Trinity College
2004-2005 Catalog

Trinity International University

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  Chicago IL 60644

Accreditation
North Central Association of Colleges and Schools
30 N. LaSalle Street, Suite 2400
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Associated Colleges of the Chicago Area
Association of Christian Schools International
Association of Christian Continuing Education Schools and Seminaries
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
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)
North Central Association of Colleges and Schools
Resources for the Education of Adults in the Chicago Area

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Welcome to Trinity College

“My faith was definitely developed at Trinity. Most of the kids there and the faculty were truly interested in serving God, and it was obvious. When I came to Trinity, serving God was not at the top of my priority list. God moved me much more in the direction of serving him. The whole environment affected me.”

Dr. Rodney Adam (BA ’76), Fellow of the Infectious Disease Society of America & Recipient of the 2003 Alumnus of the Year Award

A Word from the President

Few decisions in life are more significant than the choice of which university or college to attend. This catalog will inform you about the life, educational opportunities, and distinctives of Trinity International University (TIU) in Deerfield, Illinois. Increasingly, students are finding that Trinity is the right place for them to learn and grow.

I believe that there are many reasons for this:

Foundational Values
TIU is a Christian university with an unswerving commitment to historic, biblical Christianity. The school is affiliated with the Evangelical Free Church of America, which is dedicated to the inerrant Scriptures as the authority for all that is taught and undertaken at the university. Thus, TIU seeks to be a Christ-centered school that allows breadth for Christians from many different backgrounds to study, worship, and serve together.

Strong Scholarship
We seek to challenge students intellectually and to provide the highest level of education for students in whatever field they are pursuing.

Integration of Faith, Learning, and Life
This should be a distinctive of a truly Christ-centered university—and Trinity takes seriously the responsibility to facilitate this integration in all areas of thought and endeavor. We strive to help students become the best they can be in their chosen areas of study and to help them see how their knowledge of God and faith in Christ relates to learning.

Outstanding Faculty
TIU has a teaching faculty made up of people with vibrant personal faith and excellent academic credentials. One of the faculty’s greatest strengths, however, has been its willingness to be involved personally in the lives of students.

Ideal Location
Eighty percent of the world’s people are expected to be living in urban settings in the near future. A well-educated person will have to understand the dynamics of such a setting to function well in the future. Our campus near Chicago affords both the advantage of a beautiful wooded setting for study and proximity to one of the world’s most strategic cities for service and experience. It is the best possible environment for dynamic learning.

Relationships
We have a diverse faculty and student body unified by a commitment to Christ-centered education. Through campus interaction, chapel participation, social activities, and athletic programs, a strong sense of community is being formed among students. Life’s lasting friendships are often formed during the university years. TIU is proving to be a school wonderfully conducive to developing relationships, establishing values, and preparing to make a difference in the world.

Read through these pages to see what TIU has to offer. I hope to welcome you as a Trinity student.

Greg Waybright
President
A Message from the Interim Dean

Welcome to Trinity College. In this catalog you will explore the many majors, courses, and programs that we offer. These are important to know. But I also want you to know that our college is more than simply academic classes.

A college education can be life changing, a defining moment in one's life. At Trinity our mission is to nurture learners to make clear connections between academics, what Scripture teaches, and how those translate to a life lived for Christ in today's world. I believe that you will discover faculty—our servant-scholars—who are committed to helping our students learn to think and to live Christianly. It is my hope that you will sense this spirit as you explore and use our catalog.

James W. Mohler
Interim Dean of the College and Graduate School

A Message from the Executive Vice President

This catalog introduces you to Trinity College. I trust that as you read this information you will grasp Trinity's desire to serve Jesus Christ by educating leaders who will be effective Christians in the marketplace. It is education for life with which we are primarily concerned. It is a privilege for me to invest my energies into a school in which I believe so deeply.

We want Trinity to be a place where Jesus Christ is the center of learning, living, and growing as disciples. And I welcome you to join us as together we “press on toward the goal for the prize of the upward call of God in Christ Jesus” (Philippians 3:14, NASB).

Jeanette L. Hsieh
Executive Vice President
About Trinity International University

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

Dr. Gregory L. Waybright, president of Trinity International University

History of the University

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

A Strong Heritage

Trinity International University traces its roots to 1897 when the Swedish Evangelical Free Church began a ten-week Bible course in the basement of a Chicago church. This soon developed into the Bible Institute of the Swedish Evangelical Free Church of America. In 1884 the Norwegian-Danish Free Church Association had begun the Norwegian-Danish department of the Chicago Theological Seminary. In 1910 the department withdrew from the seminary and established the Norwegian-Danish Bible Institute and Academy—located first in Rushford, Minnesota, and then later in Minneapolis with the name Trinity Seminary and Bible Institute. Between 1946 and 1949 the Swedish school merged with the Norwegian-Danish school to form Trinity Seminary and Bible College, located in Chicago.

During the 1960s the seminary (renamed Trinity Evangelical Divinity School) and the college (renamed Trinity College) moved to their present Deerfield campus. In 1992 the college established a branch campus in Miami, Florida, where the former Miami Christian College became Trinity College at Miami. In 1995, Trinity College, Trinity College at Miami, and Trinity Evangelical Divinity School were united to form Trinity International University. With the inauguration of the university, Trinity College in Deerfield became the College of Arts and Sciences and Trinity College at Miami became Trinity International University–South Florida Campus. In 1997 the first class entered Trinity Graduate School. Trinity Law School, located in Santa Ana, California, incorporated into Trinity International University in January 1998. Trinity Law School is accredited with the State Bar of California and is moving toward application for American Bar Association accreditation.

