local organizations to provide legal services for the clients of the Pacific Justice Institute, the Orange County Rescue Mission, the Christian Legal Aid Office, and Orange County Human Relations. Additionally, we offer a bankruptcy clinic on our campus. We are proud of our ability to offer these legal clinics and are excited about the opportunities they provide for our students.

Pacific Justice Institute

The Pacific Justice Institute (PJI) is a nonprofit legal defense organization that specializes in defending religious freedom. The law school hosts one of PJI's Southern California offices on our campus. Trinity Law students have the rare opportunity to participate in cutting edge constitutional law litigation by serving as interns for PJI. The students are able to support ongoing cases that address some of the most significant issues in religious liberty today.

Orange County Rescue Mission

The law school operates a legal clinic at the Orange County Rescue Mission where Trinity students provide legal services for the residents under the supervision of a licensed attorney. The law school also operates a mobile legal clinic through the Orange County Rescue Mission, which provides legal services to the transient community of Orange County. Through these clinical programs, students address many of the biggest legal issues faced by the homeless. The programs include classroom instruction on the provision of legal services, as well as hands-on training on client interviews, assessing legal needs, and providing answers to difficult legal issues.

Christian Legal Aid Office of Orange County

The Christian Legal Aid Office of Orange County resides on the campus of Trinity Law School. It provides free legal advice and representation to those that cannot otherwise afford legal services. Trinity Law students provide legal services under the supervision of a licensed attorney. Students will address a wide variety of legal issues and challenges.

The Center for Human Rights

The Center for Human Rights is a premier research and educational facility for the promotion and protection of international human rights and religious freedom. The Center provides research and educational facilities, classroom instruction in human rights, and opportunities for students to participate in international human rights conferences and educational seminars around the world. The Center has access to the law school’s robust and growing collection of human rights books, periodicals, and international documents.

European Summer Study Program in Strasbourg, France

A special benefit of study at Trinity Law School is the opportunity to participate in the International Human Rights Institute, the Programme Européen d’Études des Droits d’Homme in Strasbourg, France.

The Institute was founded in 1969 to teach lawyers, judges, law professors, students and government officials the importance of international human rights. Students learn how countries address some of the world’s greatest human rights abuses such as religious persecution, racial discrimination, human trafficking, slavery, torture, and genocide.

Each summer, this program gathers more than 400 students from 100 countries to teach and study international human rights. Program participants spend the month of July studying current human rights issues. Law students may earn 4 to 6 units of credit upon completion.

Trinity law students also have the opportunity to participate in many other clinical programs, internships, clerkships, and fellowships. During their legal education, our students have worked for judges, lawyers, government agencies, legislators, Christian legal organizations, etc. We encourage this type of experience and are happy to work with you to try to help you find an opportunity that best serves your interests.

Student Organizations

Trinity Law Review

Founded in 1980 as the Simon Greenleaf Law Review, the Trinity Law Review has been a source of scholarship regarding law and the Christian faith, as well as a broad range of other legal issues. Select students may participate in the production of the Trinity Law Review. Students invited to join the editorial board participate in all aspects of publishing the Law Review. In addition, all students are encouraged to write student notes on topical issues for inclusion in the Review. Therefore, students are afforded an excellent opportunity to develop scholarship skills. Participation in Law Review earns 1-credit hour per semester, up to 4 credits.

Moot Court

Trinity Law School students may compete for a position on the Trinity Law School Moot Court team during the oral arguments conducted as part of the Legal Research & Writing II course. The faculty adviser is the sole person responsible for inviting students to join the team. Only the Trinity Law School Moot Court team may send students to Moot Court competitions.

Moot Court competitions develop students’ research and brief-writing skills as well as their oral advocacy. Students find it an outstanding opportunity to measure their skills against those of other law students. Students may participate in Moot Court upon completion of or concurrent enrollment in 24 units. Participation in Moot Court earns 1-credit hour per semester, up to 4 credits.
Student Life

Student life at Trinity is active and vibrant. Students can choose to participate in a wide variety of student associations and clubs.

Student Bar Association

All students are automatically members of the Student Bar Association. The Student Bar Association exists to provide a means for the student body to communicate effectively with the Law School administration. Represented by the elected officers, the Student Bar Association will have the opportunity to meet regularly with the Dean to present the ideas and needs of the student body.

Other Student Groups

There are many student organizations in which students can participate. While student organizations change each year, the list below represents the variety of organizations that have been active on campus.

- Christian Legal Society
- Federalist Society
- Black Law Students’ Association
- Delta Theta Phi
- International Law Student Association
- Women’s Legal Society
- Trinity Law School Mission and Service Club
- Alternative Dispute Resolution Society
- Criminal Law Association

Church Community

Trinity students are blessed to live in a thriving spiritual community. Students have a host of church choices, including such well-known congregations as Calvary Chapel Costa Mesa, Saddleback Valley Community Church, Mariners Church, St. Andrew’s Presbyterian, Rock Harbor, and several excellent local Evangelical Free churches.

As a Christian Law School, Trinity opens classes with a prayer or short devotional, holds voluntary Bible studies, and makes Biblical truth a part of the academic curriculum. All students must enroll in a number of required courses that allow students to learn and discuss how Biblical principles guide and affect the development of the law. Trinity also offers special lectures by visiting Christian scholars, professionals, and pastors.

We seek to preserve a caring and nurturing atmosphere where students and faculty members pray together and encourage one another in faith and good works.

Standards of Conduct and Honor Code

Standards of Conduct

As a community of future leaders, Trinity seeks to maintain high standards of integrity in all areas of life, including academic work, ministry, and community relationships. Given these objectives, students are expected to maintain appropriate personal standards and use wise judgment in matters pertaining to personal conduct. Any set of community standards may contain elements with which some of its members disagree.

Nevertheless, out of a desire to encourage an environment appropriate to its purposes, respect for its heritage, and concern for the values of its constituency, Trinity Law School has established the following behavioral guidelines for all full- and part-time students, whether they are on or off campus (unless otherwise stated):

Practices that are specifically forbidden in Scripture, such as dishonesty, theft, premarital sex, abortion, adultery, homosexual behavior, use of pornography, drunkenness, profanity, gossip, racism, and infringement on the rights of others, will not be condoned.

Scripture explicitly teaches respect for governmental authority. Students are therefore expected to uphold the laws of the local community, the state, and the nation except on those occasions where obedience to civil authority would require behavior directly in conflict with other scriptural principles.

In a Christian academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation.

Students will be required to refrain from the possession or use of harmful substances such as non-prescribed stimulants and depressants, hallucinogenic, and illegal drugs.

Gambling, although not specifically forbidden by Scripture, is a questionable practice and therefore is not allowed on campus.

Trinity International University is also an alcohol-free and tobacco-free campus. Trinity students, regardless of age, are not permitted, under any circumstances, to purchase, possess, consume, or distribute alcoholic beverages or tobacco products of any kind on-campus. Nonalcoholic beer and other drinks containing a percentage of alcohol are also prohibited. Individuals may be subject to having their breath smelled and/or tested by a Breathalyzer exam given by a staff member.

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

Trinity International University is a drug-free campus. Possession, purchase, distribution or consumption of any illegal drug is not permitted. Students suspected of the above will be asked to undergo drug testing available at a local Medical Center or on campus. Any student refusing to submit to these tests will be held in violation of our expectations. Any student who is involved in the purchase, possession, consumption or distribution of illegal drugs is subject to immediate dismissal from the University. Trinity reserves the right to report instances of illicit drug use and alcohol possession or use to the proper authorities.

Trinity values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type toward any individual (including domestic relationships) will not be tolerated by the institution. This includes any form of verbal, physical, written (including electronic transmission) abuse, threats, or stalking. This also may include a persistent pattern of behavior directed at another individual that distresses, frightens, or is in some manner inappropriate or threatening. Examples of this include but are not limited to hate speech, abuse because of one’s race, gender (sexual harassment, including unwanted advances), nationality, or
disability. In the event of threats or the potential of stalking, Trinity Law School reserves the right to contact law enforcement agencies. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students. Those found in violation will be subject to disciplinary action.

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

Violations of the Standards of Conduct also include aiding or abetting any violation or attempting to commit an act or omission in violation of the Standards of Conduct. Violations of the Standards of Conduct are subject to discipline, including dismissal from the law school.

**Honor Code**

Each member of Trinity Law School is responsible for maintaining his or her integrity and the integrity of the law school community in all academic matters. It shall be considered a violation of the Trinity Law School Honor Code to commit the offenses listed below.

**Unprofessional Conduct**

Unprofessional conduct includes:

- Any act which is a malum in se crime in the jurisdiction in which the law school is located;
- Conviction of any malum in se crime in any jurisdiction;
- Acts or omissions evidencing significant moral turpitude;
- Fraud, deceit, dishonesty or failure to disclose information when there is a legal duty to disclose.

**Plagiarism**

Plagiarism is using someone else’s work (including words, line of thought, or organizational structure) and making it appear to be one’s own. This occurs when sources are not cited properly or when permission is not obtained from original authors to use their work. Not properly crediting a source is an act of academic dishonesty, fraud, and intellectual property theft.

Another person’s “work” can take many forms: printed or electronic copies of computer programs, musical compositions, drawings, paintings, oral presentations, papers, essays, articles or chapters, statistical data, tables or figures, etc. In short, if any information that can be considered the intellectual property of another is used without acknowledging the original source properly, this is plagiarism.

**Cheating**

Cheating is a form of deception. Cheating has many expressions: copying even a single word from someone else’s test paper; unauthorized use of previous examinations, books or materials on a test; having another person take an examination for a student; submission of someone else’s work to fulfill a course requirement; or unauthorized use of a part or the whole of a work completed for one course in another course. Cheating includes reporting material as read that a student has not read.

Cheating includes:

- Having someone else do research or other work on a student assignment.
- Downloading a paper off the internet or buying one from another source and then simply rewriting the text while incorporating some or all of the research.
- Hiring a researcher to do research in preparation for a research paper.
- Having another person review a take-home examination or examination answer (or an examination answer written in class);
- Violating any of the regulations for the administration for taking of exams set forth in this Catalog.

In all classes aside from Legal Research and Writing, having another person proofread a research paper for spelling or grammatical mistakes does not constitute cheating if the student makes the changes and corrections. The essential difference is that cheating involves having others do work the student is assigned to do or provide information or assistance that replaces work the student is required to do as the basis for the grading in a course, according to the type of assignment or work involved.

If a Legal Research and Writing student is found to have violated the collaboration guidelines outlined in the Legal Research and Writing syllabi, it will be considered a violation of the Honor Code described in this Catalog.

**Defamation and Invasion of Privacy**

The elements of defamation or an invasion of privacy violation include all of the following:

1. Publication by any means, including, but not limited to, oral and written forms, of representations of fact concerning a professor, student, staff member, university or law school employee or any other member of the law school community or a person with ties to the law school community, such as a spouse of a student, staff or faculty member or other protected person;
2. The information communicated is false or an invasion of the subject’s reasonable expectation of privacy;
3. The disseminator of the allegations has no reasonable basis to believe that the allegations are true or that the matter is not within the subject’s reasonable expectation of privacy;
4. The information is likely, in the mind of a reasonable person, to cause damage to the reputation of the subject person; and
5. The subject of the information is offended or otherwise distressed by the dissemination of the information.

Any actions by students that constitute defamation or invasion of privacy under the laws of the United States and the State of California constitute violations of this Honor Code.

**Harassment**

Harassment includes sexual harassment, assault, intentional infliction of emotional distress and stalking, as defined either by the laws of the United States, the state of California or the common law. Harassment also includes any actions, verbal attacks or personal demeanor directed at another person which is inconsistent with the ethical practice of law, any reprisal or intimidation or attempt to commit any reprisal or intimidation against any person for making an accusation of an Honor Code violation or for reporting concerns or suspicions of possible or suspected violations of the Honor Code, constitutes harassment, and would be an additional Honor Code violation.
Lying
Lying includes making any materially false statement or representation to a law school or university official, staff person or faculty member concerning any of the following:

- Any matter relevant to the law school or university education of any person;
- Any matter relevant to the right to practice law or the future licensing to practice law of any person;
- Class attendance;
- Honor Code violations or accusations, including proceedings relevant to the investigation or adjudication of accusations of Honor Code violations.

For example, falsely charging another person with a violation of the Honor Code constitutes lying and violates the Honor Code. Providing false information on an application for law school, or an application for full- or part-time employment at the law school, or an application to take the bar examination all constitute lying.

Disruptions of the Operations or Activities of the Law School
Disruption includes, but is not limited to, the following:

- Inappropriate noise at any location on the law school campus;
- Acts or expressions of attitudes of insubordination toward law school staff or faculty members;
- Insolence or disrespectful language or behavior toward law school staff or faculty members;
- Insolence or disrespectful language or behavior toward another student, whether during class, anywhere on campus, or in the presence of other students, staff or faculty members;
- Repeated or chronic failure to prepare for class;
- Deliberately or recklessly preventing others from attending class;
- Vandalism against school property or the property of law school staff or faculty members, or students;
- Actions which have or threaten to have a significant negative impact on the education of students and the work of the law school.

Violations of Examination Policies
Violations of examination rules include violations of instructions concerning the administration of examinations or tests, or rules of conduct during examinations or tests given before an exam begins.

Unfair Competition and Violation of Library Rules
Unfair competition refers to any practice designed to undermine the education or work of students or the faculty to gain personal advantage, or otherwise, including, but not limited to, destruction or hiding of library materials, the property of students or faculty, or disruption of electrical, computer or other technical or support services. Material violation of the rules and procedures of the law school library constitutes a violation of this section.

Failure to Perform the Responsibilities of a Student in the Law Program
Failure to perform the responsibilities of a student in the law program refers to any material failure to comply with the duties, responsibilities, policies, rules, regulations and procedures of the law school, including, but not limited to, those stated in the law school catalog and Student Handbook. The most basic responsibility of a student in the law program is to arrive to class prepared to engage in discussion. Preparedness for class extends beyond merely reading the material assigned for the class session. Students must have a sufficient depth of understanding to support statements made in class and to engage in meaningful dialog with the professor. Students who are repeatedly unprepared for class will be reported to the Dean for sanctions which may include suspension or expulsion.

Penalties for Violations of the Honor Code
A violation of the Honor Code may include any of the following penalties:

- Reprimand, either written or oral;
- Change of grades of courses, examinations or other work;
- Receiving no credit on an examination;
- Denial of course credit;
- Suspension from the law school;
- Dismissal from the law school;
- Notation of offense and/or penalty on transcript;
- Any other reasonable sanction deemed appropriate by the responsible authority.

Accusations of Violations of the Honor Code
Accusations or concerns about possible violations of the Honor Code may be brought to the attention of the law school or the university by any person at any reasonable time, by making an oral or written statement to a faculty member, the Registrar, or the Dean of the California campus. Students are required to report any known violation of the Honor Code to the appropriate school officials.

The law school may address violations of the Honor Code in a manner appropriate to the violation(s).

Honor Code Procedures
Honor Code procedures begin when a Trinity faculty member, administrator, or student files a formal concern of an alleged violation of the Honor Code with the Registrar. These procedures do not apply to academic sanctions issued at the discretion of individual professors for instances of cheating and plagiarism within their class(es).

The steps outlined below define the procedures after a formal concern has been filed and recommend timelines that should be applicable in a majority of cases.

1. A formal concern should be made known, in writing, to the Registrar within 10 days of the date of discovery of the evidence upon which it is based.
2. Within one week of receipt of a formal concern, the Registrar will notify the responding student in writing of the nature of the concern.
3. The Registrar will meet with all knowledgeable parties and gather relevant evidence. After conducting a thorough investigation, the
Registrar will choose either to bring formal charges against the student to the Disciplinary Committee or to refrain from taking any formal action. If formal charges are made, the student will be informed of all charges, all incriminating and exculpatory evidence related to the charges, the names of the reporting parties and the names of potential witnesses not less than 20 days prior to the date set for the hearing as set forth in the Disciplinary Hearing Procedures adopted by the Disciplinary Committee.

4. The Disciplinary Committee must hear all cases in which formal charges have been made. At Disciplinary Committee hearings, the Registrar will present all evidence relevant to the concern. The Registrar has the responsibility to present evidence which supports the charges as well as any extenuating circumstances or exculpatory evidence uncovered during the investigation.

5. Disciplinary Committee hearings are closed to the public.

6. The reporting party and the responding student must be present for the hearing in accordance with the Disciplinary Hearing Procedures adopted by the Disciplinary Committee.

7. Presentation of evidence and testimony, as well as questioning of the responding student at Disciplinary Committee hearings shall be conducted in accordance with the procedural guidelines adopted by that body and in a manner that is considerate towards all participants, that is devoid of intimidation and harassment, and that limits discussion to information relevant to the facts and issues of the matter at hand.

8. Following the conclusion of the proceedings, the Disciplinary Committee will meet in closed session to determine the disposition of the charges. The Committee may

   a. dismiss the matter for insufficient evidence,
   b. find that no violation occurred, or
   c. find that a violation did occur. If the Committee finds that a violation did occur, they may also impose appropriate sanctions which may include any of the following:
      i. Reprimand, either written or oral;
      ii. Change of grades of courses, examinations or other work;
      iii. Receiving no credit on an examination;
      iv. Denial of course credit;
      v. Notation of offense in student file which will be reported to the State Bar;
      vi. Suspension
      vii. Expulsion;
      viii. Any other reasonable sanction deemed appropriate by the Senate.

   Considerations in determining sanctions shall include the nature and seriousness of the offense, extenuating circumstances, and prior violations.

9. The Registrar will prepare a letter to the responding student which summarizes the findings of the Disciplinary Committee and, if guilty, the sanctions to be assessed.

Disciplinary Hearing Procedures

In compliance with the California State Bar Guidelines for Accredited Law School Rules at Section 2.6 relating to, “Fairness in Student Discipline”, the following procedures have been adopted by the Law Faculty Senate and shall be used for all matters involving student discipline at Trinity Law School, Santa Ana, California following the date of their adoption. These rules shall govern whether for alleged violations of the Honor Code, or any other alleged offense for which discipline of any sort may be warranted or imposed.

1. **Report** of Alleged Honor Code Violations Other Alleged Offenses – Shall be made to the Registrar

   a. Report(s) of alleged honor code violations or other alleged offenses may come from a student, a faculty member, a staff member, an administration member, from other person(s) having an affiliation with Trinity Law School, or from the general public, and shall be made to the Registrar.

   b. The identity of the person making the report should be recorded by the Registrar. However, their identity shall be kept confidential and may only be known to the Registrar, the Disciplinary Committee and the Dean of the Law School.

   c. The exact nature of the alleged Honor Code violation or other alleged offense must be set forth in writing for clarity by the complaining person(s). Such a report should include the date(s), time(s), location(s), and person(s) involved together with such other and further information as is necessary to a thorough understanding of the allegations being made.

   d. Within a reasonable time after such a report is made, the Registrar shall inform the student against whom the complaint is made that the complaint has been received, that the complaint will be investigated, and that the student against whom the complaint has been made will be kept informed of the progress of that investigation. Any and all information relative to the alleged complaint shall be communicated to the student against whom the complaint is made with the exception of the identity of the complaining party(ies). Notice by the Registrar to the student against whom the complaint is made shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise.

   e. Where not otherwise stated the term, “reasonable” shall be solely interpreted and applied by the Registrar whether stated and used in this section or elsewhere in these rules.

2. **Investigation** by Registrar

   a. The Registrar shall have discretion as to:

      i. How to investigate including, but not limited to:
         1. Who to communicate with.
         2. Whether to communicate with person(s) having knowledge of the allegations simultaneously or individually.
         3. The method of the communications.
         4. Whether to obtaining documents, if applicable.
         5. Inter alia.

      ii. How to proceed. The Registrar may determine that the matter is minor in which case:
         1. A verbal warning can be given. NOTE: However, if any sanction at all (including a written reprimand is to be placed in the student’s file), the Registrar will need to refer the matter to the Disciplinary Committee.
         2. Whether and how any attempts at reconciliation should be made.
         3. To take no action.
4. The Registrar may determine that a significant violation has occurred in which case the Registrar will refer the matter to the Chairperson of the Disciplinary Committee.

b. During the investigation, any and all students involved or with whom the Registrar chooses to have communications of whatever sort shall cooperate fully with the Registrar and the investigation.

c. The investigation shall be a neutral, fact-finding mission.

d. There is no time limit imposed upon the investigation but the Registrar shall act with all due speed.

e. At the close of the investigation, the Registrar shall report his decision (to take no action, to handle in an internal fashion within the Registrar’s Office if minor and if not involving any sanction of any kind, or to refer to Disciplinary Committee) to the Chairperson of the Disciplinary Committee. The student against whom the complaint is made shall be advised by the Registrar of the date the investigation report is supplied to the Chairperson of the Disciplinary Committee. Notice by the Registrar to the student against whom the complaint is made shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. The Chairperson shall then, within a reasonable period of time, advise all members of the Disciplinary Committee of the findings, recommendations, and/or action(s) taken, if any, by the Registrar.

3. Review by Disciplinary Committee

a. The Chairperson of the Disciplinary Committee shall set a reasonable time within which any member of the Disciplinary Committee may choose to review the matter. If no member of the Disciplinary Committee chooses to review the matter, the decision(s) and/or action(s) of the Registrar shall be considered final. If, however, any sanction of any sort whatever is recommended by the Registrar, then the Chairperson of the Disciplinary Committee shall schedule the date, time, and location of the Review. Therefore, the Disciplinary Committee may take the following actions upon receiving a report from the Registrar.
   i. Choose to close the matter and take no action.
   ii. Choose to investigate further.
   iii. Choose to conduct a review of the matter.

b. Upon choosing to review a matter, the Disciplinary Committee may meet several times and refer the matter back for further investigation. Ultimately, however, the Disciplinary Committee will reach a decision.
   i. That decision will be to either take no action, or impose a sanction.
      1. If no action, the matter is closed.
         a. The Registrar shall communicate that the Disciplinary Committee has chosen to take no action and that the matter is closed to the involved student.
         b. The involved student shall have no right of appeal or to request any further findings or clarifications from the members of the Disciplinary Committee or the Registrar.
      2. If a sanction is to be imposed, the Registrar will provide notice to the involved student of the following within a reasonable period of time of the Disciplinary Committee reaching its decision. Notice by the Registrar to the student against whom the complaint is made shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise. Said notice shall include the following:
         a. The exact allegation(s) against them.
         b. The fact that the matter has been investigated.
         c. The fact that a decision has been reached.
         d. The sanction to be imposed, if any.
         e. That the involved student will have twenty (20) days to request a hearing before the Disciplinary Committee.
         f. That the request for hearing must be made by the involved student in writing to the Registrar’s Office.
         g. That if the involved student does not request a hearing within twenty (20) days of the date of the decision of the Disciplinary Committee, the decision of the Disciplinary Committee shall be come final and any right of appeal shall be deemed waived.

4. Hearing by the Disciplinary Committee

a. Following review by the Disciplinary Committee and their decision, and after the involved student requests a hearing, the Disciplinary Committee shall conduct a hearing on a date, at a time, and at a location to be determined by the Disciplinary Committee.

b. The date, time and location for the hearing shall be at the discretion of the Disciplinary Committee, but shall be set with a goal being to permit the involved student adequate time for investigation and preparation.

c. At that hearing:
   i. The involved student may produce whatever evidence and/or argument the student deems appropriate including witness testimony, the student’s own testimony, documentation, etc.
   ii. The Disciplinary Committee shall not be bound to follow ordinary rules of evidence or procedure.
   iii. The Disciplinary Committee may re-open for further investigation after the hearing.
   iv. The Disciplinary Committee shall deliberate privately.
   v. Said deliberations shall be based upon the standard of proof of a preponderance of the evidence.
   vi. Said deliberations shall be concluded by a decision reached by a simple majority vote.

d. The Disciplinary Committee shall give notice of their decision to the involved student through the Registrar’s Office within a reasonable period of time following the hearing. Notice by the Registrar to the student against whom the complaint is made shall be provided by any convenient means which may include, but is not necessarily limited to, telephone, fax transmission, voice mail, email, US Mail, or otherwise.

e. Such notice shall be accomplished by the Registrar in any form including, but not limited to, telephone, fax transmission, voice mail, email, US Mail, inter alia. Said notice shall set forth a date and that date shall act as the date of the Disciplinary Committee for the purposes of (5), below.
5. **Appeal** by the involved student, if any, shall be to the Dean of the law school within 20 days of the date of decision by the Disciplinary Committee following the Hearing of the matter as set forth in number (4)(d), above.
   a. The involved student shall communicate their request for an appeal to the Dean through the Registrar’s office.
   b. The Dean shall have the right to conduct the appeal of the involved student in any manner which the Dean believes to preserve the best interests of justice.
   c. The Dean shall conduct a review of the appeal within a reasonable period of time.
   d. The Dean shall thereafter inform the involved student of his ruling through the office of the Registrar. Such a ruling may include, but is not necessarily limited to, an affirmation, a reversal and remand, a reversal, a modification, a vacating of findings and ruling, inter alia.
   e. The ruling of the Dean on such matters shall be considered as final.

### Student Services

#### Academic Support

Although final responsibility for meeting degree requirements rests with each student, academic support and assistance is available to all students. The Academic Support Program advises students of law school expectations and provides strategic resources to equip students for success in law school and on the California Bar Exam.

New students will enjoy the benefits of a highly coordinated program of fundamental skills such as case briefing, outlining, and exam preparation to make sure that all students are fully prepared for their law school exams. For students in their second year and higher, we offer On Course, a program designed to prepare students for every subject area and testing method of the bar exam.

The Trinity Law School On Course program is an academic support program designed to ensure that 100% of Trinity students get the best value from their education by mastering the skills needed for success and equipping all students to take the California Bar Exam.

Students will be introduced to Academic Support and On Course during New Student Orientation.

### University Services

#### Campus Safety

**Safety Policy Statement**

Accident prevention is of primary importance in all phases of operation and administration. It is the intention of the school’s administration to provide safe and healthy conditions and to establish and insist upon safe practices at all times by employees and students. The prevention of accidents is an objective affecting all levels of the organization and its activities. It is the duty of each employee and student to accept and follow established safety regulations and procedures.

**Injury Reporting**

Employees and students are expected to assist the administration in accident prevention activities. Unsafe conditions must be reported. Students and employees who need help should be assisted. Everyone is responsible for the housekeeping that reduces the potential for injury. Any injury that occurs on the school premises, even a slight cut or strain, must be reported to the administration as soon as possible. In no circumstances, except an emergency, should an employee or student leave the premises without reporting an injury that occurred.

**Incident Reporting**

The Santa Ana Police Department has the primary jurisdiction and responsibility to investigate crimes and provide police services at the law school campus. It is important that all crimes occurring on campus be reported immediately to the police department to ensure that appropriate action can be taken. The law school endorses a reporting policy that strongly encourages victims to report all incidents regardless of their nature. Crimes occurring on the law school campus can be reported in person or by dialing 9-911 from any telephone on campus. All the telephones located on campus are tied into the 911 emergency system.

Non-emergency calls for assistance can be reported by dialing campus services at extension 7169. Upon reporting a crime occurrence, traffic accident, injury accident or other incident, the proper response will be quickly determined and the appropriate action initiated. Calls for fire and medical emergencies should be directed to the police department dispatcher by dialing 9-911 from any on-campus phone. If there is a fire and a telephone is unavailable, activate one of the fire alarms located throughout the campus. Members of the law school community are encouraged to report immediately any suspicious activity to the operator. Crimes can be averted by the prompt reporting of suspicious activity. The reporting of physical hazards is encouraged in order that they may be corrected to avoid personal injury.

When students become aware of the presence of individuals on campus who are not there on campus business before 5:00 p.m., they should contact the Registrar immediately. After 5:00 p.m. on weekdays, and on Saturdays, the student should contact campus services at 714-796-7125 to report the presence of such individuals.
Personnel

Trinity Law School Administration

Academic Administration
Myron Steeves
Dean

Michael Peterson
Chief Operating Officer

Joy Statler
Director of Clinical Programs and Academic Support Advisor

Admissions
Doug Eaton
Director of Admissions

Beth Fitzgerald
Associate Director of Marketing and Communications

Halie Lewis
Admissions Counselor

Joe Young
Admissions Assistant

Campus Services/Reception
Keith Cleary
Security Guard

Financial Aid & Business Services
Jennifer Tracy
Director of Financial Aid

Val Cogan
Business Services Assistant

Building Maintenance
Jeff Cogan
Facilities Manager

Library
Brionica Bryson
Librarian

Records & Student Services
Paul Stalnecker
Registrar and Director of Operations

Maria Gurule
Assistant Registrar

Jeanie Toscano
Assistant to the Registrar
Full-time and Regular Faculty

Full-time and regular faculty includes full-time teaching faculty and administrators, and faculty and administrators with part-time teaching loads and other institutional responsibilities. All are involved in daily campus life. In the case of teaching faculty, they have completed the regular full interview process, or in some cases, may be a Dean’s appointment.

Adeline Allen
Professor Adeline Allen is an Assistant Professor at Trinity Law School. She received her B.S. in Physical Anthropology from UCLA, cum laude, and J.D. from Regent University School of Law in the honors track. She served as the Executive Editor of the Regent University Law Review. Professor Allen teaches Contracts and Torts and also serves as the Law Review Faculty Advisor at Trinity Law School.

Dana Clark
Professor Clark is a graduate of Western State University College of Law and Point Loma College. He is an experienced litigator and an experienced professor. Professor Clark has taught on an adjunct basis at Western State University College of Law as well as at Trinity before joining the full time faculty in the 2013-2014 academic year. Professor Clark teaches Torts, Remedies, and Civil Litigation Skills.

R. Neil Rodgers
Professor Rodgers is a visiting professor at Trinity Law School and has practiced law privately in areas of bankruptcy, Chapter 11 reorganizations, workouts and debtor-creditor law. He has represented clients in all facets of bankruptcy practice, including service as a Chapter 7 and Chapter 11 trustee and counsel to trustees. He formed and advised business entities and handled business litigation in state and federal courts in addition to advising corporations on merger & acquisition matters and representing corporations in securities and IPO cases. Professor Rodgers also handled family law matters and served as special bankruptcy to the Orange County Tax Collector from 2006-2010. Professor Rodgers has taught at Trinity as an adjunct professor since 2001. He has taught many electives, as well as doctrinal courses, in Business Organizations, Constitutional Law, Torts, Contracts, Professional Responsibility, Criminal Procedure, and Community Property. He also coaches Trinity’s interscholastic Moot Court team and provides consulting to Trinity alumni who are building bankruptcy practices. Professor Rodgers joined the full time faculty in the 2015-2016 academic year.

Michael Schutt
Mike Schutt is director of the Institute for Christian Legal Studies, a cooperative ministry of Trinity Law School and the Christian Legal Society (CLS). He is the director of CLS’s Law Student Ministries and CLS’s Attorney Ministries. He is a visiting professor at Trinity Law School and serves InterVarsity Christian Fellowship as National Coordinator of its Law School Ministry. Before joining the Trinity faculty, he taught on the Regent University law faculty for twenty years. He is the author of Redeeming Law: Christian Calling and the Legal Profession (IVP 2007) and a number of scholarly articles and essays. He serves as editor in chief of the Journal of Christian Legal Thought. Schutt is an honors graduate of the University of Texas School of Law, and he writes and travels to law schools around the country from his home in Mount Pleasant, Texas, where he lives with his wife Lisa and their son, Jack.

Myron Steeves
Dean Myron Steeves earned his J.D. at Georgetown University Law Center, and his B.A. at Biola University. Prior to attending law school, Dean Steeves served as a missionary in which role he worked in the Middle East and India. He practiced law in Orange County, California, emphasizing transactional work for nonprofit clients, and general business litigation. He began teaching at Trinity’s predecessor law school, Simon Greenleaf School of Law, in 1992, and has taught many classes, including Business Organizations, Constitutional Law, and Jurisprudence. He became the Director of Development and Alumni Relations in 2008, and Interim Dean in 2010. He has served as the Dean since 2011.

Affiliate Faculty

Affiliate faculty members have a continuing relationship with Trinity Law School while holding academic appointments in other departments within the University or at other institutions. Affiliate faculty hold appointments other than the regular faculty ranks eligible for tenure.

Hunter Baker
Dr. Baker is Associate Provost and Associate Professor of Political Science at Union University in Jackson, Tennessee. Dr. Baker earned a Ph.D. in Religion and Politics from Baylor University, a J.D. from University of Houston Law Center, a MA in Public Administration from the University of Georgia, and a B.S. in Economics and Political Science from Florida State University. He is the author of three books (The End of Secularism, Political Thought: A Student’s Guide, and The System Has a Soul), has contributed chapters to several others, and has written for wide variety of print and digital publications. His work has been endorsed by Robert P. George, Russell Moore, John Mark Reynolds and others. He is the winner of the 2011 Michael Novak Award conferred by the Acton Institute and has lectured widely on matters of religion and liberty. In addition to his work at Union, Baker also serves as an associate editor for the Journal of Markets and Morality, as a contributing editor for Touchstone: A Journal of Mere Christianity, and as writer at large for The City (a journal he co-founded). He is also a research fellow of the Ethics and Religious Liberty Commission.

Paige Cunningham
Paige Comstock Cunningham, JD, is the executive director of The Center for Bioethics & Human Dignity at Trinity International University. She is a Fellow at the Institute for Biotechnology and the Human Future, and a Trustee of Taylor University. She graduated from Taylor University and earned her JD from Northwestern University Law School, and an MA in Bioethics from Trinity International University. Professor Cunningham has published numerous articles, editorials and book chapters in the areas of law, bioethics and public policy, and has testified before Congress and state legislative committees, and has made numerous television appearances. She lectures on bioethics, public policy, reproductive ethics, and global women’s health. Recently she has presented at Princeton University, Olivet Nazarene University, Taylor University, and Trinity Evangelical Divinity School.

Thaddeus Williams
Dr. Williams received his B.A. in biblical studies from Biola University in 2001; his M.A. in philosophy of religion and ethics from Talbot School of Theology in 2005; and his Ph.D. in theology from Vrije Universiteit Amsterdam in 2011. His academic works include Love, Freedom, and Evil (Rodopi, 2011), used in seminaries around the world and currently being translated into German, and his recent popular publication, The Exchange (AIM Books, 2012). His research interests include the Trinity,
Adjunct Faculty

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

Mark Allen
B.A., Grinnell College
J.D., Loyola Law School, Los Angeles
Administrative Law; Environmental Law

Steven Adamian
B.S., California State Polytechnic University, Pomona
J.D., Loyola Law School
Legal Research and Writing; Contracts Drafting

Gisselle Amini
B.S., California State University, Long Beach
J.D., Trinity Law School
Professional Responsibility and Ethics

Steve Barke
B.A., California State University, Fullerton
M.A., Bethel Theological Seminary
D.Min., Talbot School Of Theology
J.D., Pepperdine University School of Law
Criminal Law

Christopher Bauer
B.S., California State University, San Marcos
J.D., Hofstra University School of Law
Torts; Evidence; Legal Research and Writing

Jerad Beltz
B.A., Yale University
J.D., University Of Southern California
Legal Research and Writing

William Campbell
B.A., California State University, Fullerton
J.D., Southwestern University School of Law
Criminal Law

Anthony Capitelli
B.A., Concordia University
J.D., Whittier Law School
Law and Public Policy

Roy Comer
B.A., University Of California, Irvine
J.D., Western State College of Law
Remedies; Professional Responsibility and Ethics

Tricia D'Ambrosio-Woodward
B.Th., Cathedral Bible College
B.S., Azusa Pacific University
J.D., California Western School of Law

Andrew Deloach
B.A., University Of California, San Diego
F.C.A., International Academy Of Apologetics, Evangelism, and Human Rights
J.D., California Western School of Law
Summer Human Rights Institute; Wills, Trusts and Estates; Legal Research and Writing; Legal Apologetics; Jurisprudence

Jeffrey Erskine
B.A., University Of New York, Prague
M.A., University Of Canberra
J.D., Western State College of Law
Human Rights and Development in Cambodia

Eric Fitzgerald
J.D., Trinity Law School
Community Property

Loyst Fletcher
B.A., Hampton University
J.D., College Of William and Mary
Evidence; Civil Procedure; California Evidence and Civil Procedure

Lora Friedman
B.S., Chapman University
J.D., Trinity Law School
Legal Research and Writing; Civil Procedure

Robert Grant
B.S., Excelsior College
M.Div, Promise Christian University
J.D., University Of La Verne College Of Law
Workers Compensation Law; Contracts; Evidence

R. Casey Hannegan
B.A., Loyola Marymount
J.D., Whittier College School of Law
Community Property

Bruce Harbin
B.A., Oral Roberts University
MBA, Oral Roberts University
J.D., Pepperdine University School of Law
Property; Contracts; Real Estate Transactions

Craig Hawkins
B.A., University Of California, Irvine
M.A., Simon Greenleaf University
M.A., Trinity Graduate School
M.A., Claremont Graduate University
Jurisprudence; Legal Institutions and Values; Human Rights and Development in Cambodia

James Hirsen
B.A., Northeastern Illinois University
J.D., Northrop University School of Law
Media and Entertainment Law

Christopher Kall
B.A., San Diego State University
M.A., University Of Southern California
J.D., University Of San Diego School Of Law
International Human Rights; Civil Procedure

Bryan Kazarian
A.A., Orange Coast College
B.A., California State University, Fresno
J.D., Western State College of Law
Trinity Mobile Legal Clinic

Stephen Paul Kennedy
B.A., University of Southern California
M.Div, Talbot Theological Seminary
Ph.D, University of Southern California
International Human Rights

Ryul Kim
B.A., University of California, Los Angeles
J.D., Western State College of Law
Alternative Dispute Resolution; Trinity Mediation Clinic; Advanced Mediation Clinic

Ronald V. Larson
B.A., California State University, Fullerton
J.D., University of California, Davis
Business Organizations; Professional Responsibility and Ethics

Peter Lee
A.B., University of Michigan
MBA, Loyola College in Maryland
J.D., Boston University
Professional Responsibility and Ethics; Immigration Law; Environmental Law; Government Contracts

Hon. Daniel Lopez
B.A., Claremont McKenna College
J.D., Loyola Law School
Juvenile Law; Trial Advocacy Skills

Timothy Lickness
B.A., Whitworth University
J.D., Southwestern Law School
Civil Procedure

Casey Luskin
B.S., University of San Diego
J.D., University of San Diego
Intelligent Design

Andrew McCarron
B.A., California State University, Long Beach
J.D., Western State College of Law
Contracts; Property; Uniform Commercial Code

Kenneth M. McDonald
B.A., California State University, Long Beach
J.D., Western State College of Law
Criminal Procedure; Criminal Law

John Mendoza
B.A., University of California, Los Angeles
J.D., University of California, Los Angeles School of Law
Civil Procedure, Property, Constitutional Law

Claudia Morehead
B.A., California State University, Long Beach
J.D., McGeorge School of Law

Business Organizations

Erin Moriarty
B.A., Louisiana State University
J.D., Louisiana State University
Bankruptcy; Consumer Chapter 7 Bankruptcy Survey; Bankruptcy Clinic

Brittney Muus
B.A., Westmont College
J.D., Western State College of Law
Wills, Trusts, And Estates

Marylyss Nicholson
B.A., Central Michigan University
J.D., Trinity Law School
Legal Research and Writing

William Overtoom
B.A., California State University, Fullerton
J.D., Western State College of Law
Criminal Law; Criminal Procedure

Michael Parker
B.A., University of California, Los Angeles
J.D., University of the Pacific
Remedies; Torts; Professional Responsibility and Ethics; Insurance Law; International Trade

Michael Peffer
A.A., Orange Coast College
J.D., Simon Greenleaf School of Law
Legal Research and Writing; Evidence; Constitutional Law; Legal Research and Writing; Religious Liberty Clinic

Michael Peters
J.D., Trinity Law School
Legal Research and Writing

Chet Puchalski
B.A., George Washington University
J.D., Georgetown University Law Center
Professional Responsibility and Ethics

Jesse Randolph
B.A., University of California, Riverside
J.D., University of California, Hastings College of the Law
Civil Procedure

Valentin Rada
B.A., University of Southern California
J.D., Simon Greenleaf School of Law
Criminal Law

Donald Roberts
B.S., California State Polytechnic University, Pomona
MBA., California State University, Fullerton
J.D., Western State College of Law
Contracts; Wills, Trusts and Estates; Legal Research and Writing

Trevor Roberts
B.A., California Baptist University
J.D., Trinity Law School
Torts
Lisa Runquist  
B.A., Hamline University  
J.D., University Of Minnesota School of Law  
Law of Nonprofit Organizations

Natasha Saunders  
B.A., California State University, Long Beach  
M.F.A., University of California, Riverside  
J.D., Trinity Law School  
Legal Research and Writing

Bradley Schoenleben  
B.A., Chapman University School of Law  
J.D., Chapman University School of Law  
Criminal Adjudicative Process

Katelin Schwartz  
B.A., Pepperdine University  
J.D., Chapman University School of Law  
Legal Research and Writing

Stephen Shepard  
B.A. University of California, Los Angeles  
J.D., Western State College of Law  
Contracts

Lisa Stribling  
A.A., Cerritos College  
J.D., Trinity Law School  
Family Law; Community Property

Bethany Taylor  
B.A., University of Central Arkansas  
J.D., Chapman University School of Law  
Legal Research and Writing

Rachel Toberty  
B.A., Biola University  
J.D., Regent University School of Law  
Criminal Law

Lloyd Tooks  
B.A., Whittier College  
J.D., Howard University School of Law  
Employment Discrimination Law

Venus Trunnel  
B.A., Loyola Marymount University  
J.D., Southwestern University School of Law  
J.D.M., George Washington University Law School  
Legal Research and Writing

Brian Van Marter  
B.A., California State University, Fullerton  
J.D., Whittier Law School  
Wills, Trusts, and Estates

Andrew Westover  
B.S., California State University, Fullerton  
J.D., Trinity Law School  
J.D.M., California Western School of Law  
Criminal Procedure

Glen Worthington
Academic Life

Programs

Juris Doctor Overview

In addition to admissions requirements, students must complete 90 units of study with an average of C (a GPA of 2.0). Students must attend at least 80 percent of the regularly scheduled class hours in each course to receive credit for that course.

Both the full and part-time degree plans must be completed in five years or less. The full-time program must include at least three consecutive academic terms within five years; the part-time program must include at least four consecutive academic terms within five years.

Any student with a disability requiring special arrangements will be accommodated upon petition, with supporting documentation and pending approval from the Dean. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy.

Master of Legal Studies Overview

The Master of Legal Studies degree program is a 30-unit online degree program. Students complete a core curriculum of 15 units and must choose from one of six 15-unit tracks for a total of 30 units. The six tracks are: General Legal Studies, Human Resources Management, Human Rights, Non Profit Organizations, Church and Ministry Management, and Bioethics. Courses are offered on a modular schedule beginning every eighth week. The program is designed to be completed within two years.

Law Degrees

- Juris Doctor (JD) (p. 487)
- Master of Legal Studies (MLS) (http://catalog.tiu.edu/law/academic-life/programs/mls)

Juris Doctor

Degree Requirements

To graduate with a Juris Doctor degree, students must successfully complete the prescribed program of 90 units of study within 5 years. A cumulative grade point average of 2.0 or above is required for the degree.

Students wishing to complete the program in three years should maintain a unit load of 15 units per semester. Students wishing to complete the program on a part-time basis should maintain a unit load of 12 units. Students may be able to reduce their unit load by enrolling in summer session courses. Students are required to take a minimum of 9 units each semester.

Students wishing to enroll in more than 16 units or less than 9 units in any given semester must submit a petition to the Registrar’s Office for approval.

Academic Year

The academic calendar consists of fifteen-week semesters each fall and spring with the option of taking additional courses during the summer session. Courses are offered throughout the day and evening, as well as on Saturdays to facilitate full and part-time programs of study. Please see the calendar in this catalog or at tls.edu for semester start and end dates, registration deadlines, and holidays.

Saturday Classes

Trinity Law School is one of the few law schools to offer classes on Saturdays. Qualified students have the option to earn their entire JD degree by attending class on Saturdays only. Incoming students with an LSAT of 145 or higher will be permitted to take up to nine units of class time in a single day. This allows these qualifying students to take all the required first semester classes on Saturday. In later semesters, those students with a cumulative GPA of 2.66 or higher can continue to take up to nine units of class time in a single day, and thus can continue to complete the program by taking classes only on Saturdays.

Saturday classes are open to all students. The LSAT and GPA requirements noted above only apply to students taking nine units on Saturdays.

Please be advised that should you need to retake a course, you must retake it during one of the weekday sessions as it will not be re-offered on Saturday.

Accreditation

Trinity Law School is accredited by the Committee of Bar Examiners of the State Bar of California. Trinity Law School is a school of Trinity International University, which is accredited by the Higher Learning Commission.
Trinity Law School’s degree-granting authority is in connection with its students qualifying to take the California Bar Examination and obtain admission to the practice of law in California is based on accreditation by the Committee of Bar Examiners of The State Bar of California.

**Admission to Practice Law in California**

Accredited by the Committee of Bar Examiners of the State Bar of California, the law program fulfills the requirements pertaining to admission to the practice of law in the State of California. Graduates are qualified to take the California Bar Examination.

**Admission to Practice Law Outside of California**

Applicants intending to practice law in states other than California are encouraged to investigate the educational requirements, as well as the rules and regulations, governing admission to practice in those jurisdictions. Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

**Out of State Students**

Students coming to Trinity Law School from out-of-state should make sure that they have secured suitable housing and transportation to ensure that these issues do not become an impediment to academic success. Trinity does not provide on-campus housing. However, there are several apartment complexes with one, two, or three-bedroom units located near campus offering a range of rental rates, leasing and amenities options.

Out of state applicants should contact the Admissions office for information on housing and essential services.

**Students with Disabilities**

Students with disabilities requiring special arrangements will be accommodated upon petition, with supporting documentation of the disability and upon approval of the Registrar. Special accommodations will be carefully tailored to meet the documented need in accordance with the Trinity Law School disability policy. An informational packet detailing the services available for students with disabilities can be obtained from the Records Office.

**Students with a First Degree in Law from a Foreign School**

Trinity Law School accepts students who have earned a first degree in law at a foreign institution who wish to complete a year of legal education at a California Bar Accredited law school in areas of law prescribed by the Committee of Bar Examiners to become eligible to sit for the California Bar Exam.

Students with a first degree in law from a foreign law school will be required to enroll in Professional Responsibility and Ethics and at least three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 541</td>
<td>Torts 1</td>
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<tr>
<td>LA 542</td>
<td>Torts 2</td>
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<tr>
<td>LA 521</td>
<td>Contracts 1</td>
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<tr>
<td>LA 522a</td>
<td>Contracts 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 531a</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 783i</td>
<td>Criminal Procedure</td>
<td>3</td>
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<tr>
<td>LA 673b</td>
<td>Civil Procedure 1</td>
<td>3</td>
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<tr>
<td>LA 674b</td>
<td>Civil Procedure 2</td>
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<tr>
<td>LA 661</td>
<td>Property 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 662</td>
<td>Property 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 600i</td>
<td>Constitutional Law 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 601i</td>
<td>Constitutional Law 2</td>
<td>3</td>
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<td>LA 671i</td>
<td>Evidence 1</td>
<td>3</td>
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<tr>
<td>LA 672i</td>
<td>Evidence 2</td>
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</tr>
<tr>
<td>LA 702a</td>
<td>Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LA 764</td>
<td>Community Property</td>
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</tr>
<tr>
<td>LA 803</td>
<td>Wills, Trusts, and Estates</td>
<td>3</td>
</tr>
<tr>
<td>LA 822a</td>
<td>Remedies</td>
<td>3</td>
</tr>
<tr>
<td>LA 999a</td>
<td>Advanced Legal Synthesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Students matriculating with a first degree in law from a foreign law school may matriculate in either the fall or spring semester, with the exception of students matriculating from Handong International Law School who may matriculate in the summer session as well. Students matriculating with a first degree in law from a foreign school must earn a TOEFL score of 100 or higher to be eligible for admission to Trinity Law School.
All students with a first degree in law from foreign law schools will be held to the same grading scale as all Trinity Law School students. Their grades will not be included in the calculation of the curve for any courses taken at Trinity Law School. However, they will receive a grade, which shows how they compared with the other students in the course. Any course in which the earned grade is below C- will not count toward the 20 unit requirement to be certified by Trinity Law School to sit for the California Bar Examination. Students with a first degree in law from a foreign school are held to the same expectations of academic honesty and integrity in their work.

Samaritan Fellows
Students admitted as Samaritan Fellows are held to rigorous academic standards and should consult the Fellowship materials to familiarize themselves with the specific requirements of the Fellowship program.

Student Handbook
Academic policies and standards in addition to those in this catalog are contained in the Student Handbook, which is issued to each student at the beginning of every academic year. In case of any conflict, the standards contained in the catalog are controlling. Students are responsible for knowing and complying with the policies and standards for the law school and the Rules Regulating Admission to Practice Law in California, a publication of the State Bar of California.

Students are required to take classes in an order that will maximize their learning potential. Students must have completed or be concurrently enrolled in all classes in each category before they can take classes in the subsequent category.

Category 1 Classes
• Legal Research and Writing 1 & 2

All students are required to take Legal Research and Writing 1 (3 units) during their first semester and Legal Research and Writing II (3 units) during their second semester. Students must complete or be concurrently enrolled in the legal writing program before completing the rest of the law school curriculum. Students who withdraw or are dropped from a Legal Research and Writing class will not be permitted to enroll in or continue other classes.

Category 2 Classes
• Contracts
• Torts
• Criminal Law
• Criminal Procedure

Category 3 Classes
• Legal Institutions and Values
• Business Organizations
• Civil Procedure
• Property

Category 4 Classes:
• Professional Responsibility and Ethics
• Constitutional Law Evidence
• Community Property
• Jurisprudence
• Wills, Trusts and Estates Remedies
• Legal Research and Writing 3
• Advanced Legal Synthesis

To avoid class conflicts, students should register for classes in the following order:

1. Legal Research and Writing 1 & 2
2. Contracts 1 & 2
3. Torts 1 & 2
4. Criminal Law
5. Criminal Procedure
6. Legal Institutions and Values
7. Business Organizations
8. Civil Procedure 1 & 2
9. Property 1 & 2
10. Professional Responsibility and Ethics
11. Constitutional Law 1 & 2
12. Evidence 1 & 2
13. Community Property
14. Jurisprudence
15. Wills, Trusts, and Estates
16. Remedies
17. Legal Research and Writing 3
18. Advanced Legal Synthesis 1 & 2

Taking classes in any order other than what is listed above may result in a class conflict which may delay graduation.

Students may take electives upon completion of or concurrent enrollment in 30 units.