Time Line

Norwegian-Danish Free Church

1884 Norwegian-Danish Department of Chicago Theological Seminary opens under the leadership of R. A. Jernberg.

1910 A three-year Bible school, the Norwegian-Danish Bible Institute and Academy, is established in Rushford, Minnesota, with Ludwig J. Pedersen as its first president.

1914 Norwegian-Danish school discontinues association with Chicago Theological Seminary.

1916 School relocates to Minneapolis.

1941 Norwegian-Danish school is renamed Trinity Seminary and Bible Institute with Dr. T. Berner Madsen as president.

Swedish Evangelical Free Church

1897 Under the leadership of Rev. P. J. Elmquist and Rev. J. G. Princell, twenty-two men and women of the Swedish Free Church begin a ten-week Bible course in Oak Street Hall, the site of the First Swedish Evangelical Free Church of Chicago.

1901 Bible school is incorporated as the Swedish Bible Institute of Chicago with Elmquist as its first president. Princell succeeds him in 1903.

1910 Swedish Evangelical Free Church assumes responsibility for the school and relocates it to Minneapolis.

1916 The school moves back to Chicago and becomes the Swedish Department of Moody Bible Institute and Seminary with Dr. Gustav Edwards as its director.

Evangelical Free Church of America

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

1958 Dr. Gunnar Urang becomes academic dean of the College.

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

1961 Trinity relocates from Chicago to Deerfield, Illinois.
Dr. Lacy Hall becomes academic dean of the College.

1962 The 79th Annual Conference renames the school Trinity Evangelical Divinity School (TEDS). Dr. Kenneth S. Kantzer is appointed dean.

1964 Dr. Edward Neteland becomes academic dean of the College.
Dr. Harry L. Evans is appointed president of both Trinity College and TEDS.

1962–1969 During these years of significant development and reorganization, noted scholars are added to the faculty. Broadened curriculum allows TEDS to strengthen the bachelor of divinity program and to begin programs leading to the Master of Arts and Master of Theology degrees.

1969 Trinity begins conferring the Master of Divinity instead of the Bachelor of Divinity as its professional degree.
Dr. J. Edward Hakes becomes academic dean of the College.

1974 Dr. Kenneth M. Meyer is elected TEDS president. Meyer proves to be instrumental in leading Trinity through these years of growth. When the school moved to its new campus in 1961, the total enrollment was less than 50 students. By the fall of 1990, the enrollment was more than 1,400.

1980 Dr. Walter C. Kaiser Jr. becomes the TEDS academic dean and vice president of education.
Dr. Robert Baptista becomes academic dean of the College.

1987 Dr. Donna Peterson becomes academic dean of the College of Arts and Sciences.

1992 Dr. W. Bingham Hunter replaces Walter Kaiser as TEDS academic dean and senior vice president of education.

1995 Trinity Evangelical Divinity School becomes a part of Trinity International University, along with Trinity College in Deerfield, Illinois, and Trinity College in Miami. Dr. Gregory L. Waybright is elected president of Trinity International University. The previous president, Kenneth Meyer, is named chancellor.

1996 Dr. Kenneth Kantzer becomes academic dean of Trinity Graduate School.

1997 Trinity Law School, located in Santa Ana, California, is incorporated into Trinity International University in January.
Dr. Jeanette L. Hsieh becomes academic dean of Trinity College and Graduate School and senior vice president for academic affairs.
The first class enters Trinity Graduate School. By God’s grace, Trinity celebrates a century of equipping men and women for service in His Kingdom.

2002 Dr. Tite Tiénou named TEDS academic dean and senior vice president of education.

2004 Dr. Jeanette L. Hsieh named executive vice president of Trinity International University.
Dr. James W. Mohler becomes Interim Academic Dean of Trinity College and Graduate School

What’s in a Name?
People use the word university to mean many different things. It can be just a label for a college or a way of describing a large college with graduate schools. But at Trinity, university emphasizes how every discipline is taught and studied from one common perspective (a uni-verse). This approach to education has been lost in many universities. All the great Western universities of the world were founded on Christian principles. In fact, ninety of the first one hundred colleges and universities founded in the United States were established to develop Christian character and 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 common 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 twenty-seven-member Board of Regents (eighteen elected by the Evangelical Free Church of America Annual Conference delegates and nine appointed by the Board of Regents) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA. One-third of its members are reelected or replaced at the Annual Conference each year.

**The Schools**

In 1995, Trinity Evangelical Divinity School and Trinity College merged to become Trinity International University. In 1997 the first class entered Trinity Graduate School. In early 1998 Trinity Law School in Santa Ana, California (originally founded in 1980 as the Simon Greenleaf School of Law), joined the growing institution. Now, with nearly 100 faculty and more than 3,300 students, we are committed to the same vision with which we were founded in 1897 and determined to follow in the footsteps of the great universities that were founded on the cornerstone belief that all wisdom lies in Jesus Christ.

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

"**Forming students to transform the world through Christ.**" At the heart of Trinity’s mission lies its commitment to engage the culture for Jesus Christ. Trinity’s purpose is to enable its graduates—in all schools and in every 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 four schools: Trinity College, Trinity Graduate School, Trinity Evangelical Divinity School, and Trinity Law School.