Non-classroom Credit

A maximum of nine units of non-classroom credit may be earned toward the 90 semester credits required for graduation. Non-classroom credits may be earned for internships or independent study as well as participation in moot court, law review and any clinical program. Of these nine units, a maximum of six units may be from internships. There is a six-unit maximum for independent study. There is a four-unit maximum for Moot Court and Law Review. Students cannot take more than three units of internship in any given semester, excluding the summer terms. Students are not allowed to obtain internship credit for a paid position or for doing work supervised by a close relative.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LA 505a</td>
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<tr>
<td>LA 521</td>
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</tr>
<tr>
<td>LA 522a</td>
<td>Contracts 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 531a</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 541</td>
<td>Torts 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 542</td>
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<td>3</td>
</tr>
<tr>
<td>LA 559</td>
<td>Legal Research and Writing 1: Objective Writing</td>
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</tr>
<tr>
<td>LA 560b</td>
<td>Legal Research and Writing 2: Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>LA 566a</td>
<td>Legal Research and Writing 3: Practical Skills</td>
<td>3</td>
</tr>
<tr>
<td>LA 600i</td>
<td>Constitutional Law 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 601i</td>
<td>Constitutional Law 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 613</td>
<td>Professional Responsibility and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>LA 661</td>
<td>Property 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 662</td>
<td>Property 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 671i</td>
<td>Evidence 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 672i</td>
<td>Evidence 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 673b</td>
<td>Civil Procedure 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 674b</td>
<td>Civil Procedure 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 702a</td>
<td>Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LA 764</td>
<td>Community Property</td>
<td>2</td>
</tr>
<tr>
<td>LA 783i</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LA 790d</td>
<td>Jurisprudence</td>
<td>4</td>
</tr>
<tr>
<td>LA 803</td>
<td>Wills, Trusts, and Estates</td>
<td>3</td>
</tr>
<tr>
<td>LA 822a</td>
<td>Remedies</td>
<td>3</td>
</tr>
<tr>
<td>LA 998c</td>
<td>Advanced Legal Synthesis 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 998d</td>
<td>Advanced Legal Synthesis 2</td>
<td>3</td>
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</tbody>
</table>

Total Hours 78

Elective Courses (15 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 523</td>
<td>Contract Drafting</td>
<td>1-2</td>
</tr>
<tr>
<td>LA 523b</td>
<td>Government Contracts</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
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<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>LA 543b</td>
<td>Open Development in Cambodia: Human Trafficking and Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>LA 675a</td>
<td>Alternative Dispute Resolution</td>
<td>2-3</td>
</tr>
<tr>
<td>LA 750</td>
<td>Appellate Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>LA 753</td>
<td>Trial Practice</td>
<td>3</td>
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<tr>
<td>LA 763</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 870</td>
<td>Civil Litigation Skills</td>
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</tr>
<tr>
<td>LA 870a</td>
<td>California Civil Procedure and Evidence</td>
<td>2</td>
</tr>
<tr>
<td>LA 890</td>
<td>Advanced Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LA 891</td>
<td>Juvenile Law</td>
<td>2</td>
</tr>
<tr>
<td>LA 892c</td>
<td>International Trade and Investment</td>
<td>1</td>
</tr>
<tr>
<td>LA 893</td>
<td>Securities Regulation</td>
<td>2</td>
</tr>
<tr>
<td>LA 905b</td>
<td>Theory and Law of War</td>
<td>3</td>
</tr>
<tr>
<td>LA 910</td>
<td>The Right to Life and the Law</td>
<td>2-3</td>
</tr>
<tr>
<td>LA 918a</td>
<td>International Disputes Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LA 919</td>
<td>International Forum on Human Rights</td>
<td>2</td>
</tr>
<tr>
<td>LA 920a</td>
<td>International Institute of Human Rights</td>
<td>4</td>
</tr>
<tr>
<td>LA 921a</td>
<td>Religious Liberties and International Human Rights</td>
<td>3</td>
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<tr>
<td>LA 922</td>
<td>Public International Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 923a</td>
<td>International Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 925a</td>
<td>Immigration Law</td>
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</tr>
<tr>
<td>LA 953a</td>
<td>Legal Internship - 1 Unit</td>
<td>1-6</td>
</tr>
<tr>
<td>LA 955</td>
<td>Uniform Commercial Code</td>
<td>2</td>
</tr>
<tr>
<td>LA 957</td>
<td>Law Practice Management</td>
<td>2-3</td>
</tr>
<tr>
<td>LA 959</td>
<td>Legal Clinic Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>LA 959d</td>
<td>Nonprofit Clinic</td>
<td>1-3</td>
</tr>
<tr>
<td>LA 959k</td>
<td>Trinity Mobile Legal Clinic</td>
<td>1</td>
</tr>
<tr>
<td>LA 959m</td>
<td>Trinity Poverty Law Clinic</td>
<td>2</td>
</tr>
<tr>
<td>LA 959o</td>
<td>Trinity Religious Liberty Clinic</td>
<td>2-3</td>
</tr>
<tr>
<td>LA 959r</td>
<td>Trinity Bankruptcy Clinic</td>
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<tr>
<td>LA 960</td>
<td>Administrative Law</td>
<td>3</td>
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<tr>
<td>LA 961c</td>
<td>Bankruptcy</td>
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<tr>
<td>LA 961d</td>
<td>Consumer Chapter 7 Bankruptcy Survey</td>
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<tr>
<td>LA 962a</td>
<td>Intellectual Property</td>
<td>3</td>
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<tr>
<td>LA 962b</td>
<td>Real Estate Transactions</td>
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<tr>
<td>LA 970A</td>
<td>Independent Study In Law</td>
<td>1-6</td>
</tr>
<tr>
<td>LA 975</td>
<td>Environmental Law</td>
<td>3</td>
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<tr>
<td>LA 975i</td>
<td>International Environmental Law</td>
<td>3</td>
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<tr>
<td>LA 979</td>
<td>Federal Income Tax Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 980</td>
<td>Law and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td>LA 984</td>
<td>Religion and the Law</td>
<td>2</td>
</tr>
<tr>
<td>LA 984a</td>
<td>Politics, Law, and Religion</td>
<td>1</td>
</tr>
<tr>
<td>LA 985</td>
<td>The Lawyer as Counselor</td>
<td>3</td>
</tr>
<tr>
<td>LA 989</td>
<td>Moot Court</td>
<td>1-2</td>
</tr>
<tr>
<td>LA 991</td>
<td>Law Review</td>
<td>1-3</td>
</tr>
<tr>
<td>LA 995bb</td>
<td>Special Topics: Labor Law</td>
<td>2</td>
</tr>
<tr>
<td>LA 995bc</td>
<td>Insurance Law</td>
<td>1-3</td>
</tr>
<tr>
<td>LA 995bl</td>
<td>Banking Law</td>
<td>2</td>
</tr>
<tr>
<td>LA 995ci</td>
<td>Employment Discrimination</td>
<td>2</td>
</tr>
<tr>
<td>LA 995ma</td>
<td>Mergers and Acquisitions</td>
<td>3</td>
</tr>
<tr>
<td>LA 995np</td>
<td>Law of Non Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LA 995p</td>
<td>American Tribal Law and Comparative Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>LA 995ro</td>
<td>Religious Organizations, Churches, and Foreign Charities</td>
<td>2</td>
</tr>
</tbody>
</table>
Final Course Grades
Grading is based upon the relative quality of each student’s response compared with other students in the same class. Grades on individual components in a class may or may not be curved. Final grades will not be an average of grades on individual components.

For the following classes, grades are distributed according to Table A (p. 514):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 559</td>
<td>Legal Research and Writing 1: Objective Writing</td>
<td>3</td>
</tr>
<tr>
<td>LA 560b</td>
<td>Legal Research and Writing 2: Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>LA 521</td>
<td>Contracts 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 522a</td>
<td>Contracts 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 541</td>
<td>Torts 1</td>
<td>3</td>
</tr>
<tr>
<td>LA 542</td>
<td>Torts 2</td>
<td>3</td>
</tr>
<tr>
<td>LA 531a</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>LA 505a</td>
<td>Legal Institutions and Values</td>
<td>3</td>
</tr>
<tr>
<td>LA 783i</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

For all other required classes, grades are distributed according to Table B (p. 514).

Grading tables can be found in Appendix 1 (p. 514).

Grading Curves
In applying the curve, instructors will use the distribution of grades with reference to class size as shown in the tables located in Appendix 1 (p. 514). Instructors may petition the Dean to deviate from the curve slightly in classes where a strict application of the curve would not properly measure student performance.

Law Student Registration with the Committee of Bar Examiners
All students seeking admission to practice law in California must register with the Committee of Bar Examiners within 90 days from the commencement of their law studies. Registration must be completed through the State Bar of California website (www.calbar.ca.gov (http://www.calbar.ca.gov)).

Petitions to the Committee of Bar Examiners
All petitions filed with the Committee of Bar Examiners must be verified. Accordingly, students are requested either to appear before a notary public to have a petition sworn to, or in the alternative, to attach a declaration under penalty of perjury in the following form:

*I declare under penalty of perjury that the foregoing petition is true and correct to the best of my knowledge and belief. Executed on this __ day of __, 20__, at __(city)__ (state)__.

______________________
Signature
Academic Rules and Practices

Exam Taking Regulations

- Students may not bring their own scratch paper into examination rooms. Bluebooks and scratch paper will be furnished by the proctor;
- Use of a telephone, pager or other electronic device, other than an authorized computer, during examinations is prohibited. Any incoming call during an examination that is of a vital emergency nature will be relayed promptly to the student concerned;
- Students who are taking examinations may not use the library at any time during the examination period unless so instructed by the professor;
- Students who fail to turn in answers to all of the questions on an examination because they fail to realize that the examination contains more questions, or for any other reason, will be graded on the basis of the normal weight of the questions answered. No make-up opportunities will be allowed for the questions omitted. Unanswered questions will receive no credit;
- Students arriving late to begin an examination will not be given extra time to complete the examination;
- Students who take their bluebooks home, who fail or forget to turn them in at the time of the examination, will not be permitted to turn them in for a grade later;
- Students are not permitted to write personal notes or comments on examination papers that may be construed as an attempt to influence the grading of the examination;
- Students engaging in any other activity that indicate reliance on sources outside the examination room during testing times violates the cheating prohibition.
- Students with computer problems during the examination will not be provided with technical assistance. They may attempt to correct the problem or must immediately raise their hand to receive a bluebook from the proctor to continue with the exam by handwriting. No extra time will be allotted. The exam must be handwritten to receive a score and the exam cannot be retaken or have the exam not count against the student’s grade due to computer problems.

Grading on Examinations and Papers

Examinations and student papers at Trinity Law School are graded using a strict curve rather than on a criteria-basis. When classes are sufficiently small to warrant deviation from the curve, professors may depart from the curve in grading so as to assure that grading is generally consistent with the grades given in other classes.

Standing

The cumulative grade point average to maintain good standing is 2.0.

Ranking

To assist students in assessing their own academic performance, students are notified of their rank among their peers after they have completed 18 units. All students who will have completed between 18 and 54 units constitute the middle tier of students and will receive a letter at the end of each semester indicating the number of students in that tier and their placement within that tier. All students who will have completed more than 54 units in a semester constitute the upper tier and will receive a letter at the end of each semester indicating the number of students in that tier and their placement within that tier.

In September of each year, all students who will have graduated within the preceding 12 months will receive a letter indicating their rank among all the students who graduated during that year. The school does not otherwise post or indicate student rank. Ranking is not indicated on the students’ transcripts.

Contesting Grades

An examination or course grade, once recorded, shall not thereafter be changed except after consultation with the professor of record and with the approval of the Law Faculty Senate. A grade may be changed by the professor with the approval of the Registrar in the instance of a calculation error.

A student who claims that a grade was the product of unfairness or a departure from established grading policy may have such claim reviewed by the Law Faculty Senate. All requests for a grade change must be made using a student petition form and must be filed within 20 days of the date grades are posted by the Registrar’s Office. The Law Faculty Senate will review such requests and may seek input from the faculty member who graded the class.

Specific Course Requirements

Specific requirements and weighting for graded components that make up the course grade are set forth in the course syllabus.

Transfer Credit

The maximum age of units that will be considered for transfer credit is 36 months and the maximum number of units that can be transferred is 45 semester units. A unit of credit is considered to consist of 15 classroom hours. One classroom hour is defined as 50 minutes of classroom-based instruction. Transfer credit is normally granted only for courses taken at an ABA-approved or California Accredited Law School. Transfer credit is evaluated on a case-by-case basis. Classes are individually considered for transfer and only classes with grades at the prior school’s good standing level may be accepted for transfer credit subject to similarity to Trinity Law School course contents.

Grading for Elective Courses

Elective courses will be graded according to Table B in Appendix 1. Law Review, Moot Court, clinical courses and internships are graded on a credit/no credit basis.

Transcript Notations

Non-letter grades on student transcripts will be reflected as follows:

CR - Credit: Represents the successful completion of a course offered on a credit/no credit basis. These units apply toward graduation requirements but are not calculated in the grade point average.

NC - No Credit: Represents the failure to complete successfully a course offered on a credit/no credit basis. These units are calculated as units attempted but do not apply toward graduation requirements and are not used in the calculation of grade point average.

Transcript notations where no grade is given will be reflected as follows:

AU - Audit: Indicates registration for a class on an audit basis, which normally indicates regular attendance in class and participation in discussion. Students who audit courses are not enrolled for credit.
No grade is assigned, and grade points and units are not awarded for courses audited.

N - In Progress: Represents course work in progress.

AW - Authorized Withdrawal: Indicates withdrawal from a course while doing acceptable work. These units do not apply toward graduation requirements and are not calculated in the grade point average.

UW - Unauthorized Withdrawal: Indicates student failure to withdraw from a course in a timely manner, or administrative withdrawal from a course. These units do not apply toward graduation requirements and are not calculated in the student’s GPA.

Repeating Courses

A student on probation or in good standing receiving a grade below C may retake courses to seek a higher grade. A student will not be permitted to repeat a course in which the student received a grade of C or higher. Both grades will be reflected on the student’s transcript, but only the highest grade will be used for purposes of computing the student’s cumulative grade point average.

In all cases of repeating courses, students will be charged the normal rate of tuition.

Academic Advancement, Probation, and Dismissal

If a student’s cumulative grade point average after any semester is less than 2.0, the student will be placed on academic probation for the following semester. This applies to fall, spring, and summer session. Any student failing to earn a cumulative grade point average of at least 2.0 at the end of the semester during which they are on probation will be academically dismissed. An academic dismissal is noted on the student transcript; probation is not noted on the transcript.

Students will not be allowed to graduate with a cumulative grade point average below 2.0.

In order to ensure that students complete their program not prior to the 32 month requirement set by the State Bar, the maximum number of units a student may complete within the first 12 months of study is 40 units. The maximum number of units a student may complete within the first 24 months of study is 70 units.

Students should also be aware that failing a required course necessitates that the course be repeated. No credit will be earned for the failed course. Students should be advised that failing a course will have implications on registration and may delay anticipated graduation date.

Special Rules for Spring Matriculants

Students who start their legal studies in the spring semester are subject to distinct rules regarding academic advancement, probation, and dismissal. All year-long classes started in the spring semester must be completed during the following summer. A student matriculating in the spring semester who receives a grade point average of less than 2.0 at the end of that semester is placed on academic probation. If students on probation under these circumstances do not raise their grade point average to at least 2.0 by the end of the summer, they will be academically dismissed. A student wishing to repeat a required course must file a petition with the Registrar. Students matriculating in the spring are subject to the 32-month residency requirement set by the California State Bar. Due to this requirement, any student who matriculates in the spring and wishes to graduate in three years will complete the program during the summer session.

Special Students

Students admitted as special students (students who have not completed the minimum two years of college work but have demonstrated equivalent intellectual achievement by achieving acceptable scores on Committee-specified examinations (CLEP) prior to beginning the study of law) must pass the First-Year Law Student's Examination to advance to the second year of study. In accordance with Rule VIII of the Rules Regulating Admission to Practice Law in California, credit is not received until the applicant has passed the examination. Once a special student becomes eligible to sit for the First Year Law Students Examination, they must pass the exam within the first three administrations. Special students at Trinity Law School are not allowed to accumulate more than 40 units if the exam is not passed.

Requirements for Graduation

The degree of Juris Doctor is conferred upon students who have met the admissions requirements for the degree and who have satisfactorily completed the prescribed program of law study. To graduate with a Juris Doctor degree, students must successfully complete the prescribed program of 90 units of study within 5 years. The 90 units must include all of the required courses. A cumulative grade point average of 2.0 or above is required for the degree.

Candidates for the J.D. degree must complete their studies no earlier than 32 months and no later than 60 months after the student has commenced law study at Trinity Law School, or a school from which the law student has transfers credits. Students will not be permitted to complete more than 40 units within their first 12 months of study. Similarly, students will not be permitted to complete more than 70 units within their first 24 months of study. A student who requires more than 60 months to complete the J.D. degree must file a petition with the Registrar for authorization.

Final responsibility for meeting degree requirements for graduation rests with each student.

Inspection and Photocopying of Examinations

All students are permitted to obtain and keep copies of their essay examinations. If students do not receive copies of their essays within two weeks of the posting of grades the student may request copies from the Registrar. Multiple-choice questions and answers will not be released to students.

Make-up Examinations

Failure to take an examination at the regularly scheduled date and time without prior approval by the Registrar will result in a failing grade for the course. Students who are unable to inform the Registrar of their absence at an examination because of an emergency should petition the Registrar immediately upon their availability to do so, and may petition for relief from the failing grade. Such a petition may be granted upon sufficient evidence of the inability to contact the Registrar.

Any student seeking to take an examination at a time other than the date and time posted for regular administrations for the exam must contact the Registrar at least two weeks in advance of the exam and pay $500 to cover the cost of preparing a separate examination. A check in
that amount must be payable to Trinity Law School. This charge is not intended to be punitive and applies without regard to the reason for the late examination. All examinations must be taken as soon as possible after the scheduled date but no later than two weeks after the scheduled exam date.

Anonymity

To preserve anonymity in examination grading, students are assigned an examination number. The examination number is to be used on every examination or paper in lieu of the student's name. Students can locate their examination number by logging in to the student portal. Students must maintain the confidentiality of their assigned numbers. New confidential examination numbers are issued once per semester, including summer session. If students believe their number has been compromised, they may request a new number by submitting a signed, written request to the Registrar.

Courses requiring the professor to interact extensively with students’ written work, such as Legal Research and Writing and select writing-intensive elective courses, do not require anonymity in grading as it prevents the professor from interacting with students in person to give feedback on written assignments. Refer to the course syllabus to determine if the course is not graded anonymously.

Exam Taking Options

Students may either handwrite an exam in a bluebook provided at the time of examination or type answers on a laptop computer. Students wishing to take an examination on a laptop computer must be registered on Examsoft prior to the day of the exam. Students must conform to the exam taking protocols given by Examsoft when registering.

State Bar Requirements for Admission to Practice Law

The State Bar of California regulates legal education in California. It is each student’s responsibility to comply fully with the Rules Regulating Admission to Practice Law in California. Students are strongly advised to obtain a copy of the rules from the Office of Admissions of the State Bar of California.

Professional Responsibility Examination

All applicants for admission to practice law in California are required to pass the Multi-state Professional Responsibility Examination (MPRE) administered by the National Conference of Bar Examiners. Students must complete one year of law study prior to taking the multi-state professional responsibility exam. Students should consult the California State Bar website for details regarding this examination.

Admission to Practice Law Outside of California

The law school is accredited by the Committee of Bar Examiners of the State Bar of California. Law school students are qualified immediately upon graduation to take the bar examination in California.

Study at, or graduation from, this law school may not qualify a student to take the bar examination or be admitted to practice law in jurisdictions other than California. A student who intends to seek admission to practice law outside of California should contact the admitting authority in that jurisdiction for information regarding its education and admission requirements.

Admissions standards for each state are set forth in the American Bar Association’s Comprehensive Guide to Admission to the Practice of Law. This resource may be obtained at ncbex.org.

Records

Trinity Law School retains all documents received in the admissions process for at least two years for students who do not enroll. For students who do enroll, documents are retained for at least five years beyond the date last attended. Records of students’ academic performance while at the law school are retained permanently.

Release of Transcripts

Unofficial transcripts are available online. Official transcripts will not be released if the student is delinquent in financial obligations to the school. Official transcripts may be ordered online at www.tls.edu by clicking on the “Alumni” link.

Emergencies Affecting Coursework

Requests for extensions for completion of course requirements are directed to the Registrar’s Office by filing a Student Petition Form. Such requests are considered only in cases of serious illness or other unforeseeable emergencies and are authorized on a case-by-case basis.

Law School Student Petition Form

The Student Petition Form has been devised as a convenient medium of communication between the student and administration. This form is available at the Records Office. It should be filled out completely and forwarded to the Registrar’s Office.

Attendance/Preparedness

Attendance

Students must attend at least 80% of the regularly scheduled class hours in each course to receive credit for the course. On rare occasions, students may arrange to make up classroom hours with permission of the instructor. If a student is dropped from a course due to inadequate attendance, the student will be required to repeat the course when it is next offered to meet graduation requirements. Students are required to come to class prepared to actively participate as each course may require.

Students should be aware that failure to meet the attendance standard can take place through tardiness as well as absence for an entire class. Thus, for example, in a class which meets once each week, a student who has missed three entire classes and has been tardy for one class has failed to meet the attendance standard and will not receive credit for the course.

- Absence: In accordance with CBE rules and statutory requirements, absence from classes is never excused; a student is either “present” or “absent.” A student who is not present for a significant period of time during a class session shall be deemed “absent” for that period of time. The class instructor may round time absent to the nearest one-half of an academic hour. An academic hour is 50 minutes, and a half-hour is 25 minutes. Thus, a student who misses 13 minutes of a class may be marked as absent for one-half hour.
• **Tardiness:** A student who is tardy by more than 12 minutes is considered to have missed one-half of an academic hour. A student who is tardy for less than 12 minutes on two occasions is considered to have missed one-half of an academic hour.

• **Class Sign-In Sheets:** Attendance in class is recorded in several ways, e.g., through an instructor’s coded entries on a seating chart, by each student personally signing a sign-in sheet for that day’s class, etc. Where a class sign-in sheet is used, failure to sign the sheet may result in the student being marked absent; school records will not be changed to accommodate a student who attended a class but neglected to sign in. By signing such attendance sheets, students certify that they are present and did not affix the “signature” of any other student enrolled in that class, and that they complied with the attendance rules. Any action inconsistent with such certification may subject the student to disciplinary action according to the Honor Code.

**Late Arrivals and Early Departures from Class**

Late arrivals and early departures from classes by students are deemed partial absences. Each instance of a late arrival to a class or an early departure from a class is subject to an absence recorded as not present to the next one-half of an academic hour.

**Consequences of Excessive Absences**

**Violation of CBE Rules**

Students must be in residence for a total of 1,200 hours. If excessive absences cause a student to fall short of this requirement, the student’s application to sit for the California Bar Examination may be denied by the CBE.

**Violation of the Law School Attendance Policy**

The law school’s attendance policy is that of the State Bar of California. Students must be in attendance for at least 80% of the course or they will be notified that they have been automatically withdrawn from the course. To receive credit for the course, the student must retake the course when it is next offered. Students who are absent for more than 20% of a course and are automatically withdrawn cannot be reinstated.

**Preparedness**

Each student must be prepared at each class meeting to brief assigned cases and to participate meaningfully in class discussions.

The class instructor has the authority to impose sanctions against any student who exhibits a pattern of lack of preparation in accordance with the policies set forth in the course syllabus. Students should be advised that repeated unpreparedness is a violation of the Honor Code. Students who are repeatedly unprepared may be referred to the Dean for disciplinary action which may include suspension or expulsion.
Tort Law and Legal Aspects of Business

LA 541 Torts 1 - 3 Hours
These courses cover the civil laws governing compensation for injury to person and property. Torts I focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts II studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law.

LA 542 Torts 2 - 3 Hours
These courses cover the civil laws governing compensation for injury to person and property. Torts I focuses on intentional torts and defenses, negligence and defenses, wrongful death, survival, statute of limitations, immunities, and vicarious liability. Torts II studies strict liability, products liability, nuisance, defamation, invasion of privacy, civil rights, misuse of legal procedure, intentional and negligent misrepresentation, business torts and familial relationships, torts in the age of statutes, and compensation systems as substitutes for tort law.

LA 543b Open Development in Cambodia: Human Trafficking and Economic Development - 3 Hours
This is an advanced course in human trafficking and economic development. Students will analyze and discuss current issues in human trafficking, focusing on sex trafficking in Southeast Asia. Students will learn the history of human trafficking, and how human trafficking is combated in the modern world. Students will also learn about economic development in Southeast Asia, and how it is a modern way of combating human trafficking. Trinity Law School teaches this course from a Christian perspective and actively incorporates Biblical principles into the curriculum. Thus, this class/trip has three major aspects or themes to it: (1) basic concepts and laws relevant to human rights; (2) human trafficking; and (3) the role and relationship of worldviews and economic factors and development or lack thereof to human rights and human trafficking.

LA 545a Legal Institutions and Values - 3 Hours
This course surveys foundational sources in history, philosophy, and the Bible as the basis for legal and governmental order in the United States. Topics range from Sumerian democracy to Roman law to the sources and impact of the English common law.

LA 521 Contracts 1 - 3 Hours
A study of the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts I covers remedies, offer, acceptance, disclosing the agreement, parol evidence rule, S tatute of Frauds, multi-party transactions, and enforceability. Contracts II covers consideration, promissory estoppel, warranties and conditions, breach, and defenses.

LA 522a Contracts 2 - 3 Hours
A study of the fundamentals of contract law, including the common law and selected portions of the Restatement (Second) of Contracts and the Uniform Commercial Code. Contracts I covers remedies, offer, acceptance, disclosing the agreement, parol evidence rule, S tatute of Frauds, multi-party transactions, and enforceability. Contracts II covers consideration, promissory estoppel, warranties and conditions, breach, and defenses.

LA 523 Contract Drafting - 1-2 Hours
This course teaches students practical contract drafting skills, including how to translate a business deal into contract concepts, how to draft each of a contract's parts, how to draft with clarity and without ambiguity, how to negotiate a contract, and how to review and analyze a contract.

LA 523b Government Contracts - 3 Hours
This course provides an overview of government contract law. It identifies provisions of the Federal Procurement Integrity Act as well as general federal acquisitions contract principles. It examines the authority of contracting officers, how such authority is delegated, and the impact of such delegation. The formation of government contracts protest procedures are reviewed along with government property fundamentals. Government contract funding and fiscal matters, labor, social, economic, and environmental concerns and fraud are examined. Government contract legal aspects of inspection, acceptance, delivery, warranties, changes, terminations and contract disputes are also discussed.

LA 531a Criminal Law - 3 Hours
This course teaches students how to deal with substantive criminal law problems in both practical and policy terms. The course inquires into the proper scope and objectives of criminal law, limitations on the State's power to define criminal liability, and general principles of liability and defenses for offenses against the person and property.

LA 540 Constitutional Law 1 - 3 Hours
These courses cover the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States.

LA 541 Constitutional Law 2 - 3 Hours
These courses cover the powers of the federal government and selected topics regarding the relationship of the branches of the federal government to each other and to the States, as well as selected topics regarding the Bill of Rights, due process, equal protection, and the effect of the Fourteenth Amendment on the application of the Bill of Rights to the States.
LA 613 Professional Responsibility and Ethics - 3 Hours
The rules of law governing lawyers' professional conduct are studied through ethics codes, lectures, text, cases, professional responsibility opinions, ethics problems, and class discussion. Principal attention is given to the lawyer's role in an adversary system, zealous representation, lawyer-client confidentiality, conflicts of interest, competency in providing legal services, ethics for prosecutors, judges, and litigation, solicitation of clients, lawyer advertising, and pro bono obligations. Students will focus on the ABA Model Rules of Professional Conduct, ABA Model Code of Judicial Conduct, and the California Rules of Professional Conduct. This course also explores when lawyers must subordinate their own moral judgment to that of their clients or whistle-blow and violate what would otherwise be protected client confidences. In addition, the ethics aspect of the course will examine the broader moral and ethical issues and responsibilities of lawyers, judges, and clients, including Christian ethical perspectives.

LA 661 Property 1 - 3 Hours
These courses focus on the acquisition, disposition, and use of personal and real property. Property I focuses on the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Property II focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. The course may include introductory exposure to trusts, donative transfers, intellectual property, fixtures, mortgages, and ownership of natural resources (i.e., water, oil, gas, wildlife).

LA 662 Property 2 - 3 Hours
These courses focus on the acquisition, disposition, and use of personal and real property. Property I focuses on the nature of ownership and possession, bailment, adverse possession, common law classifications of estates in land, concurrent ownership, present and future interests in land, and landlord-tenant law. Property II focuses on transfers of interests in real property, real estate contracts, legal descriptions, conveyances and deeds, recording systems, title insurance, private land-use restrictions (easements, covenants, and equitable servitudes), public land-use regulations, eminent domain, and regulatory takings. The course may include introductory exposure to trusts, donative transfers, intellectual property, fixtures, mortgages, and ownership of natural resources (i.e., water, oil, gas, wildlife).