**Trinity College (TC)**

Interim Academic Dean: James W. Mohler, PhD

Trinity College, a liberal arts college with campuses in Miami and Deerfield, offers a wide range of majors, including nontraditional options at both locations. At the Deerfield campus, Trinity College offers a full range of undergraduate majors, grouped together in eight schools according to discipline: Biblical and Religious Studies; Education; Human Performance and Wellness; Humanities; Language, Literature and Communication; Music; Science and Technology; and Social Science. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include Pre-Med, which has a cooperative relationship with The Center for Bioethics and Human Dignity on campus and offers a bioethics minor. Trinity College also offers a unique dual Bachelor of Arts/Masters of Arts in Bioethics with Trinity Graduate School.
Trinity Graduate School (TGS)
Interim Academic Dean: James W. Mohler, PhD

Trinity Graduate School offers several programs available in Miami, Florida, Santa Ana, California, and Deerfield, Illinois. The Graduate School draws on faculty and course offerings from all the schools of the university. The MA in Counseling Psychology (MA/CP) is offered in full on the South Florida Campus. If offers concentrations in Mental Health Counseling and Guidance and Counseling. (On the Deerfield campus the MA in Counseling Psychology program is listed in the Catalog of Trinity Evangelical Divinity School.) The MA in Communication and Culture (MA/CAC) is fully offered on the Deerfield campus, and emphases in Urban Studies and Bioethics are available for this degree. Courses for the MA/CAC are also offered on the California Campus, where course work can include an emphasis in Bioethics, International Human Rights, or Public Policy. The MA in Bioethics (MA/BIO) is a third program at the Deerfield campus, with courses also available on the California campus. This degree is designed in distance education and modular formats to accommodate professionals unable to relocate to Deerfield. In addition, in conjunction with Trinity College, a dual Bachelor of Arts/Masters of Arts in Bioethics is offered. Also offered on the Deerfield campus are the Master of Arts in Teaching (MA/T) and the Master of Education in Instructional Leadership (MEd/L). The MA/T leads to either elementary or secondary education certification and is designed for individuals with a bachelor's degree who wish to enter the teaching field. The MEd/L is designed for practicing teachers who wish to continue their education at a graduate level. Both are offered one night a week and on some Saturdays in a cohort-based format to accommodate adults.

Trinity Evangelical Divinity School (TEDS)
Academic Dean: Tite Tiénou, PhD

Trinity Evangelical Divinity School, one of the largest seminaries in the world, enrolls more than 1,600 graduate students in professional and academic programs, including more than 200 in its PhD programs. At the heart of the divinity school lies the Master of Divinity degree, preparing pastors, teachers, and missionaries for many kinds of service. TEDS also offers a range of more focused programs: the Master of Arts (Religion), available also through extension courses in many centers and as a complete program on the South Florida Campus, and the Master of Arts program, with concentrations in educational ministries, counseling ministries, Christian thought, and other disciplines. The school offers the ThM and DMin as well. Three academic PhD programs cover six departments: Educational Studies, Intercultural Studies, and Theological Studies (OT, NT, Systematic Theology, Historical Theology).

Trinity Law School (TLS)
Interim Academic Dean: Kevin P. Holsclaw, JD

The California campus of Trinity International University is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculties of the law and graduate schools 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 85-unit degree can be taken as a three-year full-time program or as a four-year part-time program offering students flexible course schedules, affordable tuition, and most important, the unique opportunity to study law from a Christian perspective. Graduates may sit for the Bar examination of the State Bar of California. Law students can also take part in the Dual Degree Program, which allows them to receive an MA in Bioethics or Communication and Culture along with the JD.

The Campuses

Welcome to the University

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

Moreover, as a member of the Council of Christian Colleges and Universities, Trinity participates in several programs in the U.S. and abroad: the American Studies Program in Washington, D.C.; the Au Sable Institute of Environmental Studies; China Studies program; Christian Center for Urban Studies; Focus on the Family Institute; Latin American Studies program in Costa Rica; Los Angeles Film Studies Center; Middle East Studies Program in
Egypt; Scholars’ Semester in Oxford; and the Russian Studies Program. Trinity also has a relationship with Jerusalem University College.

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

**University Campus Sites**

**Deerfield Campus**
Toll-free phone: 800.586.3435
2065 Half Day Road
Phone: 847.317.8000
Deerfield IL 60015
Fax: 847.317.8097
Email: tedsadm@tiu.edu
Website: 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, twenty-five miles north of downtown Chicago, and nineteen 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, Mail Services, and the Communications and Marketing department, as well as the Photocopy Center and Graphic Services.

**Carlson Hall**, also located on the north side of campus, is a men’s dormitory. Attached on the north side of the building is 111 Carlson Hall, which houses offices (including the office of the director of Security Services) and a large classroom.

The **G. A. Gundersen School of World Mission and Evangelism Building**, on the east side of campus, contains The Center for Bioethics and Human Dignity and two classrooms.

**Johnson Residence Hall**, on the north side of campus, is a women’s dormitory that also houses the Conference Center.

The **Lee International Center**, on the east side of campus, contains 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 Student Center**, on the west side of campus, contains offices for Student Development and the Career Services department, as well as college student mailboxes and amenities such as ping-pong, air hockey, pool tables, television sets, and a “commuter corner” with lockers and kitchen facilities. ID cards can be obtained in the Student Development Office from 9:00 A.M. to 4:30 P.M. The “Spot” (on-campus store) and “Fireside Café” (snack shop) have limited evening hours.

The **W. S. McLennan Academic Building**, also located on the west side of campus, houses college faculty offices and classrooms. It also contains the office of the Dean of the College and Graduate School, the office of the Associate Academic Dean for the Graduate School, the Graduate School secretarial office, and science and computer labs. Offices for the School of Education are also located in this building. The atrium is home to “à la Carte,” where students can buy food, drinks, and snacks. The **Petersen Wing** of McLennan houses the offices for Enrollment, Admissions, Records, and Financial Aid.