LA 672i Evidence 2 - 3 Hours
These courses cover the standards regulating admissibility of evidence in both civil and criminal trials. Topics include common law and statutory principles and policy considerations underlying rules of evidence, admission and exclusion, relevancy and materiality, privileged communications, the hearsay rule and its exceptions, opinion evidence, authentication, the best evidence rule, impeachment and rehabilitation, judicial notice, public policy exclusions, presumptions and burden of proof. Trial situations will be simulated, students will argue for and against the admission of evidence under the rules, and the course will explore how evidence has an impact on tactical trial decisions.

LA 673b Civil Procedure 1 - 3 Hours
These courses offer an introduction to the court system, including jurisdiction over the person, venue, and the role of state law in federal courts. The course covers aspects of civil litigation, including pleading, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules.

LA 674b Civil Procedure 2 - 3 Hours
These courses offer an introduction to the court system, including jurisdiction over the person, venue, and the role of state law in federal courts. The course covers aspects of civil litigation, including pleading, discovery, parties, counterclaims, cross-claims, impleader, intervention, and interpleader. The course emphasizes federal civil procedure, but also addresses California procedure where it differs from the federal rules.

LA 674d E-Discovery - 1 Hour
This course introduces students to this increasingly competitive world and provides a basic understanding of the legal and technological issues surrounding the use of electronically stored information (ESI), and the practical parameters of EDiscovery and electronic case management. Students will learn what electronic discovery is, and how the Federal Rules of Civil Procedure, the Federal Rules of Evidence, and case law affect this aspect of litigation. This course will discuss what an attorney and his team need to consider when handling (ESI) prior to.

LA 675a Alternative Dispute Resolution - 2-3 Hours
Alternative Dispute Resolution provides students with an opportunity to develop a thorough understanding of the different forms of ADR through the study of various ADR vehicles such as arbitration and mediation. In addition to developing an academic understanding of the appropriate use of ADR and the procedural posture upon which cases move into and through ADR, students will also be given an opportunity to engage in mock ADR hearings both as counsel for the litigants in a hypothetical case, and as the neutral conducting the hearing. Finally, students will also be given the opportunity to prepare certain documents typically associated with ADR hearings such as Arbitration Briefs, Mediation Briefs, etc.

LA 702a Business Organizations - 3 Hours
This course will cover the formation of agency relationships, partnerships and corporations, the fiduciary duties of agents, directors and officers, shareholder voting, shareholder lawsuits, rules around corporate disclosures, insider trading, and corporate control transactions. Particular attention is given to the way in which corporations organize and operate. The course also examines the respective roles, relationships, and liability exposure of shareholders, directors, and officers.
LA 716 Advanced Ethics for Lawyers - 1 Hour
This course is an advanced ethics class. Together, the professor and students explore complex ethical considerations of one’s role as an attorney and counselor-at-law, taking an advanced look at the practices, issues, and problems surrounding a lawyer’s professional responsibility to his or her client and the profession. Students will analyze various rules of professional conduct through Christian and competing worldviews. In like manner, students will also examine complex moral and ethical issues and responsibilities relating to the practice of law. Students will also evaluate the nature of law practice itself and the nature of a professional and religious “calling.” Taught primarily through the problem method, students identify issues and solve problems while participating in a number of legal practice modules. Students will also have the opportunity to reflect personally on the material taught while preparing a personal code of conduct.

LA 750 Appellate Advocacy - 3 Hours
Students study composition, mechanics, and advocacy style for federal appellate court briefs. Organization and presentation of effective oral argument is a component of the class.

LA 753 Trial Practice - 3 Hours
This is a practical skills course in advocacy that introduces students to the fundamental components of a typical civil and criminal trial. It requires students to perform exercises involving each component, and try a mock civil or criminal case from provided problem materials. The course requires student participation in discrete exercises, including jury voir dire, opening and closing statements, presentation and objections to evidence, and direct and cross-examination.

LA 763 Family Law - 3 Hours
This course studies the legal aspects of the relationships associated with marriage and parenthood, including spousal and parental rights and responsibilities, children’s rights, marital dissolution, annulment, unmarried cohabitation, child custody, illegitimacy, adoption, and guardianship.

LA 764 Community Property - 2 Hours
This course focuses on the principles of California’s community property system, contrasting those principles with the treatment of assets in common law jurisdiction. This course analyzes how California classifies different types of assets which a couple might acquire during the course of a marital relationship. In particular, we will discuss how California classifies personal injury awards, pensions, disability benefits, professional degrees, bonuses, credit acquisitions, and jointly-titled assets. Practical problems and solutions are emphasized.

LA 783i Criminal Procedure - 3 Hours
This course is designed to provide a comprehensive understanding of important issues of criminal procedure arising during the investigation and early stages of prosecution of crimes. Topics include constitutional limits on arrests and stops, search and seizure, interrogation of suspects, right to counsel, exclusionary rule, identification procedures, and the privilege against self-incrimination.

LA 784 Criminal Adjudicative Process - 1 Hour
This course focuses on the legal system after a person has been arrested for a crime from the filing of criminal charges to post-conviction sentencing. The course will examine the safeguards that ensure each person charged with a crime receives their constitutionally guaranteed rights. The moral and ethical obligations of the attorney in the adjudicative process will also be discussed.

LA 790d Jurisprudence - 4 Hours
This course requires substantial reading in each of the following general categories: Classical natural law, contemporary natural law, Law and Economics, critical studies, postmodernism, law of the family, and critical gay theories. Minor readings also required in legal positivism. The class also should provide the students with a working familiarity with Thomas Aquinas’ Treatise on Law, Oliver Wendell Holmes’ The Path of the Law, and John Rawls’ A Theory of Justice.

LA 803 Wills, Trusts, and Estates - 3 Hours
This course examines rules pertaining to intestate succession, testamentary dispositions, execution, modification, and revocation of wills, testamentary capacity and will contests, interpretation of wills, protection of spouse and children, and the use of will substitutes. The creation, types, and characteristics of trusts are also examined, including coverage of the construction of trusts, trust administration, and wealth transfer taxation. Fiduciary administration issues also are considered.

LA 822a Remedies - 3 Hours
This course analyzes the judicial remedies available in the American system of jurisprudence. The course familiarizes students with compensatory and punitive damages, preliminary and permanent injunctions, restitution and unjust enrichment, rescission, declaratory judgments, attorneys’ fees, and pre-judgment interest. The course will also cover claims for and defenses to quiet title, reformation, fraudulent conveyances, subrogation, contribution, indemnity, and replevin. The course will also include discussions of recent developments in the law of American remedies as well as important practical issues regarding enforcing money judgments, initiating and prosecuting contempt proceedings, and obtaining writs of attachment and other pre-judgment remedies. The course will conclude with discussions of equitable and other remedies available to defendants, such as unclean hands, unconscionability, waiver, estoppel, laches, and statutes of limitations.

LA 870 Civil Litigation Skills - 2 Hours
This course provides students with an opportunity to develop an approach to the pleading and discovery aspects of litigation. The course covers drafting and opposing pleadings, preparing a discovery plan, drafting and responding to written discovery, preparing witnesses for depositions, and deposition skills in accordance with the California Code of Civil Procedure. Successful completion of LA671, LA671B, LA673, and LA674 are prerequisites for this course.

LA 870a California Civil Procedure and Evidence - 2 Hours
This course examines the California Code of Civil Procedure and the California Evidence Code, and contrasts them with the Federal Rules of Civil Procedure and the Federal Rules of Evidence. The course is designed to prepare students to address these content areas on the California Bar Examination.

LA 890 Advanced Criminal Law and Procedure - 3 Hours
This course will cover the following topics: the prosecutorial charging decision, bail and preventive detention statutes, pre-trial screening process (grand jury, preliminary hearing, guilt y pleas and plea bargaining), pretrial discovery and prosecutorial duties to disclose exculpatory evidence, and jury trial issues (right of confrontation, sentencing, and post-trial proceedings).

LA 891 Juvenile Law - 2 Hours
This course will explore selected issues in juvenile law, such as the rights and status of chi ldren, representing children, abuse and neglect, foster care, and special education. The seminar will address such matters in relation to one another, and to doctrine, policy and practice. Students will be expected to be active in group discussion and to be available for at least one off-site visit.
LA 892c International Trade and Investment - 1 Hour
This course addresses the law of international business transactions, covering the treaties that impact trade and the practical aspects of advising business clients regarding international trade matters. The scope of the course emphasizes foreign businesses as vendors for American clients, and addresses the economic impact of international trade on private businesses in developing nations.

LA 893 Securities Regulation - 2 Hours
This commercial law course is principally concerned with Article 9 of the Uniform Commercial Code and the creation and perfection of security interests in personal property. The course will be relevant to those students interested in finance, banking, or other transactional areas.

LA 905b Theory and Law of War - 3 Hours
This course studies international legal norms applicable in time of both international and non-international armed conflict.

LA 910 The Right to Life and the Law - 2-3 Hours
This course studies the complex medical, social, legal, and ethical issues raised by topics such as abortion, euthanasia, and infanticide. The course includes a survey of Supreme Court and other judicial decisions pertaining to these issues.

LA 916c Human Trafficking: Prosecution of Domestic Cases - 1 Hour
This class will focus on the advocacy and trial aspects of prosecuting domestic human trafficking cases from jury selection to closing argument. Students will learn about the central understanding of human trafficking in California and the advocacy against it. This includes the realities of human trafficking from recruitment of victims, the typical trafficker, the laws that effect trafficking, and the prosecution of trafficking. The course will give a basic overview of a human trafficking jury trial and discuss how to advocate for or against the trafficker during trial.

LA 918a International Disputes Resolution - 3 Hours
This course is a hands-on study of the dispute resolution process available for dealing with human rights violations. Topics include the United Nations and regional claims procedures as well as an overview of international arbitration, mediation, and conciliation.

LA 919 International Forum on Human Rights - 2 Hours
This course is presented in conjunction with the annual program of the International Institute of Human Rights.

LA 920a International Institute of Human Rights - 4 Hours
Recognition and protection of human rights under international law is the subject of this unique course taught for four weeks during the month of July on the campus of the University of Strasbourg in Strasbourg, France. The course is presented in conjunction with the annual program of the International Institute of Human Rights.

LA 921a Religious Liberties and International Human Rights - 3 Hours
This course is in-depth study of the human right of religious freedom of thought, conscience, and belief as set forth in the various human rights documents.

LA 922 Public International Law - 3 Hours
This course introduces students to the fundamentals of public international law, focusing on the nature and sources of international law, the relationship between international law and domestic law, international agreements, statehood and territorial jurisdiction, recognition of states and governments, immunities, state responsibility, the use of force and peaceful settlement of the international disputes.

LA 923a International Criminal Law - 3 Hours
This course examines issues in the field of international criminal law which encompass individual responsibility for conduct that is labeled as criminal under international law, nation-state responsibility for conduct that may be considered a crime under international law, and individual responsibility for conduct with international dimensions that is labeled a crime under U.S. domestic law. The course will expose students to the prosecution, trial and punishment of individuals alleged to have committed crimes considered to be among the most serious violations of international humanitarian and human rights law including genocide, war crimes and crimes against humanity.

LA 925a Immigration Law - 2 Hours
This course explores the statutory, regulatory, and administrative foundations of United States immigration law, policy and practice, as well as basic principles of nationality law and naturalization procedures. Topics include immigrant and non-immigrant visa categories such as family-based immigration, business and employment-based immigration and visas, refugee and asylum law, and deportation law and practice. The course also analyzes the constitutional basis for federal control over immigration and surveys the historical and social context of U.S. immigration policy. The course discusses the moral issues concerned with immigration control.

LA 935a Legal Internship - 1 Unit - 1-6 Hours
Internships/Externships combine academic training in lawyering skills and professional responsibility with practical experience working for a judge, district attorney, public defender, government agency or non-profit law office. Interns/Externs work under the supervision of experienced practicing attorneys or judges who provide guidance and training in research, writing, and practical lawyering skills.

LA 953a Legal Internship - 1 Unit - 1-6 Hours
Internships/Externships combine academic training in lawyering skills and professional responsibility with practical experience working for a judge, district attorney, public defender, government agency or non-profit law office. Interns/Externs work under the supervision of experienced practicing attorneys or judges who provide guidance and training in research, writing, and practical lawyering skills.

LA 955 Uniform Commercial Code - 2 Hours
This course addresses the law of international business transactions, covering the treaties that impact trade and the practical aspects of advising business clients regarding international trade matters. The scope of the course emphasizes foreign businesses as vendors for American clients, and addresses the economic impact of international trade on private businesses in developing nations.

LA 959 Legal Clinic Practicum - 1-2 Hours
Students participate in an off-campus poverty law clinic at the Orange County Rescue Mission providing legal services to the residents at the mission. Students learn client interviewing skills and develop research skills for clients. Select students may participate in this program at the OCRM facility or through the mobile clinic.
LA 959d Nonprofit Clinic - 1-3 Hours
In this clinical class, students get direct experience in providing transactional legal services for nonprofit organizations. The primary activities are advising clients on appropriate provisions for corporate bylaws, completing the policy requirements under IRS Form 990, training corporate boards regarding fiduciary responsibilities, providing services through fiscal sponsors, and incorporating nonprofits and applying for tax exempt status.

LA 959k Trinity Mobile Legal Clinic - 1 Hour
Furthering Trinity's partnership with the Orange County Rescue Mission, the Mobile Legal Clinic opened its doors during the spring 2012 semester. This "Law Office on Wheels" runs in conjunction with other mobile services coordinated by the Mission. Each week, law students under the direction of a supervising attorney work with low-income and homeless residents of Orange County in the parking lot of the OC Hall of Administration. Students interview clients and provide information to them, help complete court or administrative paperwork, assist clients in contacting government agencies and preparing for court hearings. Students address many of the biggest legal issues faced by the homeless including family law, criminal law, and debt issues. Through this ministry, Trinity Law Students are able to provide pro-bono legal services to members of society who might not otherwise have access to legal assistance.

LA 959m Trinity Poverty Law Clinic - 2 Hours
The Poverty Law Clinic was opened to provide Trinity students with a formalized practical legal experience while serving the clients of the Christian Legal Aid Office (CLAO). CLAO, located at Trinity Law School, is dedicated to providing legal services to the poor and serving the local church by providing free and low-cost legal assistance to those unable to afford an attorney. Students in this clinic, under the direction of a supervising attorney, conduct intake interviews over the phone and in person. They assist clients by facilitating access to CLAO in-house counsel or connecting them with a volunteer attorney for representation. Students help clients complete court or administrative paperwork, contact government agencies and prepare for court hearings. The clinic includes instruction on the provision of legal services, as hands-on training in interviewing clients, assessing legal needs, and providing answers to difficult legal issues.

LA 959o Trinity Religious Liberty Clinic - 2-3 Hours
The Religious Liberty Clinic is a partnership with the Pacific Justice Institute and operates on the campus of Trinity Law School. PJI is a non-profit providing pro bono legal services to churches and individuals primarily in cases involving the defense of religious freedom, parental rights, and other civil liberties. This writing-intensive clinic is designed to give students the unique opportunity to hone legal writing skills while under the supervision of an attorney specializing in constitutional law. Students will be exposed to writing various trial and appellate level documents including complaints and amicus briefs for current cases. Students’ research and writing will directly contribute to important religious freedom matters. LA566 Legal Research and Writing 3, LA600 Constitutional Law 1, and LA601 Constitutional Law 2 are prerequisites for this course.

LA 959r Trinity Bankruptcy Clinic - 1 Hour
The bankruptcy clinic is a pro bono legal clinic serving California residents in their Chapter 7 bankruptcies. Students are supervised by a practicing bankruptcy attorney as they assist clients in problem solving and preparing cases for filing in pro se. Clients are referred to this clinic by various agencies throughout Orange County. LA961c Bankruptcy is a prerequisite to this course.

LA 959t Trinity Mediation Clinic - 1-2 Hours
The Mediation clinic operates in conjunction with the Orange County Superior Court and Orange County Human Relations. It is designed to give students hands-on experience providing mediation services to the disputants and operates under the direction of Professor Ryul Kim, a mediator and licensed attorney. As mediators, the students act as third party neutrals to help the litigants facilitate a resolution of their pending lawsuits. This clinic equips students who may be interested in entering the field of alternative dispute resolution or those who would like to incorporate peacemaking principles in their own legal practice. LA675a Alternative Dispute Resolution is a prerequisite to this course.

LA 960 Administrative Law - 3 Hours
This course will cover the basic principles of administrative law, including; issues of delegation of legislative and executive power to agencies; statutory and constitutional due process; statutory interpretation by agencies; standards of judicial review of agency decisions; and the prerequisites of judicial review. This class is especially useful for understanding the rights individuals, interest groups, and regulated business entities when they confront rules or enforcement actions by regulatory agencies (e.g., EPA, OSHA, Social Security Administration, Federal Trade Commission, Federal Communications Commission, and Bureau of Indian Affairs).

LA 961c Bankruptcy - 3 Hours
This course examines the United States Bankruptcy Code and the Federal Rules of Bankruptcy Procedure. Areas of emphasis are: financing, operating and administering debtors@# estates, treatment of executory contracts and leases, formulation and confirmation of plans of reorganization, and the avoiding powers of the trustee in bankruptcy. The course will focus primarily on cases under chapter 7 (i.e., liquidation cases), litigation arising under the Code (e.g., avoidance power claims such as preference and fraudulent transfer claims), and the allowance, priority, and dischargeability of claims. We will also review the provisions of chapter 13 (wage earner plans) and there will be some material covered relating to chapter 11 reorganizations.

LA 961d Consumer Chapter 7 Bankruptcy Survey - 1 Hour
This course focuses on consumer bankruptcy cases under Chapter 7 of the United States Bankruptcy code. This course will introduce students to intersections between Bankruptcy law and other areas such as family law, estate planning, and real estate law. This course is a pre-requisite to LA959r Bankruptcy Clinic.

LA 962a Intellectual Property - 3 Hours
This course examines patents, copyrights, trademarks, unfair competition, and rights of publicity, trade secrets, and protection of designs. The course analyzes the rights and remedies associated with each type of intellectual property that it covers, as well as the relationships between different types of intellectual property.

LA 962b Real Estate Transactions - 3 Hours
This course presents the basic statutory and common law principles of the fundamental elements of a real estate transaction including arranging the deal, performing the contract, closing the contract, assuring title, financing the purchase, federal income tax considerations, and condominium and other communal arrangements for home ownership.

LA 970a Independent Study In Law - 1-6 Hours
This course offers individualized research on an approved topic under the supervision of a law professor. The Registrar must approve any independent study.
LA 975 Environmental Law - 3 Hours
The class will cover the "Superfund" law, hazardous waste laws, the Clean Air Act, the Clean Water Act, federal and state statutes regarding environmental impacts of government decision making, the common law of nuisance and trespass, the Endangered Species Act, laws governing public warnings of potential health risks, principles of environmental justice, global climate change, criminal enforcement of environmental laws, and international environmental law. The class will also cover the history and policy underpinnings of environmental regulations and restrictions and will focus on the frequent conflicts between competing public policy goals.

LA 975i International Environmental Law - 3 Hours
This course examines the role of international law in the protection of the earth's environment. It views the international organizations that develop environmental laws and policy, and the rules, rights, and obligations of states in enacting and enforcing those laws. Environmental issues covered include marine pollution, hazardous waste, nuclear energy, endangered species, and how international disputes in these areas are settled.

LA 976 Media and Entertainment Law - 2 Hours
This course will explore the interaction between law, politics and media and how the internet and digital technology are affecting that interaction. Through examination of the legal doctrines surrounding the journalistic enterprise, we will explore the question of whether the media should be seen as having a structural role checking government power and fostering an informed electorate, and how the relevant legal rules function in the Digital Age to help or hinder that role. Specific areas that will be covered include defamation, privacy, rights of publicity, media rights of access, the reporter's privilege, prior restraints, content-based restrictions on the media such as the fairness doctrine and prohibitions on indecency, net neutrality and the basics of telecommunications law, safe harbors for service providers, trademark, and copyright (with a special emphasis on fair use).

LA 979 Federal Income Tax Law - 3 Hours
This course introduces students to the system of federal income taxation of individuals. The tax system is studied with emphasis on basic concepts rather than detailed computations. Significant attention is given to the public policy served by various provisions of the Internal Revenue Code. Primary consideration is given to principles and policies relating to the taxation of individuals including procedure, income, deductions, gains and losses, and transactional aspects of income taxation. The Internal Revenue Code and Regulations are emphasized.

LA 980 Law and Public Policy - 2 Hours
This course surveys policy objectives and underlying philosophical systems. Judicial decision-making, legislation, and executive action are examined for their theoretical foundations. Various theories are studied with particular emphasis placed on Christian perspectives. The emphasis of the course varies each time it is offered. Past sections of the course have studied a combination of issues involving education, poverty, sex discrimination, privacy, war, and religion.

LA 984 Religion and the Law - 2 Hours
This is an advanced course that examines critical issues of law and religion, including the theological foundation of law and the legal foundation of theology, the relationship between church and state, religious civil liberties, religious discrimination and accommodation, and the principles of law and regulations relating to churches and religious organizations.

LA 984a Politics, Law, and Religion - 1 Hour
This course will focus on the problems inherent in the inter-relationship of politics, law, and religion. In particular, it will examine church-state separation and secularism as potential methods of settling the controversy.

LA 985 The Lawyer as Counselor - 3 Hours
This course is designed to address the skill of counseling listed in the MacCrate report. It will be taught as an intensive 3-week course, meeting each night of the week. Because God's redemptive sovereignty is creation-wide, all aspects of life have eternal significance. Participants will address the implications of this revealed truth for life and professional practice by examining Biblical, theological, historical, and contemporary resources. Topics will include worldview formation, image bearing agency, vocational stewardship, and theologically shaped culture making. This class is designed to assist legal professionals in understanding and dealing with emotional and mental health issues as they may arise in a legal ministry setting. Recognizing and resolving such issues as they are pertinent to client concerns will be part of the week's focus. The course also explores the lawyer's responsibility as a Counselor at Law. The segment provides an introduction into the moral foundations and professional practice considerations relating to a lawyer's responsibility to his or her client and the legal profession. Taught primarily through the problem method, students identify issues and solve problems while participating in a number of legal practice modules.

LA 989 Moot Court - 1-2 Hours
This course allows students to gain practical advocacy skills through researching, drafting, and arguing an appellate brief. The course may not be repeated for credit.

LA 991 Law Review - 1-3 Hours
The Trinity Law Review is a legal journal that the student members edit and publish. Members are selected on the basis of academic achievement and a writing competition. Students receive credit for demonstrable competence in scholarly writing and editing.

LA 994a Employment Law - 3 Hours
A study of the law governing the employment relationship, including the establishment and termination of that relationship.

LA 995al Accounting for Lawyers - 1 Hour
This course covers the methods, standards and procedures utilized by the accounting profession in the preparation and issuance of financial and accounting documents. The objective of the course is the familiarization of legal professionals with the nomenclature and processes incorporated in accounting reportage and to enable legal professionals to become conversant with accounting principles so as to be more effective in interpreting financial reports and advising clients.

LA 995bb Special Topics: Labor Law - 2 Hours
This course covers problems arising from the employer-employee relationship, as affected by the common law, the federal labor relations acts, and the union contract. The course also briefly considers the union-employer relation, the employer's duty to bargaining, arbitration, and other methods of resolving labor disputes.

LA 995bc Insurance Law - 1-3 Hours
This course will cover the fundamentals of insurance, interpretation of insurance policies, litigation of insurance disputes, liability insurance and the duty to defend, property insurance and other first party coverages, directors' and officers' and employers' liability insurance coverages, insurance bad faith, statutory and regulatory oversight of insurance and the impact of insurance law on other practice areas.
LA 995bl Banking Law - 2 Hours
A study of the history of banking, the various types of financial institutions, and the National Banking Act. The course focuses on regulation of national banks, including formation, operations (i.e., lending, deposit taking, branching, governance, and other banking and non-banking activities), and issues involved in bank failure. Major influences on the banking system will also be explored, including the savings and loan crisis, the mortgage crisis, financial institution reform, and the history of large bank failures.

LA 995ci Employment Discrimination - 2 Hours
This two-credit course will examine the regulation of employment discrimination under federal law. Primary attention will be paid to issues of race, sex, age and disability discrimination. Though an introductory course, it will provide students a comprehensive overview of the legal doctrines developed to address workplace discrimination. The course will address issues of statutory interpretation, litigation strategy and problems of proof. It will also situate this body of law within a set of sociological and theoretical frameworks aimed to enrich students’ understandings of the law’s foundations and purposes.

LA 995ds Deposition Skills - 1 Hour
This course provides an in-depth exploration of the deposition process in civil litigation matters. Students will become familiar with the law governing deposition procedure, and will be given practical instruction on how to prepare for depositions, as well as how to take and defend depositions effectively. The course emphasizes federal deposition law and procedure, but will also address California deposition law and procedure.

LA 995eo Exempt Organizations - 2 Hours
This class surveys government regulation and oversight of nonprofit organizations by federal and state tax agencies, and addresses the attorney’s role in annual reporting requirements, managing unrelated business income, and bequests to charities. Nonprofit Law is a prerequisite for this class.

LA 995ma Mergers and Acquisitions - 3 Hours
This course will operate largely as an interactive seminar, built around "hands on" negotiating and drafting experience in a hypothetical merger and acquisition transaction. The first part of the course will cover various topics that are important to M&A transactions, including directors’ duties, shareholder voting and dissenters’ rights, Federal securities laws, income taxation and accounting, valuation, and trade regulation. Then the course will analyze the primary forms of acquisition (merger, sale of assets, sale of stock), and the basic differences between M&A transactions involving public and private corporations. The remainder of the course will focus upon the M&A case studies, including extensive participation, in teams of "buyers" and "sellers", in the negotiating and drafting process in a typical M&A transaction.

LA 995nb Negotiation for Law and Business - 2-3 Hours
This course will survey negotiation skills in general including the areas of strategy, tactics, and planning. Specifically, the course will also consider relationships between the parties; multi-party negotiations; information bargaining; initial proposals; how to narrow differences; closure; competitive, cooperative and problem solving tactics together with negotiation counseling, alternative dispute resolution and identities in the context of culture, gender and race. Students will be called upon to complete reading assignments and prepare for and participate in in-class negotiation exercises.

LA 995np Law of Non Profit Organizations - 1-3 Hours
This course is a study of nonprofit firms and the nonprofit sector. Topics include a survey of the role of nonprofits, theories and justifications of the nonprofit form, nonprofit statutes and other laws pertaining to nonprofits (e.g., the regulation of charitable solicitations), the formation, operation and dissolution of nonprofits, and tax and tax policy issues related to nonprofits.

LA 995ap American Tribal Law and Comparative Human Rights - 3 Hours
This course surveys global and regional efforts to define minority and indigenous groups and to articulate and implement the human rights of members of ethnic, racial, religious, linguistic, national minorities, and indigenous populations. Related issues such as xenophobia, intolerance, nationalism, and racism will be addressed.