**Madsen Hall**, on the west side of campus, is an apartment building that also houses the Division of Open Studies.

The **Mansion Administrative Building** houses the President’s office, the Executive Vice President’s office, Institutional Advancement, Information Technology, and the Alumni Office.

The **Donald R. Melton Dining Hall** also contains classrooms and offices for the college Business Department.

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

The **Arnold T. Olson Chapel** was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for twenty-five years. The 500-seat chapel auditorium houses a two-manual, twenty-five rank Casavant pipe organ and serves as a worship center, lecture hall, concert hall, and conference facility. In addition to the auditorium, the chapel building holds classrooms, administrative offices (including the human resources and business offices), graduate student mailboxes, the White Horse Inn, and a student lounge.

**Owens Hall** is an apartment building on the south side of campus that also contains Health Services and Counseling Services.
The Peterson Academic Building contains the Kantzer Faculty Center and the Veenstra Office Wing. Here you will find the TEDS academic dean's office, as well as the majority of TEDS faculty offices. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel. Here you will also find the offices for Supervised Ministries.

The H. G. Rodine Global Ministry Building, located on the east side of campus, opened in December 2002. It features state-of-the-art seminar halls, conference rooms, and classrooms. The Missions and Evangelism Department faculty have offices here. "This facility," says Trinity President Greg Waybright, "symbolizes the unique partnership that we share with our denomination and also the wider church as we share Christ to a hurting and needy world."
The James E. Rolfing Memorial Library and the Carl F. H. Henry Resource Center serve the Deerfield campus of Trinity International University. Its print, media, and electronic resources are tailored to the curricula and information needs of the university community. The collection contains more than 240,000 book and periodical volumes (with access to more than 8,000,000), 150,000 volumes on microform, and more than 1,200 current periodical subscriptions. It also houses a computer lab.

These resources enable Trinity students to learn to deal effectively and efficiently with their information needs. The library offers access to wider resources through its participation in a variety of local, regional, and nationwide associations including ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), LIBRAS (a consortium of eighteen 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 International University:
South Florida Campus
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Miami FL 33169
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Toll Free: 877-EXCEL-Today
Fax: 305.770.5280
Email: EXCEL@trin.edu
Website: http://www.tiu.edu/sfc

Trinity’s South Florida Campus (SFC) has more than 350 students, more than 60 percent of whom are nonwhite. The school is accredited by the North Central Association of Colleges and Schools and licensed by the Florida State Board of Independent Colleges and Universities.

The South Florida Campus is home to WMCU 89.7 FM, a 100,000-watt radio station broadcasting to the greater Miami area. In the top 10 percent of inspirational radio stations in terms of audience size, WMCU is a voice to move people closer to Christ.

Bachelor of Arts Degrees:
Christian Ministry (EXCEL Degree Completion)
Interpersonal & Group Communication (EXCEL Degree Completion)
Elementary Education Certification Program

Trinity graduate programs at the South Florida Campus offer the Master of Arts (Religion) and the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admissions.

Trinity International University:
California Campus
2200 North Grand Avenue
Santa Ana CA 92705
Phone: 714.836.7500
Toll Free: 800.395.0499
Fax: 714.796.7190
Email: tls@tiu.edu
Website: http://www.tls.edu

The Santa Ana, California, campus is home to Trinity Law School, which has more than 150 enrolled students and offers a traditional legal education with a Christian perspective. Courses leading to an MA in Bioethics or an MA in Communication and Culture are also offered by Trinity Graduate School on the same campus. In addition, Trinity Law Trinity law students may enter Trinity’s dual degree program, thereby earning a JD/MA in Communication and Culture or a JD/MA in Bioethics.

Many courses are taught in modular or weekend formats and, therefore, are attractive to students residing outside the southern California region.

Trinity International University Mission Statement

Trinity’s special mission is to do that which the great Western universities have ceased to do—provide excellence in academics as well as preparation for ministry and professions—all within the context of a Christian worldview and a Christian community.
Trinity's calling is to glorify the triune God as a learning community “entrusted with the gospel.” The university serves the church by preparing students to fulfill their divine calling through the study of his Word and his world. Trinity is committed to the Christian vision that laid the foundations of the great Western universities: that all knowledge is unified in Jesus Christ, since it was through him that all things were made. Trinity’s schools, each with distinct educational missions, are united by their commitment to this vision for the Christian university:

**A Christ-centered community.** Jesus Christ is the center of our learning and our common life as we enable men and women to serve God in their families, the church, their respective callings, and their culture.

**The authority of God’s inerrant Word, Holy Scripture.** His Word is our final authority in all matters—his own nature, and the world he has made—and therefore the authority for all human understanding and inquiry.

**Excellence in all things.** Our teaching and scholarship, and all aspects of our community life, must bring honor to God by an excellence that we constantly assess to ensure its quality.

**The development of the whole person.** God has made us bodily creatures with the potential for physical and intellectual growth, for the growth of character, and for the development of our spiritual capacity—that we might know God in Jesus Christ.

**Cultural engagement.** We have been placed in a culture that has deep roots in the Judeo-Christian tradition, yet is seeking to reinvent itself in post-Christian terms. Trinity, as a university and in its training of students, is committed to engaging the culture and seeking to transform it for Jesus Christ.

**International identity.** We seek to reflect the worldwide purposes of God and the richness of his people drawn from “every tribe and tongue.”

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**Trinity International University Statement of Faith**

1. We believe the Scriptures, both Old and New Testaments, to be the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of men and the Divine and final authority for all Christian faith and life.

2. We believe in one God, Creator of all things, infinitely perfect and eternally existing in three persons, Father, Son and Holy Spirit.

3. We believe that Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary. He died on the cross as a sacrifice for our sins according to the Scriptures. Further, He arose bodily from the dead, ascended into heaven, where, at the right hand of the Majesty on High, He now is our High Priest and Advocate.

4. We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ and, during this age, to convict men, regenerate the believing sinner, and indwell, guide, instruct and empower the believer for godly living and service.

5. We believe that man was created in the image of God but fell into sin and is, therefore, lost, and only through regeneration by the Holy Spirit can salvation and spiritual life be obtained.

6. We believe that the shed blood of Jesus Christ and His resurrection provide the only ground for justification and salvation for all who believe, and only such as receive Jesus Christ are born of the Holy Spirit, and thus become children of God.

7. We believe that water baptism and the Lord’s Supper are ordinances to be observed by the Church during the present age. They are, however, not to be regarded as means of salvation.

8. We believe that the true Church is composed of all such persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit and are united together in the body of Christ of which He is the Head.

9. We believe that only those who are, thus, members of the true Church shall be eligible for membership in the local church.

10. We believe that Jesus Christ is the Lord and Head of the Church and that every local church has the right, under Christ, to decide and govern its own affairs.

11. We believe in the personal premillennial and imminent coming of our Lord Jesus Christ and that this “Blessed Hope” has a vital bearing on the personal life and service of the believer.

12. We believe in the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgment and everlasting conscious punishment.
Trinity International University Core Values

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

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

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

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

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

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

“One of the unique things about Trinity is the emphasis on worship. Many praise and worship teams have started at Trinity in the past few years. People on this campus have a passion to see God glorified.”

Carrie Grimm (BA ’02), Anchorage, Alaska

Trinity College Mission Statement

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, the delightful and 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.

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, student development personnel, or chaplain when such situations occur.

Academic Majors
(For a general description of each academic major, see pages 71-72. The indented items are specific emphases within programs.)

Athletic Training
Biblical Studies
Biology
Biology/Pre-Medical
Biology/Secondary Education
Business
  Accounting
  Human Resources
  International Business
  Leadership and Organizational Development
  Management
  Marketing
  Nonprofit/Parachurch and Church
Chemistry
Chemistry/Pre-Medical
Christian Ministries
  Camping/Outdoor Education Ministries
  Children’s Ministries
  Counseling/Social Services
  Intercultural Ministries
  Pastoral Ministries
  Youth Ministries
Christian Ministry (REACH Program)
Communication
Communication and Organizational Leadership (REACH Program)
Elementary Education (also REACH Program)
English
English/Communication
English/Secondary Education
General Studies
History
History/Secondary Education
Humanities
Mathematics
Mathematics/Secondary Education
Music
Music History
Music Theory
Church Music
Contemporary Music
Piano Pedagogy
Performance
Music Education/K–12
Philosophy
Physical Education/K–12
Pre-Physical Therapy
Psychology
Social Science
Sport and Wellness Management
Faculty
Student-Faculty Ratio 19:1
More than two-thirds hold earned doctorates

Innovative Programs
Bioethics Dual Degree
Bioethics Minor
The Center for Bioethics and Human Dignity
Christian Ministries Minor
Coaching Minor
Computer Information Systems Minor
Fitness Specialist Minor
Honors Program
Intercultural Ministries Minor
Internship Program
Management Information Systems Minor
Outdoor Education and Camp Administration Minor
Political Science Minor
Pre-Law Program
Pre-Nursing Program
REACH (Adult Degree Completion Program)
REACH to Teach

Off-Campus Study
American Studies Program (Washington, DC)
Au Sable Institute of Environmental Studies
China Studies Program

Admissions
- Graduation in upper half of class from accredited high school
- Acceptable ACT or SAT scores
- Completion of 12 college preparatory high school units
- Favorable recommendations

Financial Aid
Approximately 75 percent of the students receive financial assistance through grants, loans, and scholarships. See the “Finances” section in this catalog. For more information, call 847.317.8060 or 800.435.8805, or visit the web at www.tiu.edu.

Student Development
At the heart of each member of the Student Development staff, you will find a deep desire to serve our students and facilitate their intellectual, spiritual, emotional, social, and physical development. In order to encourage holistic growth in each and every one of our students, Student Development is very intentional about providing a positive, cocurricular environment with numerous on-campus opportunities. Our aim is to foster an encouraging atmosphere that radiates love and unity but affirms each individual’s unique identity in the body of Christ while supporting the academic rigors of a Christian liberal arts education. Whether assisting Trinity students with a housing need or simply “doing life” with them by forming supportive relationships, Student Development seeks to be available and to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a whole-hearted pursuit of the Lord through real relationships that demonstrate openness and transparency.

The Student Development Office in the James N. Lew Student Center houses the offices of the Senior Vice President for Student Affairs/Dean of Students, Associate Dean of Students, Director of Career Services/Orientation, Director of College Activities, Director of Ethnic Diversity, Director of Residence Life, and Director of Student Ministries. The directors of Athletics, Chapel, Counseling Center, and Health Services each have their own offices in the Kenneth M. Meyer Sports Complex, Arnold T. Olson Chapel, and Owens Hall, respectively.

Athletics
The Trinity International University Athletic Department encourages all interested students to participate in either intercollegiate or intramural sports. Physical development is viewed as a vital part of a holistic approach to the Christian life. The Meyer Sports Complex contains a full gymnasium and a weight room with free weights and cardiovascular machines. Other athletic facilities are easily accessible to Trinity students. College Park Athletic Club, adjacent to the campus, has special rates for students. They provide exercise machines, various exercise classes (including spin classes), indoor tennis, and racquetball.