LA 995ro Religious Organizations, Churches, and Foreign Charities - 2 Hours
This class addresses the unique legal issues faced by religious organizations, with an emphasis on government regulation of religious organizations, the unique legal issues faced by churches, political activism by charities, and the handling of deputized giving and foreign charitable work. Nonprofit Law is a prerequisite for this class.

LA 998c Advanced Legal Synthesis 1 - 3 Hours
Advanced Legal Synthesis 1 and 2 combines substantive analysis and review of the bar exam subjects with a skills-oriented emphasis on pre-writing organization and analysis of the commonly tested subjects and issues on the California Bar Exam essay section. In Advanced Legal Synthesis 1, Students will write an essay each week which will be reviewed the following week. In addition, there will be a one-hour substantive review of the subject matter and a discussion of the outlining assignments that were to be completed before class. One week will be dedicated to writing a performance test (PT) from the California Bar Exam. In-class essay and PT exams will be graded according to California Bar Exam standards and appropriate feedback on performance will be provided to students on a weekly basis. Prerequisite for this course is completion of 60 units of law study. In Advanced Legal Synthesis 2, students will focus on the skills needed to succeed on the Multi State Bar Exam and the Performance Test. Students will participate in a variety of diagnostic exams offered at set dates throughout the semester.

LA 998d Advanced Legal Synthesis 2 - 3 Hours
Advanced Legal Synthesis 1 and 2 combines substantive analysis and review of the bar exam subjects with a skills-oriented emphasis on pre-writing organization and analysis of the commonly tested subjects and issues on the California Bar Exam essay section. In Advanced Legal Synthesis 1, Students will write an essay each week which will be reviewed the following week. In addition, there will be a one-hour substantive review of the subject matter and a discussion of the outlining assignments that were to be completed before class. One week will be dedicated to writing a performance test (PT) from the California Bar Exam. In-class essay and PT exams will be graded according to California Bar Exam standards and appropriate feedback on performance will be provided to students on a weekly basis. Prerequisite for this course is completion of 60 units of law study. In Advanced Legal Synthesis 2, students will focus on the skills needed to succeed on the Multi State Bar Exam and the Performance Test. Students will participate in a variety of diagnostic exams offered at set dates throughout the semester.
LA 999a Advanced Legal Synthesis - 3 Hours
Advanced Legal Synthesis combines substantive analysis and review of the bar exam subjects with a skills-oriented emphasis on pre-writing organization and analysis of the commonly tested subjects and issues on the California Bar Exam essay section. Students will write an essay each week which will be reviewed the following week. In addition, there will be a one-hour substantive review of the subject matter and a discussion of the outlining assignments that were to be completed before class. One week will be dedicated to writing a performance test (PT) from the California Bar Exam. In-class essay and PT exams will be graded accorded to California Bar Exam standards and appropriate feedback on performance will be provided to students on a weekly basis. Prerequisite for this course is completion of 60 units of law study.

LA 999d Intelligent Design - 1 Hour
This seminar will comprehensively review the legal history of the debate over the teachings of origins in public schools, and investigate important questions regarding the shift in cultural and political power. Students will learn the basic science underlying the theory of intelligent design and also study the most recent major court cases and constitutional legal doctrines dealing with this topic. The debate over evolution and intelligent design is complex, with scientific, philosophical, legal, and theological dimensions. Students will develop a broad and deep understanding of the legal dimensions of this debate, as well as important scientific background knowledge. Students will also gain practical training to aid and assist teachers, school board members, and scientists who face threats to academic freedom to investigate and discuss non-evolutionary viewpoints.

LA 999dp Death Penalty - 3 Hours
This course will analyze the constitutional, statutory, procedural, systemic, and policy dimensions of capital punishment in the United States. The course will cover the historical, legal, and moral debates over capital punishment, including the function of capital punishment in this country as a "system." The class will examine the Supreme Court's process of doctrine-making and reach conclusions about the function and validity of the punishment.
Admissions

Trinity is committed to the concept that a legal career is a calling and that students of all ages, backgrounds and occupations may sense the call to enter law school. As such, the Admissions Committee selects its law students upon consideration of the "whole person." While Law School Admission Test (LSAT) scores and past academic experience are important, the Committee also considers the prospective student’s goals, achievements, work experiences, life circumstances and other criteria that indicate an applicant's character and potential for academic success. All prospective students, regardless of race, national origin, or religion, are welcome at Trinity Law School.

Categories of Admission

Regular Students with a Bachelor's Degree

Applicants previously awarded a bachelor's degree from a qualified institution of higher learning are considered for regular admission.

Regular Students without a Bachelor's Degree

Trinity offers law school candidates without a bachelor's degree an exceptional opportunity to enter law school before completing their undergraduate study. Applicants may be admitted upon completion of an associate's degree from a qualified institution or upon earning at least 60 transferable units of undergraduate study.

Transfer Students

Applicants enrolled in legal study elsewhere may be considered for transfer status. The Admissions Committee evaluates transfer applicants on a case-by-case basis, but usually requires transfer students to complete their last four semesters in residence at Trinity Law School. Applicants who have completed some law school credits at their original school may be eligible for advanced standing. Grades at or above the good standing level (good standing level is determined by the school where the classes were taken) may be accepted for transfer credit subject to similarity to Trinity Law course contents.

Applicants who have been previously dismissed by another law school may be considered for admission. If the student was dismissed at the end of their first year, units will not transfer unless they take and pass the First Year Law Students Exam.

Admission of transfer students and transfer of units are determined by the Admissions Committee and in accordance with the rules of the Bar Examiners of California. Trinity Law School does not award credit for prior experiential learning.

International Students

Trinity welcomes foreign-educated applicants. However, there are special admission requirements pertaining to the evaluation of foreign credentials. Foreign applicants must request a detailed report evaluating their transcripts from Credentials Evaluation Services (CES). Trinity can issue student visas to those who are not residents of the U.S. Please contact the Admissions Office for additional information concerning student visas.
How to Apply

Admissions Process

Fill Out an Application

Please complete the application in a timely manner and forward it to the Admissions Office. Incomplete applications will not be considered. In addition to your application, you are advised to promptly complete a FAFSA Financial Aid Application.

LSAT

Applicants must complete the Law School Admission Test (LSAT), an examination designed to assess law school candidates' potential for success in legal study. Applicants who have not yet taken the LSAT are still encouraged to apply. Simply indicate the registered test date on the application.

Transcripts

An applicant must provide official transcripts from all colleges and universities attended. The applicant must contact each college or university attended and request that official transcripts be sent directly to Trinity Law School or provide them through LSAC’s Credential Assembly Service. All transcripts must be sealed and bear the official certification of the issuing school.

Recommendations

Two recommendations are required in support of the application for admission. These recommendations may be from professors, instructors or professional associates who can comment on the candidate’s character and potential for success in legal study. Candidates who cannot obtain a faculty recommendation due to lapse of time may submit recommendations from employers or professional associates. Recommendations must be sent directly to Trinity Law School from the recommenders or provided through LSAC’s Credential Assembly Service.

Personal Statement

All applicants are required to submit a personal statement with their law school application. The personal statement should address why the applicant desires to study law, particularly at Trinity Law School. In addition, the applicant should address all professional and personal goals for the future, as well as any factors that may have affected academic success in the past.

Interviews

Most applicants will be required to interview with the Admissions Office prior to an admission decision. The Admissions Office will contact the applicant to schedule the interview.

Acceptance and Notification

As soon as the decision is made you will be promptly notified by the Admissions Office concerning your application to study law at Trinity Law School. If you are accepted to the law school, you will also be advised of all the future dates and requirements for your matriculation.
Leaves of Absence and Withdrawal from the Law School

A Leave of Absence

A student may request a leave of absence for up to two semesters. To obtain a leave of absence the student must request leave via the student portal, TrinityOnline prior to withdrawal. In calculating the duration of a leave of absence, the first semester of a leave of absence is the semester in which the leave of absence is requested, even if the student attended classes for part of that semester. Students on academic probation cannot obtain a leave of absence after the twelfth week of the semester in which they are on probation.

A Permanent Withdrawal

A permanent withdrawal occurs when a student leaves the law school at any time after registration and does not intend to complete the semester and does not wish to return any subsequent semester. Failure to register for classes without seeking a leave of absence will also constitute a permanent withdrawal. Students wishing to return to the law school after a permanent withdrawal must seek readmission through the Admissions Office. Readmitted students are subject to the Catalog and the Student Handbook requirements that are current at the time of their re-enrollment.

Students who withdraw or are deemed withdrawn while on probation are likely to have re-admission denied except under unusually compelling circumstances.

Privacy and Confidentiality

The law school does not disclose to any outside person or entity any information about individual students such as social security number, grades, grade point average, class schedule, race, sex, religion and national origin, without student’s prior consent, unless required by law (including statutes, government regulations, court orders, the Committee of Bar Examiners, accrediting agencies or emergency. The school may release directory information, which includes: the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Students may request in writing that all or part of their directory information be withheld. Students have the right to inspect and review their educational records and request the records be corrected if they feel the records are incorrect.

By accepting admission to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18):

1. authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute
   a. the student’s name, voice and likeness,
   b. photographs, images and video and sound recordings of the student, and
   c. the city, state or province, and country where the student lives (together, the “Materials”);
2. waive any right to inspect or approve TIU’s use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and
3. release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not
holders are responsible for any activity originating from their accounts. Computer login and phone PIN (Personal Identification Number) account personal use, written approval is required from the Registrar’s Office. In case of employees, interfere with the employee’s work. For any other university’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other use complies with these Terms and Conditions and does not, at the university’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Registrar’s Office.

Change of Address
Changes of student mailing addresses, email addresses and telephone numbers must be updated on TrinityOnline within five days of the change. Notices from the school will be sent to the contact information on record. The school relies upon accurate contact information from students in order to inform students of important information, including notices of class cancellations and deadlines that must be met by students.

Campus Facilities
The campus is open 8:00 a.m. – 11:00 p.m. Monday-Friday, 8:00 a.m. – 9:00 p.m. on Saturday. The law school campus is closed on Sundays.

Formal Student Complaint Policy
Trinity Law School, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Students who have a complaint should make the complaint known to the Law School. In the event that the complaint is not resolved, the student may choose to submit a formal complaint to one of the following offices: the Registrar, law faculty senate, Dean of the law school, Provost of the university, or the President of the university. The complaint must be dated, written and signed. Upon receipt of the formal complaint, the person to whom the complaint is addressed will initiate the Student Complaint Tracking Form which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution’s final decision regarding the complaint, and other external action initiated by the student to resolve the complaint.

Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. A student’s privacy will be protected by removing the names of individuals involved unless the student has given permission for release of his or her name.

Acceptable Use Policy Summary for Technology and Telecommunication Systems
The following summarizes major points contained in the Acceptable Use Policy. Students are responsible for abiding by the complete text contained within the “Acceptable Use Policy for University Technology and Telecommunications Systems.” For the complete text, visit the student portal. This policy supersedes all other policies and applies to all individuals with respect to the acceptable use of university networks, phone systems, computer systems, and technology.

The university network and systems are to be used primarily for activities related to the educational mission of the university. Personal use of the network is limited to e-mail and browsing web pages, providing such use complies with these Terms and Conditions and does not, at the university’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Registrar’s Office.

Computer login and phone PIN (Personal Identification Number) account holders are responsible for any activity originating from their accounts. Your computer and account may be used:

- For authorized network access to university systems and resources that are used for curricular, academic, and administrative activities
- For e-mail and access to World Wide Web pages

Official notifications made by university offices are increasingly made using e-mail, rather than by paper memos sent through the university mail services. E-mail used for such notifications will be delivered to the recipient’s university e-mail account. Employees and students are expected to read their university e-mail and are strongly encouraged to use their university e-mail accounts for all communication within the university to ensure reliable and secure delivery. University personnel can and will access files when necessary for maintaining the university network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the university.

You may not use university computers, networks, system resources, and phones:

- For commercial or business purposes
- For accessing or distributing defamatory, abusive, obscene, sexually oriented/pornographic, threatening, racially offensive or illegal material. Any access to such materials by way of the university Internet connection will be blocked, logged, and reported
- For any activity which interferes or inhibits the use of the network or university systems by others
- To connect non-authorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a university policy

Additionally, you may not use university computers, networks, and system resources:

- For unauthorized browsing or exploring, or making other unauthorized attempts to view data, files, or directories belonging to TIU or to other users
- To transmit, use, or serve unauthorized software
- To violate copyrights of documents or media
- For misuse of message boards or any Web-based community
- For computer tampering or unauthorized alteration of data, identification, or credentials
- For introducing deviant software (viruses, worms, etc.) into the university network and systems

Students and employees who do not comply with the “Acceptable Use Policy for University Technology and Telecommunications Systems” are subject to disciplinary action. The university reserves the right to cooperate fully with local, state, and federal officials in investigations relating to information accessed or distributed using university computing systems, the university network, the university phone system, or the university internet connection.

Auxiliary Aids and Services for Students with Disabilities
In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Law School to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities.

The Registrar acting as the institution’s ADA coordinator assists students with disabilities in obtaining auxiliary aids and services. The Registrar in
consultation with the faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Dean.

It is the policy of Trinity as outlined by the ADA to require from the students supporting diagnostic test results and professional prescriptions for auxiliary aids and services, particularly for those students with hidden disabilities. Documentation for medical/physical disabilities may be satisfied by a physician’s statement that includes, but is not limited to, description of the disability and the limitations it poses for the student. Documentation for hidden disabilities, such as specific learning disabilities, poor hearing, or impaired vision, may include the results of medical, psychological, or emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

For students with specific learning disabilities, the following is considered reasonable documentation:

1. It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.
2. It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.
3. It must reflect the student’s present achievement level, be as comprehensive as possible, and dated no more than three years prior to the student’s request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, writing, adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale-Revised or equivalent, and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Danny or equivalent.
4. It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the Registrar, should direct their complaints to the Law Faculty Senate or, in their absence, to the Dean.

Students are encouraged to apply early to the State Bar of California regarding their disability arrangements. Students may apply for special accommodations to take the bar examination up to a year ahead of time. Materials for applying are available from the State Bar of California.

Copyright Policy
The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Act as it pertains to copying both course materials and material for personal use are available through the Dean’s office.

Drug-free Environment
Trinity is committed to the maintenance of a drug-free environment. We believe that the implementation of a drug-free environment is for the protection of students and employees of Trinity, and we have established the following policy designed to maintain such an atmosphere: The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general.

Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, including termination or expulsion. If individuals become aware of a violation of this policy, they are encouraged to report it to the Registrar immediately so that the matter can be investigated promptly.

Family Educational Rights and Privacy Act of 1974
The purpose of the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380) is to ensure access to educational records for students and parents while protecting privacy of such records and to control the careless release of educational information.

In accordance with requirements established by the Act also commonly known as the “Buckley Amendment,” Trinity International University hereby provides notice of intention to comply fully with the Act and also provides notice to students of their rights under the Act.

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such student’s right to privacy by limiting the transfer of their records without their consent. “Educational records” are defined as those records, files, documents, and other materials directly related to a student that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

The Act clarifies that an institution is not required to grant access to students to certain materials, including the following:

1. Private notes and other materials created by Trinity’s personnel provided they are not revealed to another individual.
2. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, psychologists (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student’s choice may review such records).
3. Law enforcement records, which are kept separate from education records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the school does not compromise the rights of individuals enjoyed prior to the enactment of the legislation,
students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974.

Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in educational records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.

The legislation also makes clear that the parents or legal guardians of dependent students, as defined for Federal Income Tax purposes, have a right to information about their children without the school’s having to seek the student’s consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student’s name, address, telephone listing, major field of study, officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, class level, honors, certificates, and degrees and dates conferred, and the most recent previous educational agency or institution attended by the student. Students have a right to inform the school within a reasonable period of time after the school receives a written request signed by the student or the parents to establish the record.

As provided by the Act, the school hereby provides public notice of its intention to publish this type of information in the annual directory.

In complying with the legislation, the school has adopted the procedures and policies below, in addition to those noted on the previous page:

1. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:
   a. Other university officials, including faculty, who have legitimate educational interests.
   b. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record.
   c. Those representatives of the federal government and the state who are identified in the “Act,” provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law.
   d. Those who serve in connection with the student’s application, or receipt of, financial aid
   e. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant state statute adopted prior to November 19, 1974
   f. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted.
   g. Accrediting organizations in order to carry out their accreditation functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health safety of the student or the persons
   h. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
   i. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law.
   j. In connection with a health or safety emergency.
   k. Information that has been designated as “directory information”
   l. To the parent of a student who is not an eligible student or to the student
   m. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime.

2. Records (usually only transcripts) released to any organization, agency, or individual at a student’s request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

3. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student’s education record.

4. Students may inspect material belonging to their education record solely at the office that is responsible for maintaining such information. Any Trinity employee may require that the student inspect that record only in the presence of the professional or staff person qualified to assist in interpreting the information.

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student’s request be made in writing, and where appropriate, in person. On request, students may be required to identify themselves in filing a request prior to having access to their records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has 45 days from the time of request until it must comply with the request. Copies of records accessible to students shall be transmitted to the student upon payment of the established fee for issuing such copies. The Act does not preclude the school’s right to destroy any records if not otherwise precluded by law, unless prior to destruction the student has requested access. In fact, there is general encouragement to reduce the number of records so that destruction of records is consistent with the spirit of the law.

**Notice**: As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained
Grievance Procedure for Discriminatory and Sexual Harassment Complaints

It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity's intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Registrar's Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

Purpose and Policy

The policy and procedures hereunder have been developed by the administration and faculty of the law school. The basic purpose described herein is to resolve problems in a fair and equitable manner respecting the rights of all parties.

The law school maintains equality of opportunity in legal education in admission and retention of students without discrimination or segregation on grounds of race, color, religion, national origin, sex, age, marital status, disability, or sexual orientation except insofar as such action is protected by the U.S. and or California Constitutions.

There are two methods of resolving matters involving charges of discrimination:
1. informal and
2. formal.

For the informal process, any faculty or staff member may receive a discrimination complaint and participate in the mediation process at the request of the complainant. No record of informal complaint(s) will be made in either student or employee complainant files.

For the formal process, the Registrar must be notified by an aggrieved party in writing within 180 days of the alleged discriminatory act. The complainant is urged to file a complaint soon after the alleged discriminatory act to facilitate the gathering and preservation of testimony from witnesses and/or other relevant evidence. Anonymous requests will not be processed. The following steps will be followed for all formal complaints:

- The Dean shall appoint a member of the California bar to serve as a mediator. It shall be the mediator's responsibility to process the complaint and attempt to resolve the issue in a fair and equitable manner.
- The hearing shall be promptly held, no later than thirty days after the filing of the complaint. The person against whom the formal complaint is filed shall have notice within five calendar days of its filing and shall have no less than ten-calendar day's notice of the hearing date, time and location.
- Persons against whom the formal complaint is filed shall have the right to cross-examine any witnesses called and to present witnesses on their own behalf.
- The complainants shall have the right to be present throughout the hearing, and to present their evidence, including questioning witnesses called on behalf of the person against whom the complaint is filed.
- The findings of any hearing and the remedy therefore, if any, shall be reported in writing. Copies of the mediator's report will be sent to the complainant, the person against whom the formal complaint is filed, the Registrar and the Dean within five working days.
- The Dean or other appropriate official shall be responsible for implementing the findings. The proceedings will be documented in accordance with the law school policy.
- If students have a discrimination complaint against the Dean of the law school, they may file a formal complaint with the University Provost.

Reporting Procedure for Sexual Harassment

If the perpetrator is a student, follow the procedures outlined in the Honor Code.

If the perpetrator is an employee or faculty member of Trinity, follow the same procedure as outlined in the anti-discrimination policy.

If the perpetrator is not in the above category, notify security and/or the police if necessary.

Sexual Assault

Under state law, Trinity Law School is required to provide certain information concerning sexual assault. The following information and procedures apply only to students, faculty and staff who are victims of, or witnesses to, sexual assault or other crimes committed at or upon the grounds or facilities of Trinity Law School. Any sexual assault must be
reported to the police and emergency services authorities immediately. Telephone 911 (or 9-911 with an on-campus phone) using any available telephone. Give the authorities the following information:

1. your name;
2. your telephone number (i.e. the telephone number at which authorities can reach you at a later time);
3. the building name and address (2200 North Grand Ave., Santa Ana, CA 92705), and any other specific location information;
4. describe the situation clearly and accurately; and;
5. do not hang up the telephone. Let the person you are talking to end the conversation. The emergency service authorities may need additional information or assistance.

Trinity Law School’s policy is one of encouraging the immediate reporting of all crimes, including sexual assault, to the administration office and to proper law enforcement authorities by victims and witnesses. Immediate reporting enhances the likelihood of apprehension and prosecution of the perpetrators, and assists in the improvement of preventative measures for the future. Trinity Law School also respects the privacy concerns of victims and attaches a high priority to dealing with those concerns in a sensitive and positive manner.

Firearms, Weapons, and Explosives
Possession of firearms, weapons, or explosives on campus is not permitted. Students who are found in possession of any type of firearm, weapon, or explosive are subject to immediate dismissal from the institution. This includes, but is not limited to, BB guns, paint ball guns, air - soft pellet guns, bows and arrows, ammunition, knives other than pocket knives, toy guns, and any other weapon of any kind or imitation thereof that could be used to cause fear or injury to another person.

Photography and Videography Release
By accepting admission to and or taking any classes at TIU, each student and his or her parents/guardians if the student is under 18:

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

Soliciting
No soliciting is permitted on campus and violations of this policy should be reported to the Registrar.

Student Loan Program Code of Conduct
Trinity International University (TIU) has adopted a Code of Conduct, in compliance with sec 487(a) (25) of the HEA of 1985.

The goal of the TIU financial aid office is to provide the highest quality service in the most efficient and timely manner possible, while upholding the mission of the institution, and acting in a matter with the integrity of a Christian institution. We willingly adhere to the following “Code of Conduct.” All officers, employees and agents of Trinity International University willingly agree to adhere to the Code of Conduct.

1. TIU will not enter into a revenue-sharing agreement with any lender. A “revenue-sharing arrangement” is defined to mean any arrangement made between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees or agents.

2. TIU embraces a ban on the employees of the university receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU financial aid office, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include:
   a. a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training;
   b. food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent;
   c. favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution;
   d. entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender;
   e. philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans;
   f. State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

3. TIU embraces a ban on contracting agreements. No officer or employee of the university (or agent who otherwise has responsibilities with respect to education loans) will accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

4. TIU embraces a prohibition against steering borrowers to particular lenders or the delay of loan certifications. For the first time borrower, TIU will not assign, through the award packaging or other methods, the borrower’s loan to a particular lender. In addition, TIU will not
refuse to certify, or delay the certification, of any loan based on the borrower’s selection of a particular lender or guaranty agency.

5. TIU embraces a prohibition on offers of funds for private loans. TIU will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specific loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

6. TIU bans the use of staffing assistance from lenders. TIU will not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that provided by a lender that involves professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

7. TIU adopts a ban on advisory board compensation. An employee of TIU who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) is prohibited from receiving anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

**General Rules of Law School Campus**

**Eating and Drinking**
Students may have drinks in sealed, spill-proof containers in the classrooms or library. Students should avoid eating hot food or food with strong odors when in a classroom. Tables should be left in a clean condition when students leave the classroom.

**Audio and Video Recording Devices**
Audio or video recording devices are strictly prohibited in all law school classrooms without permission of the instructor. Students with documented disabilities may be allowed to record classes upon recommendation by the Registrar.

**Children on Campus**
Children are not permitted in the law library or classrooms while classes are in session. Children must be accompanied by an adult at all times while on campus.

**Use of the Law School Address Prohibited**
Students may not use the address or telephone number of the law school for personal business and communication. Mail received at the law school addressed to or intended for a student will be returned to the sender.

**Personal Use of Law School Facilities**
Students are not permitted to use law school facilities or equipment for personal purposes, except equipment and facilities specifically designated for student use. This restriction applies to rooms, offices, computers, telephones, photocopiers, facsimile machines, and other locations and equipment. No law school property may be removed from the campus without express written permission of a school official.
## Appendix 1

### Table A

Table A is used for the following courses only:

- Legal Research and Writing 1
- Legal Research and Writing 2
- Contracts 1 & 2
- Torts 1 & 2
- Criminal Law
- Criminal Procedure
- Legal Institutions and Values

Under this curve, 40% of each class will receive a grade of C- or below, 20% will receive a C, and 40% will receive a grade of C+ or higher.

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A Message from the Chief Operating Officer

Welcome to Trinity International University, Florida. As you make the important decision about where to pursue your education, this catalog introduces you to the educational opportunities offered at this institution. I pray that as you read through these pages you will find that our desire is to equip you to be effective, Christ-centered professionals and leaders in your communities.