Intercollegiate Athletics
Trinity is a member of the Chicagoland Collegiate Athletic Conference (CCAC), Mid-States Football Association (MSFA), the National Association of Intercollegiate Athletics (NAIA), and the National Christian College Athletics
Career Services/Student Employment
The Career Services/Student Employment Office of Trinity College provides a variety of services designed to facilitate career planning and development for both students and alumni. The goal is to help each individual identify personal skills and interests, to guide students in developing and marketing those abilities, and to encourage each person to grow in his or her career area. The Career Services/Student Employment Office also assists students in locating part-time employment off campus.

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 offers all that we know and do as means of glorifying him. Because of this, chapel attendance is a graduation requirement. Full-time college students are required to fulfill at least 32 chapel credits per semester. This requirement can be fulfilled through attendance at regular weekly chapels and through participation in small groups and special chapel electives.

Students, faculty, and staff meet together for regular chapels every Monday, Wednesday, and Friday at 10:00 A.M. Under the supervision of the Director of Chapel, chapel services are led by students, staff, and faculty. In all these, the Word of God is central. At the same time, the diversity of the community is expressed through different types of chapels and worship styles. Each week, dynamic speakers challenge us through expository preaching of the Word. "The Gathering" allows for extended time in praise through diverse music, liturgy, testimony, and prayer. "A Day with..." chapels bring faculty and students together in an open-forum format to discuss current issues within a Christian worldview. Student Ministries chapels provide an opportunity to share in what God is doing through the service of our students both on campus and throughout the world. Through meeting together, the Lord is teaching us to worship him and be transformed in the process.

In addition, each semester includes a number of "special emphasis weeks." The week usually includes a series of messages from a notable speaker, student/faculty forums, and discussion groups. These provide an opportunity to dig deeper into what it means to live and think as Christians. Special emphasis weeks include Christian Life Week, which focuses on growth in Christian character and spirituality, Global Christian Week, which focuses on world mission, and African-American Festival, which focuses on ethnic diversity and understanding. Each semester also includes a Day of Prayer when the entire university community gathers to devote themselves to prayer for each other, our campus, and the world. 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.

Ethnic Diversity Office
The Ethnic Diversity Office, in its efforts toward fulfilling Trinity’s commitment to prepare fully equipped graduates, encourages the inward spiritual transformation of each student as an individual and recognizes the importance of an outward expression of unity among the student body. The office aims for a holistic development of the student through commitment to community, discipleship, acceptance, and diversity. These goals are accomplished 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 on campus. The Ethnic Diversity office provides various avenues of spiritual development for students, which include the Trinity International University Gospel Choir. This group has ministered through music in Europe, Japan, and the Chicago Metropolitan area. The Ethnic Diversity Office prepares students to live, relate, work and minister in an increasingly multiethnic world.

Health Services
Health Services is available to all Trinity students and spouses 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 a few hours every week to see students by appointment. Physician services are free. Health insurance is handled by the Human Resources Office (847.317.7138). 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. Do 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 $25 late fee is charged after that time.

**Residence Life**

Community life at Trinity College is vibrant and active. It is brought together, and held together, by Jesus Christ. There is interdependence upon each other in Christian community by God’s design; each member is responsible for the care and welfare of the other. In *Connecting* ([Nashville: Word, 1997], 95), Larry Crabb offers this perspective:

> The center of the Christian life, we should remind ourselves, is not about killing anything. The route to life is death, but the center of life, the point of Christianity, is living together in the enjoyment of God. We die in order to live. More than anything else, Christianity showcases the risen Christ. We’re invited to know him, spend time with him, draw strength and encouragement from him, relax in his laughter when we expect him to yell, and serve him gladly because we genuinely like what he’s up to. Christianity is about the life of the Trinity released in human community. But the doorway into that life is death, and death is always painful. When Jesus died, he died alone. There is no greater pain. When we die to ourselves, we’re to do it together, with our community. There is no stronger bonding.

At Trinity, we believe that people are created for relationship, and community is paramount for growth in Christ—a drastic contrast to the independent, self-reliant nature. Think of this growth process as a group expedition of walking together as honest strugglers who share the life of Christ and nourish each other throughout the journey. Community means walking through the valleys with a guide who has been, and still is, on a similar journey, together relying on grace and pressing on toward the mark of maturity. This burden-bearing, iron-sharpening-iron perspective is what Jesus demonstrated with his disciples, and it is at the core of what we value for our community at Trinity.

We facilitate an environment that is conducive to the educational goals of students. The residence halls can also be a place where life-long friendships are formed. The Residence Life staff seeks to model these types of relationships. Another facet of Residence Life is facilitating activities that meet the needs of residents. Residence halls at Trinity are active and provide many opportunities to get to know people on many levels.

**Housing**

Our staff structure provides for one Residence Director (RD) in each building/complex who leads a team of student Resident Assistants (RA) and an Assistant Residence Director (ARD). The RD’s role is that of educator, facilitator, helper, advisor, and friend. He or she gives a great deal of time to working with the RAs with whom you will most frequently have contact. Each residence hall is divided into units with student Resident Assistants as leaders in the halls. We hope that you will get to know the Residence Hall staff and that you will actively participate in the residence hall community here at TIU.

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 21 years of age or older
5. Married students

Students living in Residence Halls are required to participate in one of the dining hall meal plans. The college does not permit co-ed cohabitation off campus (coeds 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. 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.
Services to Students with Disabilities
In an effort to comply with 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 acts as the institution’s ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Associate Dean of Students, in consultation with the Academic Department Chair and 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 Academic Dean. Requests for aids, services, or academic adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability to the Associate Dean of Students at the earliest possible time.

Student Ministries
The Student Ministries Department of Trinity College, located in the Lew Center, exists to help students and staff fulfill God’s greatest commandments: “Love the Lord your God with all your heart and with all your soul and with all your mind,” and “Love your neighbor as yourself” (Matthew 22:37, 39, NIV).

To fulfill these commandments the Student Ministries Department has established six major ministry objectives:

1. To help students to know God personally and intimately in growing relationships.
2. To facilitate spiritual growth opportunities for students.
3. To disciple and mentor students for ministry leadership.
4. To encourage local church involvement and commitment.
5. To expose students to service, outreach, and cross-cultural ministry experiences.
6. To develop world Christians who are purposely committed to the Great Commission.

We seek to accomplish these objectives through many different opportunities for spiritual growth at Trinity International University.

Discipleship
The Discipleship Cabinet seeks to nurture spiritual growth in the lives of students through active participation in one-on-one mentoring relationships and small groups. We provide a setting where students can express their interest and take initiative toward such relationships. We facilitate discipleship relationships by actively recruiting a network of mentors and small group leaders from upperclassmen, seminary students, faculty, and staff.

Local Church Involvement
The Student Ministries Office seeks to communicate and model the necessity of local church commitment and involvement. The office works together with Trinity Evangelical Divinity School Student Services Office to provide an area church guide each year. Students may fulfill Service Learning credits through ministry involvement in a local church.

Outreach Ministries
To develop student leadership and servanthood, Student Ministries supports several student-led outreach teams that challenge students to make an impact on campus and in the world:

- Breakthrough Urban Ministries
- Kingdom Kids (ministry to homeless mothers and their children)
- La Viña (Hispanic children’s ministry)
- Refugee Ministry
- Young Life (youth outreach ministry)

A student cabinet of ministry leaders, along with Student Ministries staff, gives oversight to these ministry teams. A special chapel in the fall is devoted to the presentation of the various ministry opportunities that are available. Students who participate with Outreach Ministries may receive Service Learning credit.

Outreach Trips
Students can participate in several week-long outreach trips offered during spring break and at times during May term. These trips provide the opportunity to serve and to minister with a team of students in both national and international missions projects—often with life-changing results. Preparation includes instruction from missions experts, biblical and cross-cultural training, team-building, and prayer and financial support-raising tools. Recent teams have been sent to Utah, New York City, Belize, and Los Flores in the Dominican Republic. Students who participate in the outreach trips may receive Service Learning credit.
**Service Learning** (graduation requirement)
The Service Learning Program gives students the opportunity to serve Christ by serving others. Students are challenged to be aware of the human condition and to become involved with meeting the spiritual, emotional, and physical needs of those around us. Service experiences are designed to provide students with a strong foundation of biblical servanthood and to help them prepare to meet the demands of a constantly changing society.

The Service Learning Program mobilizes actual service done for others. Opportunities include serving in a local church, working with youth, assisting local ministries, and helping refugees. In addition, the annual spring Camp Fair exposes students to a variety of ministry opportunities. Other specialized ministries are described in the Student Ministries Office.

Each full-time undergraduate student is required to complete three Service Learning Experiences while at Trinity College. Transfer and part-time students may have a slightly abbreviated requirement in this area and should check with the Student Ministries Office for specific details.

**Spiritual Counsel**
Student Ministries staff members are available to talk with students about their spiritual and personal concerns.

**Student Organizations**
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 Education 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 Trinity International University.

**Chapel Cabinet**
The Chapel Cabinet 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 is a student-run organization that serves the student body by providing events such as Homecoming festivities, Karaoke Night, Capture the Flag, Coffeehouse and Game Night, Square and Swing Dances, and the Junior/Senior Formal. The students who serve on College Union seek to create a thriving campus community by providing an environment that will foster unity and fellowship in the context of social activities.

**Dance Team**
The Dance Team dances hip-hop, funk, and freestyle and performs at half-time of basketball and football games.

**Departmental Clubs**
- Education Club
- History Club
- Philosophy Club
- Psychology Club
- Science and Math Club
- Sports and Medicine Athletic Trainers 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 and administrators, 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 scholarships and awards. In order to be eligible for membership, students must rank in the top 20 percent of their class, have a GPA of 3.0, and have officially declared an education major. Students are invited to become members at the annual meeting held during the spring semester.
Kappa Tau
Kappa Tau is a service organization of students who assist the Admissions Office in meeting the needs of prospective students and their parents, especially those who visit the campus. They conduct campus tours and assist with campus events arranged specifically for prospective students and their families.

Kids on Kampus
Kids on Kampus is a ministry to the children who live on the TIU campus.

Music Ensembles
The School of Music 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, each year the School of Music mounts a musical theater production. Recent performances have included Gilbert and Sullivan's The Mikado, The Styne/Comden/Green musical Bells Are Ringing, and the Menotti opera Amahl and the Night Visitors.

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.

Rugby Club
This is a co-ed group that learns the game of (full-contact) rugby as they play.

Student Ministries
- Discipleship Ministries: Students participate in a variety of discipleship relationships and groups.
- F.A.T.: F.A.T. (Faithful, Available, and Teachable) is a late-night praise and worship service on Thursdays.
- Mission Trips: Students serve the world in Utah, New York, Germany, and many other places during spring or summer break.
- Outreach Ministries: Students serve the local community throughout the school year.
- Trinity Men’s Ministry: Meets weekly to encourage men and meet their needs through Bible study and discussion.
- Trinity Women's Council: This council that encourages women in leadership and growth through events, guest speakers, and seminars.