As the only regionally and ATS accredited evangelical Christian University south of the Palm Beaches, our faculty and staff stand accountable before God, committed to academic excellence and lifelong learning. It is our desire that at the end of your journey you will be able to fully integrate your faith with practice in your chosen field of study “being confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ.” (Philippians 1:6 NKJV)

Blessings,

Ileana M. Gil,
Chief Operating Officer

TRINITY INTERNATIONAL UNIVERSITY - FLORIDA
### Personnel

#### EXCEL Adjunct Faculty

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<td>Kingsley Grant</td>
<td>Barry University</td>
<td>BS, MA</td>
<td>St. Thomas University</td>
<td></td>
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<tr>
<td>Lorene Hall</td>
<td>Pensacola Christian College</td>
<td>BS, MBA</td>
<td>Miami Christian College</td>
<td>MS, PhD</td>
</tr>
<tr>
<td>Braulio Hernandez</td>
<td>Trinity International University</td>
<td>BA, MA</td>
<td>Trinity International University</td>
<td>MS, PhD</td>
</tr>
<tr>
<td>Todd Hiteshew</td>
<td>SUNY College</td>
<td>BS</td>
<td>Nova Southeastern University</td>
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</tr>
<tr>
<td>Herbert Hudson</td>
<td>University of Illinois</td>
<td>BA, MDiv</td>
<td>Starr King School of Ministry</td>
<td>MA, University of Illinois</td>
</tr>
<tr>
<td>Albert Jardines</td>
<td>Trinity International University</td>
<td>BA, MA</td>
<td>Central Michigan University</td>
<td>EdD, Liberty University</td>
</tr>
<tr>
<td>Kathleen Johnson</td>
<td>Trinity International University</td>
<td>BA, MA</td>
<td>Trinity International University</td>
<td>BD, Liberty University</td>
</tr>
</tbody>
</table>
Nathan McConnell  
MA, Trinity Theological Seminary  
ThM, University of Aberdeen

Annie Mecias Murphy  
BS, Liberty University  
MS, St Thomas University

William Perez  
BBA, Baruch College, The City University of New York  
MBA, Southeastern University

Rori Allison Pratt  
BA, Trinity International University  
MEd, Regent University

Dionne Reed  
BA, Oral Roberts University  
MA, Northeastern Oklahoma State University

Louis Reed  
BA, Baptist Bible College of Indianapolis  
MS, Barry University

Danny Roman-Gloro  
MDiv, Eden Theological Seminary  
DMin, Gordon-Conwell Theological Seminary

Daniel Rosemond  
BS, Miami Christian College  
MS, St. Thomas University

Maria Saunders  
MS, Nova Southeastern University  
EdD, Nova Southeastern University

Celeste Serrata-Roque  
BS, University of Miami  
MEd, Nova Southeastern University

Neil O. Skjoldal  
BA, Cedarville University  
MA, Biblical Theological Seminary  
PhD, Trinity International University

John T. Stevenson  
BA, Florida Bible College  
MDiv, Knox Theological Seminary  
DMin, Reformed Theological Seminary

Paula Stevenson  
BEd, Florida Atlantic University  
MA, University of South Florida

Reggie Thayil  
BA, Trinity International University  
MA, Trinity International University

Michael Todd  
BA, Columbia International University  
MA, Columbia International University

James Virtue  
MA, Liberty University  
MS, Florida International University

Trinity International University of  
Florida Administration

Ileana Gil (MAR ’01)  
Chief Operating Officer

Kimberly Barnett Oram, PsyD  
Interim Program Director  
Master of Arts in Counseling Psychology

Deborah Wiles, MS (MA ’13)  
Director of Academic Operations

Silvia Alvarado, (MACS ’11)  
Registrar

Daniel Ebert, (PhD)  
Kendall Director of Graduate Programs  
Affiliate Professor of New Testament

Steve Roy, PhD (PhD ’01)  
Miramar Program Director Master of Arts (Theological Studies)

Patricia L. Colangelo  
Associate Director of Operations  
Director of Community Engagement

Lyliam Dunbar, EdD  
Associate Director of Curriculum

Karen Raulston-Gual (BA ’02)  
Director, Financial Aid

José Rolón (BA ’99)  
Student Accounts Manager

Stephany Santana, MPA (BA’04)  
Director of Enrollment Management - MATS Coordinator

Sarudzayi Wilson (MAR ’06)  
Director of Students Services
EXCEL Adult Undergraduate Degree Programs

Purpose
Since its inception in 1993, EXCEL has been committed to providing adult learners with quality Christian higher educational opportunities in the liberal arts and professions in a manner that brings glory to God. Programs maximize convenience, relevance, and service to our students while helping them grow as whole individuals through engaging instruction and stretching curricula. We are dedicated to providing adults a means to complete degrees that will draw on past experience and provide tools for life. It is our desire that those proceeding through our programs will grow spiritually, intellectually, vocationally, and relationally and will have the tools to continue that growth throughout their lives.

The Mission of the EXCEL Program
EXCEL is committed to providing students with Christ-centered, nontraditional education for active participation in a culturally rich community by fostering academic excellence and Christian service, and promoting lifelong learning.

An Overview
The EXCEL programs of Trinity College offer unique opportunities for all learners to enhance their professional goals through accelerated education. The baccalaureate degree earned by EXCEL graduates is the same degree offered through Trinity’s traditional programs and is accredited by the Higher Learning Commission. The programs offer a means for busy students to complete their undergraduate degree in a convenient and timely manner. Students may enter EXCEL with or without any number of prior college credits and, by taking accelerated courses one at a time, finish their degree within a manageable time-frame. To facilitate this, EXCEL offers clusters of courses that proceed in sequence in the context of a cohort community of fellow students. Diverse faculty members teach in their expertise, yet the students in the cohort stay together. Cohort schedules can take between eighteen and thirty months to complete. Single course electives may also be chosen. In addition, students may transfer credit, gain credit by examination, seek credit based on prior experience or job-related learning, or take courses from approved traditional campuses and/or online courses to meet graduation requirements.

We believe EXCEL meets the needs of 21st Century students like you, here in Florida. Are YOU this kind of student?

- You are busy and have many competing responsibilities. To introduce any educational program into already full schedules is a considerable challenge.
- You are motivated to learn. Students who choose TIU-Florida are typically ready to give the effort needed to benefit from classes for which they are sacrificing.
- You have learned discipline. As a result of being in the workforce, and managing the complexities of both professional and personal responsibilities, many of our students have developed a sense of discipline that serves them well in the EXCEL programs.
- You have broad life experiences. Learning theory tells us we learn by relating abstractions to memories of past experiences. Drawing on a broad background of experiential knowledge and ethnic diversity allows students to quickly grasp ideas.
- You desire relevance. In your daily life, you encounter situations where the classroom learning may be consistently applied to real life, allowing for a more motivated learning environment.
- You have developed skill in independent learning. You have, by necessity, learned to seek information on your own from a variety of sources allowing you to be an active participant in your own educational processes.
- You learn best when you are personally involved. There are many styles of learning, but when you interact in small groups, engage in role play, prepare projects, and apply techniques in the workplace, the learning is deep and retention is long.
- You have many insights of your own. Experience is a tremendous teacher. You have much to contribute to the learning of others. Discussion is valued as highly as lectures in EXCEL classes.

Goals Across the Curriculum
The key question that constantly confronts the curriculum in our rapidly changing society is “What educational qualities allow an individual to succeed and thrive in the unfolding future?” Eight competencies rise to the top. Trinity seeks to enhance these abilities across the curriculum for each of the EXCEL programs. They are:

- Integration of a Christian worldview: The ability to formulate a distinctively Christian perspective concerning ideas, people, events, relationships, and issues and then to discern responses consistent with that perspective.
- Self-knowledge: A willingness to examine one-self, including one’s emotions, temperament, values, goals, experiences, preferences, habitual processes, and identity structure.
Open-minded inquiry: The commitment to explore, understand, and appreciate divergent perspectives, values, and cultures without losing identity through premature closure or complete relativism.

Critical thinking: The evaluation, through sound research and thinking, of the quality of ideas and information, the merits of courses of action, and the integrity of one’s own beliefs and viewpoints.

Aesthetic appreciation: Love for the beautiful, the imaginative, the delightful and empathy for the unlovely, the commonplace, the tragic.

Organizational effectiveness: The ability to effectively participate in organizational settings, including working in teams, giving leadership, and solving problems creatively.

Communication: Competency in reading, writing, speaking, listening, and collaboration.

Lifelong learning: Awareness of foundational questions and knowledge structures in a variety of disciplines, coupled with curiosity, a desire to learn, and skills in self-direction.

Standard Framework

- EXCEL is designed to be a nonresidential program.
- Classes meet once a week for a four-hour block.
- Students generally take one course at a time.
- Students generally stay with the same group of people through their major, forming a cohort.
- Classes typically meet for five to seven weeks.
- Classes may be subdivided into study groups expected to accomplish group tasks in addition to individual work.
- Primary emphasis is placed on building transferable skills rather than preparing individuals for specific job functions.
- Skills that cross the curriculum are deemed just as important as the content specific to courses.
- Interaction is emphasized in the classroom, focusing on integrative activities and student input. Prior learning is valued and drawn upon to enhance the educational environment.
- Integrative papers are the primary means of evaluation, though tests may be used when appropriate to the content.
- Community building occurs outside the classroom using online formats.

Program Objectives

The EXCEL degree programs are designed to meet these objectives:

- Provide adult students a flexible means of completing their entire undergraduate degree in a reasonable time frame without forcing students to abandon work or family responsibilities.
- Meet adults’ needs for relevance, convenience, and vocational advancement without forcing students to abandon work or family responsibilities.
- Foster key skills, such as writing, speaking, critical thinking, problem solving, information literacy, ethical thinking, and the ability to integrate faith, values, and practice.
- Students can enter the program at various stages in their academic career and enroll in courses that proceed one course at a time. Clusters can be combined to form an entire degree program supplemented by transfer hours, elective courses, credit for learning outside the classroom, and credit by examination.

For students to satisfactorily complete an undergraduate degree through Trinity, they may select general education courses, a major, and optionally, a minor. They may also take individual classes offered as electives and seek assessment of credit for prior learning. Some general education courses are offered online. Since students enter the EXCEL program at various points in their progress toward a degree, different majors have different admission requirements. The primary goal of the admission requirements is to ensure that students enter equipped for success. Students should work closely with an academic advisor.

General Education and Elective Courses

For All Majors

To guarantee a well-rounded liberal arts education, the college requires all EXCEL students to gain understanding in a variety of fields. These requirements can be met by taking EXCEL general education courses, through transfer credit, credit for prior college-level learning, or credit by examination. Before graduating, students must have 45 credit hours of general studies distributed in the following way. Education majors must follow the specifications established by the Division of Education to meet EXCEL General Education requirements, as found in the Elementary Education section of the catalog.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 105</td>
<td>Foundations for Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>Biblical Studies 1</td>
<td>3-credit course related to the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3-credit course related to the New Testament</td>
<td>3</td>
</tr>
</tbody>
</table>
Psychology
General Psychology or Developmental Psychology 3

Social Sciences
Select 6 hours representing at two of the following fields: Anthropology, Economics & Business, Education, Political Science, Psychology, Sociology, Health & Wellness 6

Humanities 2
Select 12 hours representing at least three of the following fields: Art, English (excluding composition), Foreign Language, History, Literature, Music Theory, Philosophy 12

College Writing
Select 6 hours 6

Science
Select 3 hours from any of the following fields: Geology, Astronomy, Biology, Chemistry, Physics, Earth Science 3

Math or Computer Science
Select 3 hours 4

Intercultural Study
Select 3 hours 5

Total Hours 45

1 Bible challenge exams will not be accepted to fulfill requirement.
2 Applied subjects (i.e., applied music, dance, drama) are not acceptable to meet this requirement.
3 If a course lacks a significant lab or fieldwork component, then a separate lab class will be required.
4 The math requirement is college algebra, its equivalent, or above, and computer must be general introduction, not programming, and completed within the past five years.
5 To fulfill the intercultural study requirement, students must give evidence of exposure and sensitivity to diverse cultures. This may be accomplished through any of the following means:
   • International study, travel, or internship with learning documented through a life learning paper
   • Domestic intercultural study or work, with learning documented through a life learning paper
   • One year of college-level foreign language study (6 credits)
   • A college-level course (minimum 3 hrs) emphasizing intercultural studies. Examples of courses offered through the EXCEL Program are COM 335, SOC 335, and SOC 330.

Satisfying General Education Requirements 1

The following EXCEL courses can be used to satisfy general education requirements as follows:

Graduation Requirements
IDS 105 Foundations for Adult Learning 3

Biblical Studies
BI 101 Understanding the Old Testament 3
BI 111 Understanding the New Testament 3

Psychology
PSY 140 Introduction to Psychology 3
PSY 330 Developmental Psychology 3
PSY 337 Psychology of Adolescence 3
PSY 339 Adult Development 3

Social Science
HPW 180 Introduction to Health and Wellness 3
POL 250 American Government 3
PSY Any PSY course satisfies part of this requirement 3
SOC Any SOC course satisfies part of this requirement 3
BUS Any BUS course satisfies part of this requirement 3

Humanities
COM 112 Speech 3
ENG 222 Studies in Fiction 3
ENG 305 Argumentation and Persuasive Speaking 3
Trinity International University

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 308</td>
<td>Nineteenth-Century Women Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENG 355</td>
<td>Literature and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>HI</td>
<td>Any HI course satisfies part of this requirement</td>
<td>4</td>
</tr>
<tr>
<td>MUH 231</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>PH 350</td>
<td>Asian Religious Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Composition**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Writing and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

**Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 145</td>
<td>Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Laboratory Methods in Biology</td>
<td>1-3</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>PS 101</td>
<td>Earth Science</td>
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**Math or Computer Science**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CIS 230</td>
<td>Applied Computer Technology</td>
<td>3</td>
</tr>
<tr>
<td>MA 119</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280X</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4</td>
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**Intercultural**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 335</td>
<td>Intercultural Communication in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>PH 350</td>
<td>Asian Religious Thought</td>
<td>3</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 335</td>
<td>Urban Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Education majors must follow the requirements established by the Division of Education to meet EXCEL General Education requirements, as found in the Division of Education section of the catalog.
2. “Double-dipping” is not permitted for General Education requirements. No one course can satisfy two General Education requirements.
3. No more than 9 credits can simultaneously count for both General Education and any major.
4. For a complete listing of all EXCEL courses, see “Course Descriptions” below.

**Programs**

- General Business Major (p. 524)
- Business Administration Major (p. 524)
- Christian Ministries Major (p. 525)
- Criminal Justice Major (p. 525)
- Elementary Education Major (p. 526)
- Organizational Leadership Major (p. 527)
- Psychology Major (p. 527)
# EXCEL General Business Major

To complete a major in **General Business**, a student needs to complete the following 36 hours:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280X</td>
<td>Introductory Statistics</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
<td><strong>36</strong></td>
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</table>

# Business Administration Major

To complete a major in Business Administration, a student needs to complete the 36 credit hour core (see below) and 12 credits in the area of Organizational Leadership.

## Business Core

<table>
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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
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<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
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<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
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<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
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<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
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<td>BUS 360</td>
<td>Managerial Accounting</td>
<td>3</td>
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<tr>
<td>BUS 411</td>
<td>Financial Management</td>
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<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280X</td>
<td>Introductory Statistics</td>
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<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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## Organizational Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 340</td>
<td>Visionary Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 341</td>
<td>Leading Teams</td>
<td>3</td>
</tr>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 471</td>
<td>Leadership and Organizational Culture</td>
<td>3</td>
</tr>
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<td><strong>Total Hours</strong></td>
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## Christian Ministries Major

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>BI 275</td>
<td>Teaching the Bible</td>
<td>3</td>
</tr>
<tr>
<td>BI 304</td>
<td>Old Testament Prophetic Books</td>
<td>3</td>
</tr>
<tr>
<td>BI 306</td>
<td>Old Testament Poetic Books</td>
<td>3</td>
</tr>
<tr>
<td>BI 312</td>
<td>Life of Christ</td>
<td>3</td>
</tr>
<tr>
<td>BI 335</td>
<td>Theology of the General Epistles</td>
<td>3</td>
</tr>
<tr>
<td>BI 336</td>
<td>Theology of the Pauline Epistles</td>
<td>3</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3</td>
</tr>
<tr>
<td>BRS/HI 340X</td>
<td>History of Christianity</td>
<td>3</td>
</tr>
<tr>
<td>BUS 214</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 371</td>
<td>Board Governance and Volunteer Management in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CM 181</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CM 210</td>
<td>Ministry in its Cultural Context</td>
<td>3</td>
</tr>
<tr>
<td>CM 211</td>
<td>Theology and Practice of Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CM 321</td>
<td>Theology and Practice of Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>CM 446</td>
<td>Reflective Internship in Christian Ministries</td>
<td>3</td>
</tr>
<tr>
<td>CM 375X</td>
<td>Foundations of Christian Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
<td>Marital Counseling</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
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## Criminal Justice Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly Recommended General Education Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 210</td>
<td>Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 300</td>
<td>Legal Writing and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 320</td>
<td>Police and Societal Interactions</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 351</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 360</td>
<td>Race, Gender, Ethnicity, and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 361</td>
<td>Juvenile Justice and Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Police Response to Protests, Riots, and Disasters</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 445</td>
<td>Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 460</td>
<td>Victimology and Restorative Justice</td>
<td>3</td>
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<tr>
<td>CRJ 490</td>
<td>Criminal Justice Seminar</td>
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</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4</td>
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<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>POL 255</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>
Elementary Education Major

The major consists of 78 credit hours. Coursework provides needed credit hours to qualify for elementary certification from the State of Florida plus two endorsements: ESOL and Reading. IDS 105 is a prerequisite.

Note: Upon notification from the Florida Department of Education credit hours and course listings are subject to change.

Goals

In addition to the goals that span the entire EXCEL curriculum, the elementary education major has these unique goals:

- **Theoretical Foundation**: understanding of the varied education trends and methods in the educational world and ability to apply this understanding to practical teaching situations.
- **Issues Analysis**: awareness of key issues in the field of education and ability to delineate a critically reflexive stand on those issues.
- **Applied Communication Intervention**: ability to analyze actions, diagnose problems, and design effective and ethical educational interventions.

This major provides students with the skills, attitudes, and credentials necessary to enter elementary school teaching. Students who successfully complete the major are prepared to meet the requirements for certification in Florida public schools in accordance with the State of Florida Teacher Certification rules.

Program Specifics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 234</td>
<td>Children's Literature for Elementary Educators</td>
<td>3</td>
</tr>
<tr>
<td>MA 117</td>
<td>Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>ED 257</td>
<td>Technology for Elementary Educators</td>
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</tr>
<tr>
<td>ED 104</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 339</td>
<td>Fundamentals of Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 431</td>
<td>Assessment of Learners</td>
<td>3</td>
</tr>
<tr>
<td>MA 204</td>
<td>Mathematics for Elementary Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 347</td>
<td>Elementary Math Methods</td>
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<tr>
<td>ED 305</td>
<td>Reading Fundamentals</td>
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</tr>
<tr>
<td>ED 404</td>
<td>ESOL Methods</td>
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<tr>
<td>ED 332</td>
<td>Reading: Literacy Development and Assessment</td>
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<tr>
<td>ED 437</td>
<td>Field Study #1 (English Student of Other Languages - ESOL)</td>
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<tr>
<td>ED 351</td>
<td>Language Arts Methods</td>
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<tr>
<td>ED 407</td>
<td>Science for Educators</td>
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<tr>
<td>ED 346</td>
<td>Elementary Science Methods</td>
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</tr>
<tr>
<td>ED 408</td>
<td>Social Studies for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 344</td>
<td>Social Studies Methods in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 416</td>
<td>Teaching Reading in the Content Areas</td>
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<tr>
<td>ED 417</td>
<td>Field Study #2 (Reading)</td>
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<tr>
<td>ED 436</td>
<td>Applied Linguistics: ESOL</td>
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<tr>
<td>ED 438</td>
<td>Cultural Dimensions of ESOL</td>
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</tr>
<tr>
<td>ED 423</td>
<td>Classroom Management for Elementary Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 400</td>
<td>Student Teaching in the Elementary School</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Hours 78

1. This course must be completed before taking any of the education classes listed below it.

Candidates must maintain a GPA of 2.50 in all courses, complete the fingerprinting process, and be approved by the Program Director before being permitted to begin Student Teaching. Student Teaching must be passed with a grade of B or better and will be comprised of 13 weeks with 1 week counting as Field Study #3 in Reading.

Note: Students must complete during the semester of student teaching, the student must be available during regular school hours and not be employed full time. This is an intense time of work, and student teachers must give full attention to teaching. The student must have all courses completed, and no other coursework may be taken during the student teaching experience. Any student applying to the Elementary Education degree program should be aware that certain experiences in their background can preclude them from eligibility to work in the state of Florida as an Educator pursuant to Florida
Trinity International University

Statute 1012.32. Please check the following websites to have a clearer understand of the local and state background checks to ensure that your graduation will not be delayed: www.leg.state.fl.us/statutes/index.cfm? (http://www.leg.state.fl.us/statutes) or Florida Department of Education: www.fldoe.org/ (http://www.fldoe.org).

Candidates are required to take the General Knowledge Exam within the first four courses of the major. In addition, students must take and pass the Subject Area Exam and the Professional Education Exam in accordance with the sequence of the cohort schedule provided by their academic advisor.

### Organizational Leadership Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal Environment of Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 302</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 328</td>
<td>Quantitative Skills for Managers</td>
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</tr>
<tr>
<td>BUS 340</td>
<td>Visionary Leadership</td>
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</tr>
<tr>
<td>BUS 341</td>
<td>Leading Teams</td>
<td>3</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3</td>
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<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
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<tr>
<td>BUS 426</td>
<td>Strategic Planning</td>
<td>3</td>
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<tr>
<td>BUS 471</td>
<td>Leadership and Organizational Culture</td>
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<tr>
<td>BUS 481</td>
<td>Organizational Ethics</td>
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<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>COM 335</td>
<td>Intercultural Communication in a Global Context</td>
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</table>

**Total Hours: 48**

### Psychology Major

#### Psychology Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 255</td>
<td>Psychology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 346X</td>
<td>Research Methods and Design</td>
<td>3</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 371</td>
<td>Dynamics of Group Behavior</td>
<td>4</td>
</tr>
<tr>
<td>PSY 381</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 382</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 383</td>
<td>Marital Counseling</td>
<td>3</td>
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<tr>
<td>PSY 384</td>
<td>Parent Education</td>
<td>3</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
<td>3</td>
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</tbody>
</table>

**Total Hours: 50**

### Adult Bachelor of Arts in Psychology/Master of Arts in Counseling Psychology

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Counseling Psychology option at our Florida Regional Center that allows students to take graduate coursework toward the MA in Counseling Psychology while completing their BA in Psychology. With this accelerated option, students can apply to the MA/CP program at TGS while still completing an undergraduate degree
through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for the dual degree program upon completion of 70 credit hours with a 3.0 cumulative GPA. A positive recommendation from a TIU instructor capable of assessing their suitability for graduate work is required. This instructor must have had substantial interaction with the student, per the final approval of Excel’s Director of Academic Operations. Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a psychology instructor, and a 3.0 GPA for all transferred college work, including a 3.0 GPA in Trinity coursework.

Approved students will take nine (graduate) credits in the MA/CP, which, upon completion of those nine credits, will reduce the number of (undergraduate) credits required to complete a bachelor’s degree from 124 to 115. This can be accomplished in one or more of the following ways:

1. ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One graduate CP course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional CP courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/CP program.
Trinity Graduate School Programs

Overview of TGS Master’s Programs in Florida

The Master of Arts in Counseling Psychology (MA/CP), a 54- or 60-semester-hour degree (depending on concentration selected), is offered through Trinity Graduate School at the Florida Regional Center. This degree has two concentrations: Mental Health Counseling, which is designed to lead to licensure as a mental health professional; and Guidance and Counseling, which is designed to allow students to enter the field of school guidance and counseling. The Master of Arts in Leadership (MA/L) is a 39-40 semester hour degree designed to prepare students to lead adaptively to meet the challenges of business, community, international and nonprofit organizations. The MA/L offers emphases in nonprofit, organizational, and international leadership to equip students for roles in a variety of contexts.

Programs

• Master of Arts in Counseling Psychology (MA/CP) (p. 529)
• Master of Arts in Leadership (MA/L) (p. 532)

Master of Arts in Counseling Psychology (MA/CP)

Mission Statement

The MA in Counseling Psychology (MA/CP) equips students to integrate professional counseling with a biblical worldview to serve all peoples.

Program Objectives

Students graduating from the MA/CP program will be able to:

• Integrate a biblical worldview in counseling theory and practice
• Apply their faith in areas of service to underserved client populations
• Adhere to cultural competency standards when working with the needs of diverse clients
• Display thorough content knowledge in core competency areas in the field of counseling psychology
• Assess, deliver, and document appropriate interventions that are consistent with current standards of care in the counseling profession
• Critically reflect upon their personal growth and refine their counseling skills in order to provide ethical and professional care for clients

Additional Admissions Requirements

In addition to the General Admissions requirements, an interview with MA/CP faculty may be required for admission.

Candidacy

In addition to the candidacy requirements outlined in “Academic Policies,” MA/CP students are required to participate in one semester of group counseling while in residence. This group experience is offered in the summer.

A separate fee is charged for this counseling.

Program Prerequisites

The following courses are program prerequisites for the MA/CP:

9 semester hours of psychology, including

• General Psychology (3 hours)
• Statistics (3 hours)
• any clinical psychology elective, including therapeutic, personality, or abnormal psychology or any developmental elective (3 hours).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
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<tr>
<td>Common Core Courses</td>
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<tr>
<td>ID 5001</td>
<td>Foundations for Integrative Thought</td>
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</tr>
<tr>
<td>ID 5002</td>
<td>Foundations for Cultural Engagement</td>
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</tr>
<tr>
<td>Required Counseling Courses</td>
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<tr>
<td>CP 5210</td>
<td>Counseling Skills Training</td>
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<tr>
<td>CP 5310</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CP 6110</td>
<td>Career Counseling</td>
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### Concentrations

#### Mental Health Counseling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 6650</td>
<td>Multicultural Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7450</td>
<td>Psychopathology</td>
<td>3</td>
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</table>

#### Concentration Electives

Select 2 courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child &amp; Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6625</td>
<td>Theoretical Foundations of Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CP 7140</td>
<td>Crisis Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 7950</td>
<td>Counseling Practicum ¹</td>
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<tr>
<td>CP 7963</td>
<td>Advanced Counseling Practicum ¹</td>
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</tr>
<tr>
<td>CP 8000</td>
<td>Current Studies in Counseling and Psychology</td>
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</table>

Total Hours: 27

¹ The State of Florida requires 1,000 internship hours for licensure, a percentage of which may be specified as face-to-face. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using CP 7950 or CP 7963 as one of the Mental Health Counseling concentration electives.

#### Guidance and Counseling

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CP 5140</td>
<td>Principles of Guidance and Counseling</td>
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</tr>
<tr>
<td>CP 5145</td>
<td>School Consultation Procedures</td>
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</tr>
<tr>
<td>CP 6140</td>
<td>Counseling Exceptional and At-Risk Children</td>
<td>3</td>
</tr>
<tr>
<td>CP 6530</td>
<td>Child &amp; Adolescent Counseling</td>
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</table>

#### Concentration Electives

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 5120</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6015</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 6610</td>
<td>Human Sexuality</td>
<td>3</td>
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</tbody>
</table>
CP 6625  Theoretical Foundations of Marriage & Family Therapy  3
CP 6650  Multicultural Issues in Counseling  3

Total Hours  21

Capstone Options for Students Not Pursuing Licensure

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 7480</td>
<td>Counseling Psychology Capstone Integrative Paper</td>
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</tr>
<tr>
<td>CP 7478</td>
<td>Counseling Psychology Capstone Project</td>
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<tr>
<td>CP 7985</td>
<td>Counseling Psychology Thesis</td>
<td>3</td>
</tr>
<tr>
<td>CP 7910</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CP 7969</td>
<td>International Counseling Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Capstone Experience

Students in the MA in Counseling Psychology with a Mental Health Counseling concentration must meet internship requirements in order to be licensed in the state of Florida. In addition, students in the Guidance and Counseling Concentration must meet the practicum requirements for state certification. Students not pursuing licensure/certification may opt to complete the degree by choosing among three other capstone options: Capstone Project, Capstone Thesis or the International Counseling Experience with the program director’s approval. Students completing the capstone options will need 60 credit hours for graduation in the Mental Health Counseling concentration and 54 hours in the Guidance and Counseling concentration.

However the student chooses to meet the capstone experience requirement, all students must register for course credit for their selected capstone experience in the semester in which they start the capstone. Students making progress toward completion of a capstone but unable to finish in a single semester can apply for a capstone extension. They must then register for CP 7486. Capstone extension fees will be assessed. Students who opt to fulfill the capstone by writing a thesis must also take CP 7910.

The capstone experience must be completed subsequent to candidacy and is supervised by a faculty member. Students opting to write a formal master’s thesis should consult the Counseling Psychology Program Director for details.

Adult Bachelor of Arts in Psychology/Master of Arts in Counseling Psychology

The Trinity College Excel Program and Trinity Graduate School (TGS) offer a dual degree Bachelor of Arts/Master of Arts in Counseling Psychology option at our Florida Regional Center that allows students to take graduate coursework toward the MA in Counseling Psychology while completing their BA in Psychology. With this accelerated option, students can apply to the MA/CP program at TGS while still completing an undergraduate degree through Excel. Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

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2. ID 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One graduate CP course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID 5001 and/or ID 5002 as an undergraduate, one or two additional CP courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Thus on completion of the undergraduate degree, students will be approximately a full semester ahead as they continue graduate studies in the MA/CP program.
Master of Arts in Leadership (MA/L)

Program Purpose
The MA in Leadership (MA/L) equips students to lead adaptively to meet the challenges of the business, community, international and nonprofit organization.

Program Objectives
It is our intent that graduates of the MA/L program will meet program objectives in four areas: ethical character, contextual relationships, managerial skills, and academics, defined as follows:

- In regard to ethical character, graduates will integrate their Christian faith with their thoughts, feelings, and actions in such a way that they become lifelong agents of ethical conduct, influence, and organizational participation.
- In regard to contextual relationships, graduates will apply culturally-aware, biblically-framed, and contextually communicated approaches to relational development.
- In regard to managerial skills, graduates will employ leadership skills and tools effectively to manage operations within the specialized contexts of their professional and/or academic discipline(s).
- In regard to academics, graduates will demonstrate competencies in the domains of leadership theory/practice, research, lifelong learning, and discernment regarding current/emerging issues in leadership.

Program of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LR 5001</td>
<td>Foundations for Integrative Thought in Leadership</td>
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<tr>
<td>LR 5002</td>
<td>Foundations for Cultural Engagement in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LR 5010</td>
<td>Introduction to Leadership:Definition and Perspectives</td>
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</tr>
<tr>
<td>LR 5051</td>
<td>Foundations for Ethical Leadership</td>
<td>2</td>
</tr>
<tr>
<td>LR 5460</td>
<td>Change and Conflict Management</td>
<td>2</td>
</tr>
<tr>
<td>LR 6371</td>
<td>Contextualization and Communication</td>
<td>2</td>
</tr>
<tr>
<td>LR 6380</td>
<td>Assessment and Innovation</td>
<td>2</td>
</tr>
<tr>
<td>LR 6720</td>
<td>Followership</td>
<td>2</td>
</tr>
<tr>
<td>LR 6811</td>
<td>Social and Cultural Understanding for Leadership</td>
<td>2</td>
</tr>
<tr>
<td>LR 6850</td>
<td>Organizational Dynamics</td>
<td>2</td>
</tr>
<tr>
<td>LR 5570</td>
<td>Group and Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>LR 6520</td>
<td>Coaching and Mentoring</td>
<td>3</td>
</tr>
<tr>
<td>LR 6920</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>LR 5820</td>
<td>Globalization for Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LR 5890</td>
<td>International Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ME 8210</td>
<td>Intercultural Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 5530</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>BE 5000</td>
<td>Introduction to Bioethics: Matters of Life and Death</td>
<td>3</td>
</tr>
<tr>
<td>BE 5100</td>
<td>Intensive Bioethics Institute</td>
<td>3</td>
</tr>
</tbody>
</table>
BE 6100  Bioethics Colloquium  1-2
BE 6300  Bioethics, Human Dignity, and the Church  3
BE 6500  Advanced Bioethics Institute  3-4
BE 6600  Classic Cases in Bioethics  3
BE 7700  Bioethics Seminar  1-4
CO 5210  Counseling Skills Training  3
CO 6000  Current Studies in Counseling  1-3
CO 6120  Addiction Counseling  3
CO 6530  Child & Adolescent Counseling  2-3
CO 6610  Human Sexuality  3
CO 7140  Crisis Counseling  2-3
EM 5150  Urban Educational Ministries  3
ES 7805  Development of Emerging Leaders  1-2
ES 7816  Leading Change in Organizations  1-2
ES 7830  Developing Collaborative Teams  1-2
ES 8220  Teaching in Higher Education  3
ME 6610  Anthropology for Ministry  2
ME 6660  Christian Community Development  2
ME 7722  Studies in Reconciliation  2
ME 8312  Christian Encounter with World Religions  3
PT 7870  Ministry of Mercy & Justice  2
**Capstone Courses**

LR 7468  Leadership Capstone Literature Review  2
LR 7478  Leadership Capstone Project  3
or LR 7480  Leadership Integrative Paper

**Total Hours**  39-40

1. Given the interdisciplinary nature of leadership and the diverse potential goals of our graduates, students may avail themselves of a variety of graduate-level electives offered by Trinity Graduate School, such as the bioethics courses. Departments of Counseling, Education, Pastoral Theology, and Intercultural Studies at Trinity Evangelical Divinity School offer electives that may be of particular interest to a learner's pursuits.

2. This course may be waived by the program director for a student with exceptional research skills.

**Adult Bachelor of Arts/Master of Arts in Leadership**

Trinity Graduate School and the adult undergraduate programs, REACH and Excel, offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership (MA/L) with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: business, organizational leadership, Christian ministries, and psychology.

Approved students will take nine credits in the MA/L, which, upon completion of those nine credits, will reduce the number of required credits from 124 to 115 in order to graduate with a bachelor's degree. This can be accomplished in one or more of the following ways:

1. ID 5001 / LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in the general education category Biblical Studies.
2. ID 5002 / LR 5002 Foundations of Cultural Engagement (3 hours) replaces the general education requirement in the category Intercultural Study.
3. One LR course (3 hours) replaces 3 hours of undergraduate elective credit.

Or, if a student does not take ID/LR 5001 and/or ID/LR 5002 as an undergraduate, one or two additional LR courses (3 or 6 credits) replace an additional 3 or 6 hours of undergraduate elective credit.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale, 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from a TIU instructor capable of assessing their performance in an ongoing or recent leadership role is required. This instructor must have had substantial interaction with the student, per the final approval of the REACH or Excel academic directors.

Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a TIU instructor (per the final approval of REACH or Excel academic director), a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.
Trinity Evangelical Divinity School Programs

TEDS offers a number of accredited degree programs to enable Christians to pursue God's calling for their lives of ministry. Each program, or group of programs, has specific objectives, and the student should consider these when selecting a program to pursue. The TEDS Program available at the Florida Regional Center is briefly outlined below. (Note that admission to a particular program at TEDS does not ensure admission to another, if a student should decide to switch programs. Consult an admissions counselor for guidance on the appropriate program to make application.)

Master of Arts Program

The Master of Arts (MA) is considered an academic degree in general theological studies designed to provide a basic understanding of particular theological disciplines for further graduate study or for general educational purposes. It is designed on a two-year model for program completion, dependent upon prerequisites completed. Often the MA is a prerequisite degree for enrolling in a public university-based terminal degree or doctoral program, though this is not always the case. Many universities accept students into a master's doctoral program track that will award the student a master's degree while admitting them later to a doctoral program. Students anticipating future terminal degree work are advised to consult with the institution where they anticipate undertaking doctoral studies to ensure that their graduate-level preparation will be appropriate for doctoral admission. Often such students may be required to devote the capstone project in their master's program to the writing of a thesis that demonstrates ability to do academic research.

Visiting Faculty for the Master's Degree Program

Regular Deerfield-based faculty, plus Trinity-approved adjunct extension faculty regularly teach courses. These faculty members include the following:

- Steven Roy, PhD
- Phil Sell, PhD
- Dana Harris, PhD
- Peter Cha, PhD
- John Monson, PhD
- Jared Alcantara, PhD
- Joshua Jipp, PhD
- David Luy, PhD

Affiliated Programs

Trinity offers graduate courses in conjunction with several ministry organizations that are applicable to a TEDS graduate degree. These special courses are offered at times and places specific to the ministry. For a current complete listing, contact TEDS at 800.588.7705 or 847.317.6550.

**Cru**

Graduate courses are available through the School of Leadership in Fort Collins, Colorado. These courses are designed for Cru staff but are also available for enrollment by others. For further information, call Keith Johnson at 919.401.6398 or e-mail Keith (Keith.Johnson@uscm.org). (Keith.Johnson@uscm.org)Johnson (Keith.Johnson@uscm.org)@ (Keith.Johnson@uscm.org)uscm (Keith.Johnson@uscm.org). (Keith.Johnson@uscm.org)org (Keith.Johnson@uscm.org).

**The Center for Bioethics and Human Dignity**

Graduate-level and Doctor of Ministry courses are offered in conjunction with conferences and institutes of the Center each summer in Deerfield and at other locations during the year. For information, call 888.246.3844 or 847.317.8180.

**InterVarsity Christian Fellowship**

Graduate courses are offered in conjunction with year-round staff training programs and intensive summer training events in Madison, Wisconsin. They are available only for InterVarsity staff. For information, call Judy Johnson of InterVarsity at 608.443.3708.

**Perspectives**

ME 5050 is offered at locations around the United States in conjunction with the Perspectives Study Program of the U.S. Center for World Mission. For information, call Perspectives at 626.398.2125.

**Young Life**

Graduate courses are offered in conjunction with Young Life year-round staff training programs. They are available only for Youth for Christ staff. For information, call Ken Knipp of Young Life at 719.381.1999.

**Occasional Courses**

Throughout the calendar year, TEDS offers graduate credit courses throughout North America at a variety of sites linked with special events or anticipated future program sites. These often include conference settings in such venues as the Urbana Conference, The Spiritual Formation Forum,
Trinity International University

Xenos Summer Institute, and others such as those affiliates listed above. Contact the Office of Extension and Affiliated Education at 800.588.7705 or 847.317.6550 for current information.

**TEDS Online - Distance Education**

**Fully Online Distance Education Courses**

Fully Online Distance Education courses provide a virtual classroom experience, while allowing students to fit their studies around their own schedule. Students watch lectures and complete assignments on a weekly basis, interacting with other students and the instructor to deepen their understanding of the subject. Courses follow the same semester schedule as courses offered at the TEDS Deerfield campus including registration, adds/drops, and withdrawal.

Further information regarding Fully-Online Distance Education Courses may be obtained from the TEDS Online Office: TEDSOnline@tiu.edu, 800.588.7705 or 847.317.6554, or Florida Regional Center students should register through the coordinator for the Master of Arts in Theological Studies program. Please call 954.382.6400 and ask for the program coordinator.

Course registration is for a given semester. All Fully-Online Distance Education courses are tied to the regular semester schedule.

The TEDS Online Office anticipates offering the following courses on a rotating basis, with new courses being added as they are available. Please consult the TEDS course schedule on MyTIU for the list of courses available in a given semester. Please consult the Course Descriptions section of the catalog for a description of each course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EM 5210</td>
<td>Christian Leadership and Administration</td>
<td>2-3</td>
</tr>
<tr>
<td>HM 5000</td>
<td>Theology and Methodology of Biblical Preaching</td>
<td>2-3</td>
</tr>
<tr>
<td>NT 4030</td>
<td>Beginning Greek I (undergraduate credit only)</td>
<td>4</td>
</tr>
<tr>
<td>NT 4031</td>
<td>Beginning Greek II (undergraduate credit only)</td>
<td>4</td>
</tr>
<tr>
<td>NT 5000</td>
<td>Intro to the New Testament</td>
<td>4</td>
</tr>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament</td>
<td>4</td>
</tr>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
<td>1</td>
</tr>
<tr>
<td>PT 7280</td>
<td>Christian Worship</td>
<td></td>
</tr>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
<td>3</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
<td>3</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
<td>3</td>
</tr>
</tbody>
</table>

**Programs**

- Master of Arts, Concentration in Theological Studies (MA/TS) (p. 535)

**Master of Arts, Concentration in Theological Studies (MA/TS)**

**MA/TS Program Purpose**

The MA/TS program provides a basic understanding of Christianity for general educational purposes. Trinity's MA/TS program draws from the breadth of the curriculum requiring substantive study in biblical, theological, and historical and global areas, combined with a significant number of hours in the student's area of interest. The program is particularly suited for Christians desiring to better understand God's revelation to humanity in the biblical and theological context of orthodox historic Christianity and who are engaged in nonchurch-related vocations or for those seeking a general theological degree to accompany a specialized master's degree. As a seminary degree, its particular concern is to relate theological studies to the work of the church. Program participants may also elect to focus their elective coursework, capstone project, and field education coursework on a particular subject area available in the curriculum or at their particular site. The MA/TS may be completed in total at the Florida Regional Center. Some coursework may also be completed through distance education.

**MA/TS Program Objectives**

The MA/TS will enable participants to

1. Understand the biblical and theological constructs that form the foundation for the Christian faith
2. Think critically and constructively about the historic and global contexts of Christianity
3. Examine closely an area of theological studies of personal interest
4. Articulate their Christian faith in light of their present vocational engagement
5. Grow in personal and spiritual maturity
6. Demonstrate competence in writing and research
MA/TS Program Admission Requirements and Prerequisites

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

1. Applicants must possess a baccalaureate degree, or the educational equivalent, from a recognized accredited institution. In some cases, admission with deficiencies is possible with fulfillment of those deficiencies at Trinity.
2. The applicant's undergraduate grade point average must be a minimum of 2.5 on a 4.0 scale; however, since GPA is not always an accurate indication of an applicant's abilities for graduate work, those with a lower GPA are encouraged to consult with an admissions counselor.
3. Scores from the Miller Analogies Test (MAT) (preferred) or the Graduate Record Exam (GRE) are required for applicants whose undergraduate GPA is less than 2.5, and for others upon request from the Admissions Office. The recommended minimum scores are the 50th percentile for both GRE (150 verbal, 4.0 analytical) and MAT (400). Note that standardized test scores alone will not determine whether an applicant is admitted to a program of study, but will be considered in conjunction with the rest of an applicant's file.

MA/TS Residency Requirement and Program Duration

The residency requirement for the MA/TS degree is that a minimum of 24 hours must be completed through Trinity coursework, with the final 8 hours taken through Trinity. The 24 hours may be completed in Florida, at an extension site, at the Deerfield campus, or through Trinity Distance Education or independent study courses as arranged with the program advisor.

Note: It is not the design or intent of the MA/TS program to be completed solely in an independent or distant mode. Participants should anticipate spending a minimum of 50 percent of their coursework in the classroom at a TEDS site. Numerous delivery options are available, including summer, weekend, evening, and other class formats. A maximum of five courses (15 hours) in Distance Education may be taken in a TEDS degree program.

MA/TS Statute of Limitations

All MA/TS program requirements must be completed within eight years of matriculation into the program. Extension of the statute of limitation for up to two years may be granted by petition when a student has demonstrated consistent program progress toward the degree.

MA/TS Candidacy Requirements

Admission to the MA/TS program must be followed by achievement of candidacy for the degree. Program candidacy occurs when:

1. A minimum of 16 hours in the program is completed with a minimum GPA of 2.5 for program coursework after admission to the program
2. All entrance deficiencies and conditions are removed.
3. Formal action has been taken by the faculty to grant candidacy for the degree.
4. Additional candidacy requirements may be present at regional sites. Contact the local program director for details.

MA/TS Graduation Requirements

1. Complete the General Graduation Requirements for all master's programs.
2. Complete a minimum of 42 semester hours with a cumulative GPA for program coursework of at least 2.5, with no coursework graded below a "C-" applicable to the degree.
3. Complete two semesters of Field Education; or one semester of Field Education and two semesters of Formation Group.
4. Complete the MA/TS capstone project in the form of an integrative paper or ministry project for 2 hours.

The flexibility of the curriculum in the MA/TS program allows the participant to focus a significant part of their studies in a particular area of interest. Options available vary widely according to the eclectic interests of the student, curriculum available at a particular site, and course selections a student might make from the ability to cross-register into seminaries in the Association of Chicago Theological Schools (ACTS) consortium. Such flexibility provides a strong understanding of Christianity for general educational purposes, while enabling a student to complete as many as 14 or more semester hours (electives plus capstone) in their area of interest. Interest areas include: church administration, age or specialized ministry, Bible, theology, and many others. Many interest areas may be further pursued in a complete degree program in that area at the Deerfield campus.

Biblical Studies

Select 8-12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>OT 5000</td>
<td>Intro to the Old Testament</td>
</tr>
<tr>
<td>NT 5000</td>
<td>Intro to the New Testament</td>
</tr>
</tbody>
</table>

Theological Studies

Select from ST, PR, CC, BE studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 5101</td>
<td>Theology I: Intro to Theology</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>ST 5102</td>
<td>Theology II: Christ, Man, Sin &amp; Salvation</td>
</tr>
<tr>
<td>ST 5103</td>
<td>Theology III: Holy Spirit, Church, Last Things</td>
</tr>
</tbody>
</table>

**Historical and Global Studies**

Select from CH and ME studies  

**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 5010</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>CH 5060</td>
<td>American Church History</td>
</tr>
<tr>
<td>ME 6410</td>
<td>History of Missions in the Modern World</td>
</tr>
<tr>
<td>ME 6760</td>
<td>Theology of Mission &amp; Evangelism</td>
</tr>
<tr>
<td>ME 7450</td>
<td>Christianity in the Non-Western World Since 1700</td>
</tr>
<tr>
<td>ME 7710</td>
<td>Contextualization</td>
</tr>
</tbody>
</table>

**Electives**

Select 12-15 hours. These courses may focus in a department or area of interest or be selected from across the curriculum.  

**Additional Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 5000</td>
<td>Personal Assessment and Introduction to Ministry</td>
</tr>
</tbody>
</table>

Select one option from the following:

- **Option 1:**
  - PT 5090  Field Education (two semesters)

- **Option 2:**
  - PT 5090  Field Education (1 semester)
  - ID 5080  Formation Group (two semesters)

**Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ID 7468</td>
<td>MA (Theological Studies) Capstone</td>
</tr>
</tbody>
</table>

**Total Hours**  

37-51

1 Include both OT and NT studies; languages not applicable.

Note: Refer to the complete course descriptions for the MA/TS degree in this catalog.
Admissions

EXCEL Admissions

Admission Requirements

Standard Admission Requirements

The standard requirements for admission to EXCEL coursework, no matter how many credits are transferred from other institutions are:

1. Proof of high school graduation or GED certification
2. Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
3. Minimum age 23, OR age 21 with two years of work experience

Admission decisions may be appealed to the Appeals Committee when questions of qualification arise.

Admission for Those Transferring Fewer than 15 Semester Credits

Applicants seeking admission with fewer than 15 college credits may take only lower-division (100-200) courses offered in General Education Courses. Given the lack of formal college experience on which to base an admission decision, prospective students will need to give evidence of ability in reading comprehension, critical thinking, and writing. Students must complete a writing assessment, which will determine placement in the program. Students who do not wish to take the placement assessment test must begin by taking at least two of Trinity’s developmental writing courses and passing them with a grade of “C” or better before continuing in the program.

Admission to Upper-Division Courses

Beyond the standard admission requirements, additional requirements to any upper-division courses include:

• Completion of at least 25 transferable credits from an accredited college or university or from Trinity for which a grade of “C” or better was received, and an overall GPA of 2.0 on a 4.0 scale. (“C” includes C, C+)
• Completion of at least 3 credits in college composition with a “C” or better
• Completion of IDS 105 E Foundations for Adult Learning

Admission to All EXCEL Majors (except Elementary Education)

In addition to the general admission requirements, a student entering the major cohorts must meet the following criteria:

• Completion of at least 25 transferable credits from a regionally accredited college or university or accredited by an agency accepted by the U.S Department of Education or accepted by its own State Department of Education for certification purposes, or from Trinity for which a grade of “C” or better was received and an overall 2.5 on a 4.0 scale (“C” includes C, C+)
• A grade point average of 2.5 or higher on all previous college work from a regionally accredited college or university.
• Successful demonstration of thinking, organization, and writing ability through a writing sample.
• Completion of at least 6 credits in college composition with a “C” or better.
• Successful interview with Program Director
• Faculty references/recommendations
• Completion of IDS 105E Foundations for Adult Learning

Computer Expectations

Students enrolled in the EXCEL program are expected to have easy access to a computer, printer, and the Internet. It is very difficult to complete the degree programs without these tools. Courses will require the production of papers and interaction using email and other technologies. Students may also be required to do research online, complete web-based assignments, and produce computer-based electronic products.

All Trinity Florida EXCEL students have access to the campus computer lab at the Florida Regional Center site. Currently, the computer lab is located in the library. Hours available may vary seasonally based on campus schedules. Call ahead if you anticipate using the lab.

Phone: 954.382.6401
Library phone: 954.382.6561

Writing Placement

EXCEL is a writing-intensive program. Students are expected to achieve a level of writing competence early in their Trinity experience to excel in their studies. In an effort to ensure the success of all students, a computerized writing evaluation will be administered by the EXCEL admissions staff for students who do not meet all of the following criteria:

• Have 15 or more college credits (technical credits are not considered in meeting this criterion)
• Have been enrolled in school within the last five years • Have a cumulative GPA of at least 2.5 from previous college work
• Have completed six credits of English Composition, or the relevant equivalents, achieving a minimum grade of C

The results of the writing assessment will determine what, if any, writing course(s) students will be required to complete with a “C” or better within the first 24 credits of the EXCEL program. If students have met all their writing general education requirements and achieve a satisfactory score on the assessment, no further writing courses will be required. If, however, the score is below the determined level on the assessment, students will be required to take the course(s) most appropriate to their level, regardless of whether all general education requirements have been met.

Admission to the Elementary Education Major

In addition to the standard admission requirements, a student entering the Elementary Education major must meet the following criteria:

• Completion of at least 25 transferable credits from a regionally accredited college or university or accredited by an agency accepted by the U.S Department of Education or accepted by its own State Department of Education for certification purposes, or from Trinity for which a grade of “C” or better was received and an overall 2.5 on a 4.0 scale (“C” includes C, C+)
• A grade point average of 2.5 or higher on all previous college work from a regionally accredited college or university.
• Successful demonstration of thinking, organization, and writing ability through a writing sample.
• Completion of at least 6 credits in college composition with a “C” or better.
• Successful interview with Program Director
• Faculty references/recommendations
• Completion of IDS 105E Foundations for Adult Learning
Second Bachelor's Degree Option

Applicants to the EXCEL Program who already hold a regionally accredited baccalaureate degree will be allowed to pursue and, if all requirements are met, earn a second bachelor’s degree from Trinity. From the existing bachelor’s degree coursework, we would transfer applicable general education and elective credits that meet current Trinity degree requirements for the second bachelor’s degree. Also, students would be required to complete the major, as well as BI 101 and BI 111, if they do not transfer in equivalent courses. Students who have a baccalaureate degree from another school need to take a minimum of 33 credit hours at Trinity and must complete at least two-thirds of a major in new coursework at TIU to receive the second bachelor’s degree from Trinity-Florida. This second-degree option is also available to students who already hold a TIU bachelor’s degree. Students pursuing a second bachelor’s degree are not eligible for federal grant funds. Lifetime Direct Loan limits for undergraduate work must be reviewed to determine a student’s remaining Direct Loan eligibility, if any.

Application Process

Initial inquirers interested in an EXCEL degree program, and students who are reapplying to EXCEL, are encouraged to begin the application process as soon as possible. The application packet must be complete no later than two weeks prior to the start of class. The typical sequence of the application process is:

• Contact the Admissions Office to request the EXCEL Degree Programs Application Packet.
• Return the completed application with application fee to the Admissions Office.
• Using the transcript request form in the application packet, request official transcripts from all colleges or universities where you have attended classes. Student copies or hand-delivered copies are not considered official transcripts and will not be accepted for purposes of admission. Upon receipt of all official transcripts, the EXCEL admissions staff will provide the applicant with an assessment of previous college coursework.
• Complete the writing sample as described in the application packet.
• Upon completion of the transfer credit assessment and evaluation of the writing sample, the EXCEL admissions staff will evaluate your application packet for admission. You will then be notified of your admission status, usually within two weeks.
• If you are offered admission, you must confirm that you accept being admitted. At this time you will select the course(s) with which you will begin classes at TIU.
• Although not required for admission, you are strongly encouraged to complete the financial aid application as early in the admission process as possible since some types of aid are available only at certain times of the year. More details on financial aid are provided in the Financial Aid section of this catalog.

The EXCEL admissions staff is available to help you with any of these steps.

Student Classifications

Regular Student: A student who is enrolled in a degree program at Trinity International University.

Auditor: A student who is permitted to enroll in a course without being required to fulfill the normal requirements of a course when it is taken for credit. No credit is granted. Audited courses will be recorded on the official transcript. Those students wishing further knowledge of a particular topic, but not interested in pursuing a degree or additional credits are invited to audit any of the elective courses offered. To enroll, a person completes an audit application, registers, and pays the audit fee for each course. The school reserves the right to limit the number of students in any class. VA students seeking audit status are not approved for benefits by the DVA.

It is recommended that auditors do all reading and written assignments and prepare for each class. If assignments are submitted on their due dates, faculty may provide feedback on prepared work but will not assign grades. An auditor is required to follow the EXCEL attendance policy to successfully complete the course.

Transfer Student

Trinity accepts credits earned at other accredited institutions with some minor exceptions (please refer to Transfer of Credit Policy in the Trinity College Traditional Undergraduate Admissions section of the catalog, Transfer credit tab).

Leave of Absence

Students who do not wish to register for classes for a period of one to two semesters should request a Leave of Absence (LOA) from the Director of Academic Operations. This notifies TIU of the student’s academic plans and enables Trinity to respond appropriately to the student’s needs. A student on an approved LOA is considered active and campus services, such as library and e-mail, remain available. The student must be in good standing with Student Accounting to remain active and be able to register for the next semester.
TGS Admissions

Contact Information
Trinity Graduate School seeks applicants who desire graduate education within an evangelical Christian worldview. Admission to the graduate school is open to qualified persons of all denominations and fellowships, of any race, color, and national or ethnic origin, without regard to sex or handicap. For more information on admissions policies or procedures, please contact the location in which you are interested:

Write: TIU Florida
3700 Lakeside Drive, Suite 200
Miramar, FL 33027

Call: 954.382.6400
Fax: 954.382.6470
Email: info-frc@tiu.edu (gradflorida@tiu.edu)
Web: florida.tiu.edu (http://florida.tiu.edu)

Admissions policies and procedures are subject to change without notice.

General Admission Requirements
Applicants should be aware that in the admissions review all components of the application packet are examined with no one component serving solely as a basis for admission or rejection of an application. Also note that individual programs may have additional admission requirements described in the program prospectus in the catalog. Admission to the graduate school normally requires the following items:

1. The completed Application Form.
2. An official transcript indicating graduation with a baccalaureate degree or its equivalent from an accredited college or university, typically including at least 60 semester hours of liberal arts coursework. Official transcripts must be submitted from schools attended since high school. Applicants who attended secondary (high school) outside the United States should submit those transcripts as well. Certified translations for non-English transcripts are required.
3. A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale)
4. Submission of scores from Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT) for those whose undergraduate GPA falls below a 3.0. Test scores must be less than five years old.
5. Completed recommendation forms from
   a. a pastor or church leader who knows the applicant,
   b. a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate), and
   c. an employer or other relevant individual.
6. Proof of English competency if English is not the applicant’s first language. English competency is typically measured by the Test of English as Foreign Language (TOEFL). Applicants must obtain a minimum TOEFL score of 92 (Internet-based test), 237 (computer test), or 580 (paper-based test). Scores submitted must be less than two years old. Waivers from TOEFL are not normally granted; however, if a waiver is authorized, applicants are required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Waiver request must be submitted in writing to the Director of Admissions at least three months prior to the application deadline to allow sufficient time for testing if the waiver is denied. Failure to submit qualifying test scores by the application deadlines may result in postponement or denial of the application decision. Students must submit all other necessary application materials for a TOEFL waiver to be considered.
7. Personal statements that include the following:
   a. A statement of the applicant’s past and present spiritual life. This may include one’s Christian conversion and/or other significant spiritual events and formative influences in one’s life (one or two pages).
   b. A statement outlining the applicant’s motivation to study at Trinity Graduate School, an evangelical Christian school and one’s future goals (one or two pages).
8. Submission of a $40 nonrefundable application fee.
9. Submit a one-time $100 refundable tuition deposit in U.S. dollars drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.

Program Prerequisites
Each program will have required relevant prerequisites defined in at least one of the following categories:

1. undergraduate coursework,
2. program-oriented work,
3. program-oriented extensive or intensive experience, or
4. other (writing, etc).

Prospective students should note specific program prerequisites in the individual program prospectus and in the catalog.

Application Procedure
The application process is detailed on the admission website (http://florida.tiu.edu/admissions-financial-aid/apply-now). Trinity follows a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage application six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines:

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

International Applicants
March 1 Fall semester pre-application information form deadline (including summer session)
April 1 Fall semester deposit deadline
June 1 Spring semester pre-application information form deadline
September 1 Spring semester application deadline
November 1 Spring semester deposit deadline
Applications received after these deadlines may not be considered in the term for which originally applied, and no applications will be considered for a given semester after the second week of that semester.

Upon admission to Trinity, students should submit a tuition deposit to the Admissions Office to reserve their place in TGS. This deposit is credited toward the first term’s tuition and may be refundable. New students are encouraged to submit their deposit early since course registration times are assigned based on the date the deposit is received.

Denied applicants may appeal in writing to the Admissions Committee no later than ninety days following the date of the decision.

Additional Considerations for International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students should not be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following four items: Pre-application information form, language requirements, financial requirements, and visa requirements.

Pre-Application Information Form for International Master’s Applicants

Prospective international students need to provide their e-mail address to the Records Department so a Welcome Letter can be sent to them. The Welcome Letter contains detailed instructions and an I-20 Application that must be completed and returned to the Records Department. In the I-20 Application, the prospective international student provides preliminary documentation, as required by the U.S. Government, to identify their sources of funding for both education and living expenses while at Trinity. Applications for program admission will not be reviewed until the I-20 Application has been received and approved by Trinity. This begins the application process.

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

International students on an F-1 visa should not plan on working in the U.S. to fund their studies. They are required to register as a full-time student each semester and the Florida Regional Center requires payment in full prior to starting semester classes. A payment plan is not an option at the FRC.

Subsequent to approval of the I-20 Application, the prospective student’s Application for Admission will be received and reviewed for admission to Trinity.

Financial Requirements

After the I-20 Application has been received, the Application for Admission will be reviewed.

Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds starting at US $30,000 to satisfy this requirement.

Accepted international applicants must submit the Application Fee that pertains to their program of study

Visa Requirements

Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa which is granted by the embassy in the student’s country.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards.
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through documentation provided with the I-20 Application
4. Applicant has submitted the application fee that pertains to their program of study

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). It is the responsibility of the student to maintain legal immigration status.

Guidelines for Graduate Studies Preparation

Students who are still pursuing an undergraduate degree are encouraged to incorporate coursework into their studies that will fulfill the following guidelines:

- Students coming into Trinity Graduate School should typically have had at least 60 semester hours of liberal arts coursework, including a broad undergraduate background in the humanities and the natural and social sciences.
- Pre-graduate studies should give evidence that the applicant has developed the ability to think independently and to communicate effectively. Application materials will be carefully evaluated for writing skills. If a weakness is discovered, the student may be required to take extra study in English composition.
- The applicant should carefully note the prerequisites for each program and take as many of those courses as possible at the undergraduate level. In most cases, if a student is qualified for admission but lacks the necessary prerequisite coursework, the deficiency can be removed through additional coursework at Trinity International University.
- Applicants are encouraged to become familiar with the content of the Bible, either through formal coursework or personal study. If an applicant’s undergraduate program includes courses that parallel required courses in the Trinity curriculum, the applicant will be granted considerable flexibility in selecting advanced-level courses as substitutes for the required classes. Faculty advisors are able to assist in this process.
Admission Policies

Advanced Substitutes
Students who have taken undergraduate courses that are clearly parallel to required courses in their TGS program, may modify their program through Advanced Substitutes. This policy allows students to build on, rather than duplicate studies that they have already completed. Advanced substitute courses are to be approved by the Dean’s Office.

Application for Readmission
There are certain situations in which students may need to submit a supplementary application.

• If they are accepted to Trinity Graduate School but do not enroll
• If they withdraw temporarily

However, if more than two years lapse after original acceptance, withdrawal, or completion of their first program, students will be required to submit new application materials, including recommendations and personal statements. Students who are readmitted are subject to the requirements of the catalog that is current at the time they re-enroll in coursework.

Change of Enrollment Date
Students may find it necessary to postpone their anticipated date of enrollment. If the new date is more than two years from the original date of acceptance, students will be required to submit new application materials. However, if the new enrollment date is within a two-year timeframe, students should notify the Admissions and Financial Aid Offices to receive applicable instructions. Students’ program of study will be governed by the catalog that is current in the semester they enroll.

Active and Inactive Student Status
Active student status requires successful completion of one course each semester for consecutive terms. Students unable to register for classes for one to three semesters (twelve months) should request a Leave of Absence (LOA) or a Withdrawal from the Student Life Office (see Leave of Absence or Withdrawal Policies). This enables Trinity to provide appropriate counsel and services to students. Students who do not enroll in courses for a twelve-month period or submit the LOA or Withdrawal forms are placed in an inactive student status and must reapply to TGS with no guarantee of readmission.

Change of Program (COP)
If after initial enrollment the student wishes admission to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director, and/or Records Office representative in light of coursework already completed.
2. Admission to one TGS/TEDS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TGS/TEDS coursework must be completed before a COP application will be considered, together with the review of that semester’s grades. No more than one change of program will be permitted within a single semester.
4. The online Change of Program Application should be submitted to Admissions by January 15th for the spring semester and September 1st for the fall semester. Changes requested after those dates will be recognized in the next academic term.
5. The catalog current at the time of admission to the degree program will govern the student’s new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

Inter-school Transfer
Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Graduate School to the Divinity School).

Transfer Credits
Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of $50 per course taken and considered for transfer.

Students Classifications

Visiting Students
If students wish to take courses for credit on a part-time basis but do not want to enroll in a degree program, they may submit a Visiting Students Application. In addition to the application form, they must submit to the Admissions Office an official transcript indicating an earned bachelor’s degree with a minimum GPA of 2.0. Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. Please contact the Admissions Office for more information.

Auditors
If students wish to enroll in courses but are not interested in earning credit, they may audit classes. An auditor may participate in all class activities but will not receive a grade or credit. To enroll a student completes an audit application, registers, and pays the audit fee for each course. The graduate school reserves the right to limit the number of auditors in any class, and some classes may be closed to auditors.

Transfer Credit
Students may receive credit for studies taken at fully accredited graduate-level institutions when such work parallels courses listed in our catalog and after successful completion of a full semester of academic work at Trinity Graduate School. Official transcripts of previous work showing satisfactory grades in the courses must be submitted for consideration.

Transfer credit is not given for undergraduate studies and is usually not granted for coursework taken at non-accredited graduate schools. Also, graduate-level coursework that has been applied toward an undergraduate degree cannot be allowed as transfer credit toward a Trinity Graduate School degree. To be considered for transfer credit, the course grade must normally be a “B-” or better from an accredited graduate-level program.

If a master’s degree has been completed at another institution, possible transfer credit will be limited to a maximum of 50 percent of the total credits required for the shorter degree.

If a student wishes to receive transfer credit for work done at another accredited graduate school, an official transcript from that graduate institution must be filed for evaluation, along with the Transfer Credit Request form to Trinity University Records Office (note: the
Transfer Credit Request form can be downloaded at MyTIU (http://my.tiu.edu/Records).

The Records Office will evaluate transfer coursework under the direction of the TGS Associate Dean and Program Directors. Transfer of credit is not automatic; it is considered only when requested. Regardless of the amount of coursework that a student may have taken elsewhere, all students must fulfill the minimum residency requirement for their programs at Trinity Graduate School.

Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of $50 per course considered for transfer.

Master of Arts program in Counseling Psychology (Florida campus): a maximum of 24 hours may be considered for transfer credit, of which only 12 hours of the concentration may be transferred.
TEDS Admissions

Contact Information

Trinity Evangelical Divinity School seeks applicants who are committed to Jesus Christ, endowed with the necessary gifts for service, and in sympathy with our statements of faith and purpose. Admission to Trinity is open to qualified persons of all denominations and fellowships, of any race, color, and national or ethnic origin, without regard to sex or handicap.

For information concerning our admissions policies or procedures, please contact TIU Florida at:

Florida Regional Center
Admissions
3700 Lakeside Drive, Suite 200
Miramar, FL 33027
Phone: 954.382.6400
Fax: 954.382.6420
info-frc@tiu.edu (gradflorida@tiu.edu)
florida.tiu.edu (http://florida.tiu.edu)

Admissions policies and procedures are subject to change without notice.

General Admission Requirements for Master’s Program

Applicants to the MA/TS program or certificate, as well as any visiting or special status student, must meet the following requirements:

- Possess an earned bachelor’s degree or its equivalent from an accredited college or university (generally at least 120 hours), which normally includes a minimum of 60 hours of liberal arts coursework, with a minimum grade point average (GPA) of 2.50 on a 4.00 scale;
- Submit a one-time $40 nonrefundable application fee payable in U.S. dollars and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.
- Submit a one-time $100 refundable tuition deposit in U.S. dollars and drawn from a U.S. bank. Fees may also be paid using Visa, MasterCard, or Discover.
- Submit official transcripts in a sealed envelope directly from the institution from all schools attended since high school. Students should request that institutions send transcripts directly to Trinity via postal mail.
- Submit recommendations forms from each of the following:
  - Applicant’s pastor or church leader
  - Applicant’s employer or a business acquaintance
  - A faculty member or school administrator at an institution previously attended (contact the Admissions Office for alternative suggestions)
- Submit a written three-part statement with
  a. your personal testimony, and
  b. your present spiritual life and Christian service, and
  c. ministry goals as described in the application.
- Submit standardized tests results (Graduate Record Exam or Miller Analogies Test) as required for admission to specific programs (see program section of catalog).
- All applicants for whom English was not their primary language of instruction must submit the Test of English as Foreign Language (TOEFL) as required below. Waivers from these English language tests are not normally granted; if granted, such applicants are required to submit scores from a standardized exam required for native English speakers (Graduate Record Exam or Miller Analogies Test).
- A personal interview may also be required.
- See program description in this catalog for additional program-specific admission requirements.

*See doctoral sections of the Catalog for admission requirements for doctoral programs.

Application Procedure for Master’s Program

The application section of this catalog contains specific instructions and required application materials. Trinity uses a rolling admissions process; thus, master’s program applicants may begin their studies during fall, spring, or summer terms. We strongly encourage that applications be submitted six to twelve months prior to the expected enrollment date. Applications for admission and all accompanying materials should be submitted by the following deadlines.

**U.S. Citizens**

August 1          Fall semester admission
December 1        For spring semester admission
April 1           For summer session admission

**International Applicants**

March 1           Fall semester pre-application information form deadline (including summer session)
April 1           Fall semester application deadline
June 1            Fall semester deposit deadline
August 1          Spring semester pre-application information form deadline
September 1       Spring semester application deadline
November 1        Spring semester deposit deadline

Applications received after these deadlines may not be considered for the term for which they were originally submitted. No applications will be considered for a given semester after the second week of that semester.

Upon admission, an applicant should submit a tuition deposit to the Admissions Office. This will reserve their place in school and will enable them to register for the next semester’s classes at the time course registration is open to new students. An early tuition deposit secures an early opportunity to register for courses that may close. The tuition deposit is credited to the student’s first-term tuition and is refundable (see application instructions for information on refunds). Occasionally a student may be admitted to Trinity on academic probation for one of the following reasons:

- A weak academic background as reflected in the student’s undergraduate grade point average (GPA) and/or standardized admissions test scores.
In order to issue a Certificate of Eligibility (I-20) for a student visa to the United States, will need to identify available funds starting at US arrangements and the number of family members accompanying them. Admission will be reviewed.

After the I-20 Application has been received, the Application for Financial Requirements Trinity. Application for Admission will be received and reviewed for admission to Subsequent to approval of the I-20 Application, the prospective student's financial guarantor in the United States or if they have sufficient evidence according to U.S. law. International applicants may apply if they have a financial guarantor in the United States or if they have sufficient evidence from legitimate individuals or organizations that their expenses while attending Trinity can be met. Living expenses add more than $20,000 annually to the costs of education (tuition, fees, books).

International students on an F-1 visa should not plan on working in the U.S. to fund their studies. They are required to register as a full-time student each semester and the Florida Regional Center requires payment in full prior to starting semester classes. A payment plan is not an option at the FRC.

Subsequent to approval of the I-20 Application, the prospective student's Application for Admission will be received and reviewed for admission to Trinity.

Financial Requirements
After the I-20 Application has been received, the Application for Admission will be reviewed.

Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds starting at US $30,000 to satisfy this requirement.

In order to issue a Certificate of Eligibility (I-20) for a student visa:

- Accepted international applicants must submit the Application Fee that pertains to their program of study

Visa Requirements
Trinity is authorized under U.S. law to enroll non-immigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa which is granted by the embassy in the student's country.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards.
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through documentation provided with the I-20 Application
4. Applicant has submitted the application fee that pertains to their program of study

In accordance with U.S. immigration law, Trinity does not allow non-immigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). It is the responsibility of the student to maintain legal immigration status.

Admission Categories
Admission to TEDS is either for enrollment directly into a degree program, or for enrollment in one of the following other categories for persons not wishing to pursue a master's degree.

Program Enrollment Students
Persons applying and enrolling in a master's program are considered Program Students and must complete the full application packet. Such students generally have met all program prerequisites and enroll in good standing. On occasion, a student may be admitted to a program but be assigned to one of the following categories:

1. Academic probation when the prior academic record is below what is required for program admission (Status is removed by the Records Office when 10 semester hours have been completed in good standing);
2. Conditional acceptance when the application packet has not yet been completed in full (Application packet must be completed during the first semester of enrollment, at which time the status is removed by the Records Office); and
3. Acceptance with deficiencies when program prerequisites remain outstanding (Prerequisite deficiencies must generally be removed before program candidacy).

Visiting Students
Persons may apply for visiting student status if they wish to enroll in master's courses for credit on a part-time basis but not enroll in a degree program. Visiting students must submit the visiting student application and fee and an official transcript indicating a completed bachelor's degree. (Visiting students receive "conditional acceptance" until their bachelor's transcript is received.)

Visiting students may enroll in a maximum of 9 hours each semester, and it is recommended that they enroll in no more than 12 hours before applying to a degree program. If a visiting student desires later to enroll in a degree program, the entire program application must be completed, and there is no guarantee of admission. Completed coursework generally...
applies toward program requirements, though program applicants should particularly note program residency requirements (hour that must be completed subsequent to program admission).

Auditors

Auditors are persons who wish to attend classes but do not wish to complete work for credit. Auditors must complete the visiting student application, though they need not have completed a bachelor's degree. Auditors may participate in all class functions, but will not be held accountable for tests or assignments, and will not receive a grade or credit, nor are faculty required to review submitted tests or papers.

Auditors may enroll in classes during any open registration period through the first class session; however, their registration is contingent upon available seating after the first class meeting. This ensures that credit students are first seated, with remaining seats available to auditors. Some classes are closed to auditors, and Trinity reserves the right to limit auditors in all courses. Auditors are not permitted in beginning language courses, unless they have already completed and passed the course at Trinity for credit.

Multiple Masters

Students seeking admission to more than one program at Trinity are considered “Multiple Masters” students and must seek advisement from Registrar and the relevant Program Directors for completing their programs in a timely progression. Multiple Masters and students seeking their second degree at Trinity should complete the Second Degree Program/Multiple Masters Application.

Scholars-in-Residence

Scholars-in-residence hold an earned or honorary doctorate and are persons who do not wish to pursue a doctoral degree at Trinity. Such persons may enroll in doctoral courses as an auditor or visiting student upon consultation with the Admission Office and Program Director. Regrettably, Trinity is unable to provide stipends, housing, meals, office space, or other benefits to these persons.

Admission and Advanced Program Placement

Upon acceptance applicants may find they are eligible for one of three types of advanced placement in their program: transfer credit, advanced standing, or course substitution.

Transfer Credit

Accepted students may be eligible for transfer credit for graduate study completed at a regionally accredited institution when such coursework parallels courses in the TEDS Catalog and has been completed at a “C-” or better grade level. Graduate transfer credit is not granted for undergraduate coursework, graduate-level coursework applied to an undergraduate degree, or generally for coursework taken at non-accredited graduate schools. Distance Education credit is limited to Association of Theological School guidelines. Transfer credit is limited to a maximum of 50 percent of a degree. Coursework older than ten years is not considered current and must be retaken.

Transfer credit is not automatic and is considered upon petition by the student generally at the time of admission. Transfer Credit Request forms are available online from the Records Office who evaluates the request at the direction of the Dean. All Trinity residency requirements must be met. Prior to matriculation, transfer credits will be evaluated at no cost to the student. However, students already enrolled at TIU will be charged a fee of $50 per course taken and considered for transfer.

TEDS students desiring to complete a semester or year abroad should carefully arrange the application of this transfer credit prior to their departure. Such coursework is generally applied to electives and may not be equivalent to required TEDS program courses.

Course Substitution and Program Modifications

Students who have taken coursework as part of their bachelor’s degree that would be repeated in their master’s program are encouraged to build on their previous studies by requesting permission to substitute advanced courses in the same department. Such substitutions are granted, without examination, in consultation with faculty. See the TEDS Academic Handbook for details.

Photographs, images, video and sound recordings policy

By accepting admissions to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18):

1. Authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute
   a. the student’s name, voice and likeness,
   b. photographs, images and video and sound recordings of the student, and
   c. the city, state or province, and country where the student lives (together, the “Materials”);

2. Waive any right to inspect or approve TIU’s use of the Materials; and

3. Release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

Program Enrollment Changes

Subsequent to admission, a student may desire, or find it necessary, to defer enrollment, apply for readmission, change their program, or transfer to another school in Trinity International University.

Deferring Enrollment

Master’s students may defer enrollment for up to two years from the semester to which they were originally admitted. Longer deferrals require submission of a complete set of new application materials. A Supplemental Application may also be necessary.

If deferment is necessary, notify the Admissions Office, which will advise the applicant of any special instructions. Applicants are also responsible for contacting the Financial Aid office, if necessary. The student’s required program of studies is governed by the catalog current at the time of enrollment.

Application for Readmission

A Supplemental Application is necessary when a student

• Is admitted but defers his or her admission from original date of intended matriculation.
• Officially or unofficially withdraws

If more than two years lapse after the original acceptance, withdrawal, or completion of the first program, the applicant will be required to submit...
a complete set of new application materials. Students who are admitted are subject to the program requirements of the catalog current at the time they re-enroll.

**Active and Inactive Student Status**

Students who desire not to register for classes for a period of one to three semesters (twelve months) should request a **Leave of Absence** (LOA) from the Registrar’s Office (see Leave of Absence Policy in this Catalog). This apprises Trinity of student programs plans, and enables appropriate services to be provided. If a student desires to leave TEDS, a **Withdrawal** must be completed through the Registrar’s Office (see “Withdrawal” in this Catalog).

If a LOA or Withdrawal has not been completed by a student, and a student does not register and successfully complete coursework each consecutive semester (fall, spring; summer is exempt), his or her status is rendered **inactive** (e.g. active students must register for at least one course each semester). **Inactive students must reapply to TEDS with no guarantee of readmission.**

**Change of Program (COP)**

If after initial enrollment the student wishes to be admitted to a different program, the following apply:

1. All possible options should be considered in consultation with a faculty member, Admissions Counselor, Program Director, and/or a Records Office representative in light of course work already completed.
2. Admission to one TEDS/TGS program does not guarantee admission to another program. All admission requirements for the new program must be met.
3. At least one semester of TEDS/TGS coursework must be completed before a COP application will be considered, together with the review of that semester's grade. No more than one change of program will be permitted within a single semester.
4. The online Change of Programs Applications should be submitted to Admissions by the following dates: January 15th for the Spring semester and September 1st for the Fall semester. Changes requested after those dates will be recognized in the next academic term.
5. The Catalog current at the time of admission to the degree program, not the Catalog in effect at the time of original enrollment, will govern the student's new program.
6. If COP is denied, applicants may submit a written appeal within thirty days to the Director of Admissions.

**Inter-school Transfer**

Contact the Admissions Office for detailed information about transferring from one school to another within Trinity International University (e.g., transferring from the Divinity School to the Graduate School).
INDEX

A
A Message from the Chief Operating Officer of the Florida Campus .............................................. 517
A Message from the Dean of Trinity College .................................................................................. 63
A Message from the Dean of Trinity Evangelical Divinity School ................................................. 269
A Message from the Dean of Trinity Graduate School .................................................................... 427
A Message from the Dean or Trinity Law School ............................................................................ 474
About Trinity College .......................................................................................................................... 64
About Trinity Evangelical Divinity School ...................................................................................... 270
About Trinity Graduate School ......................................................................................................... 428
About Trinity International University .............................................................................................. 10
About Trinity Law School .................................................................................................................. 475
Academic Appeal Process - Trinity College ..................................................................................... 84
Academic Calendar ............................................................................................................................ 60
Academic Dishonesty - Trinity College ............................................................................................ 84
Academic Information - TEDS ........................................................................................................... 293
Academic Information - Trinity College ............................................................................................ 81
Academic Information - Trinity Graduate School ........................................................................... 436
Academic Life - Florida Regional Center .......................................................................................... 520
Academic Life - TEDS ....................................................................................................................... 293
Academic Life - Trinity College ......................................................................................................... 81
Academic Life - Trinity Graduate School ........................................................................................... 436
Academic Life - Trinity Law School .................................................................................................... 487
Academic Load - Trinity College ....................................................................................................... 81
Academic Majors and Minors by Department ................................................................................... 94
Academic Policies - Trinity College .................................................................................................... 84
Academic Policies of Trinity Graduate School .................................................................................... 438
Academic Rules and Practices - Trinity Law School ....................................................................... 493
Academic Year and Semester Hour of Credit - Trinity College ....................................................... 81
Accelerated and Dual Degree Programs .......................................................................................... 231
Accelerated Bachelor of Arts/Master of Arts (Intercultural Studies) .................................................. 238
Accreditation and Memberships ......................................................................................................... 6
Additional Application Considerations for All International Applicants ............................................ 268
Additional Application Considerations for All International Applicants .......................................... 422
Additional Application Considerations for All International Applicants ........................................ 470
Adjunct Faculty of Trinity College .................................................................................................... 75
Adjunct Faculty of Trinity Graduate School ...................................................................................... 432
Adjunct Faculty of Trinity Law School ............................................................................................... 484
Admission and Advanced Program Placement - TEDS ................................................................. 423
Admission Categories - TEDS ........................................................................................................... 423
Admission Policies - Trinity Graduate School .................................................................................... 472
Admissions - Florida Regional Center .............................................................................................. 538

Admissions - TEDS .......................................................................................................................... 416
Admissions - Trinity Law School ........................................................................................................ 505
Adult Undergraduate Admissions ...................................................................................................... 266
Advance: Pre-Seminary Major ........................................................................................................ 113
Advance: Pre-Seminary Major ........................................................................................................ 146
Advance: Pre-Seminary Major ........................................................................................................ 113
Advanced Standing - Trinity College ................................................................................................. 84
Affiliate Faculty of Trinity College .................................................................................................... 73
Affiliate Faculty of Trinity Graduate School ....................................................................................... 431
Affiliate Faculty of Trinity Law School .............................................................................................. 483
Affiliated Programs - TEDS .............................................................................................................. 379
Affiliated Programs of Trinity Graduate School ............................................................................... 428
American Studies Minor .................................................................................................................. 190
Appendix I ......................................................................................................................................... 514
Application Procedure for Master#ô#ç#ûs & Doctoral Programs .................................................... 417
Athletic Training Major .................................................................................................................... 176
Attendance/Preparedness - Trinity Law School ............................................................................... 495

B
BA in Psychology with the Counseling Psychology Emphasis (CPE) and MA in Mental Health Counseling (MHC) ................................................................. 235
Bachelor of Arts/Master of Arts in Bioethics Dual Degree .............................................................. 231
Bachelor of Arts/Master of Arts in Leadership Dual Degree ............................................................ 233
Biblical Studies Department ............................................................................................................. 105
Biblical Studies Major ....................................................................................................................... 109
Biblical Studies Minor ....................................................................................................................... 114
Biblical Studies Minor ....................................................................................................................... 250
Bioethics Minor ............................................................................................................................... 126
Biology Major ................................................................................................................................... 120
Biology Major/Pre-Medical Emphasis ............................................................................................... 121
Biology Major/Pre-Physician Assistant Emphasis .......................................................................... 123
Biology/Secondary Education Major ............................................................................................... 125
Board of Regents of Trinity International University ...................................................................... 11
Broad Field Major ........................................................................................................................... 247
Business ............................................................................................................................................ 244
Business Administration Major ....................................................................................................... 259
Business Administration Major ....................................................................................................... 524
Business Department ....................................................................................................................... 127
Business Major ............................................................................................................................... 132
Business Minor ............................................................................................................................... 135

C
Campus Services ............................................................................................................................ 25
Categories of Admission - Trinity Law School ............................................................................... 505
Christian Ministries ......................................................................................................................... 246