Student Senate
Trinity's Student Senate represents student opinion to the faculty and administration and provides services and activities for the student body.

Together Making a Difference (TMD Club)
Trinity students get together after “school hours” for social activities, including sporting events, concerts, plays, and so on with college-age students with disabilities.

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

TIU Gospel Choir
This group ministers through gospel music both in the Chicago metropolitan area and through international tours.

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

Trinity Council on Business (TCB)
TCB is the Business club for all Business majors and minors in the College. Organized on a corporate model, TCB puts classroom theory and principles into practice. It sponsors and participates in numerous spiritual, career, and
social events, both departmental and campuswide. In addition, TCB coordinates the extensive mentor leadership program within the Business Department.

The Spot, an on-campus store sponsored by TCB, is located in the Lew Center and is open in the evenings.

Yearbook
There are countless ways to be a part of the yearbook staff, including writing articles and interviews, taking pictures, and editing.

Commuters
Approximately 10 percent of the student body commutes to Trinity for classes. The college has facilities available to commuters for studying and relaxing during the day and evening hours. The commuter lounge is located in the Lew Student Center, which opens weekdays at 7:30 A.M. for the convenience of commuters. In the Lew Center, commuters will find lockers, a kitchenette area, a refrigerator, a microwave and a study area. The lounge was created as a “rest area” as well as a place to meet other commuters.

Community Life Policies

The foundation of our community is the Great Commandment, found in Mark 12:30-31: “You shall love the Lord your God . . . with all your strength . . . and you shall love your neighbor as yourself. There is no other commandment greater than these” (NASB). In a perfect community, we would all live by the Spirit—“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, in the words of President Waybright, “Heaven has not arrived in Deerfield.” Therefore, in order to foster a healthy, vibrant community environment, which encourages loving the Lord and loving others, Trinity College has established Community Life policies for all students (both full and part time, residents and commuters alike).

Community Life policies, listed in the Student Handbook, apply to students during an academic semester, on or off campus, including all breaks. During the summer and winter semester break, students are not responsible to Trinity for abiding by these expectations unless he or she represents the university in an official capacity, resides on campus, or is visiting on campus. Trinity also reserves the right to refuse continuation to a student who compromises the safety or integrity of our community by his or her actions during these breaks. These policies also apply to any prospective students visiting our campus; involvement in any violations may jeopardize their admittance to the university.

“In the sweetness of the Lord’s command do we walk” (Psalm 119:32). The foundation of our community is the Great Commandment, found in Mark 12:30-31: “You shall love the Lord your God...with all your strength...and you shall love your neighbor as yourself. There is no other commandment greater than these” (NASB). In a perfect community, we would all live by the Spirit—“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, in the words of President Waybright, “Heaven has not arrived in Deerfield.” Therefore, in order to foster a healthy, vibrant community environment, which encourages loving the Lord and loving others, Trinity College has established Community Life policies for all students (both full and part time, residents and commuters alike).

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“Let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us. Let us fix our eyes on Jesus, the author and perfecter of our faith” (Hebrews 12:1-2, NIV).

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).

Practices that are specifically forbidden in Scripture are prohibited, such as dishonesty, theft, premarital sex, abortion, adultery, homosexual behavior, use of pornography, profanity, gossip, racism, or infringement upon the rights of others. The following list, though not exhaustive, defines activities that are not permitted for students at Trinity. Students violating any of the following policies will be subject to disciplinary action as outlined in our student handbook. Students are expected to abide by other procedural rules and regulations as announced.

Trinity International University is a drug-free campus. Possession or consumption of alcohol, tobacco or any illegal drug is not permitted. 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 refusing to submit to these tests will be held in violation of our standards.

Any student who is involved in the purchase of alcohol for a minor, or provides an off-campus location for a party where alcohol is available, is subject to immediate dismissal from the College.

Counseling services for drug and substance abuse are available through Trinity’s Counseling Center, located in Owens Hall. Along with individual counseling for drug and/or substance abuse, the Counseling Center will schedule forums as needed to address issues pertinent to the Trinity student body at large.
In order 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. We believe it is truly a blessing to be members of a Christian community.

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, version 1.0.” Please visit our website at http://tiunet.tiu.edu/it/policy/content/conduct/trinity_aup.pdf or request a copy from the Student Services Office. 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 email 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 Office of Student Development.

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 email and access to Worldwide Web pages

Official notifications made by University offices are increasingly made using email, rather than by paper memos sent through the University mail services. Email used for such notifications will be delivered to the recipient’s University email account. Students and employees are expected to read their University email and are strongly encouraged to use their University email 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 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 that interferes or inhibits the use of the network or University systems by others
- To connect nonauthorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a University policy

Additionally, you may not use University computers, networks, and system resources

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

Students and employees who do not comply with the “Terms and Conditions for University Technology and Telecommunications Systems - Acceptable Use Policy, version 1.0” 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.
University Services

Alumni Relations Office and Trinity College Alumni Association
There are more than 18,000 alumni serving the Lord and the body of Christ today in 82 countries throughout the world. The Trinity College Alumni Association exists to keep these alumni connected to TIU. All alumni programs and events are guided by a board of volunteer representatives from the Alumni Association. The Alumni Office provides such services as events, reunions, alumni chapter startups, conferences and seminars, the alumni web page and special campus, regional, and international alumni gatherings. The two most popular events for the college are Homecoming in the fall and the TIU Gathering at the EFCA National Leadership Conference in June. A college alumni magazine, the Direction, is published to keep alumni informed about what is happening with alumni and present students and campus life. The Alumni Association sponsors two college alumni awards. The annual Alumni Scholarship of $1,500 is for a son or daughter of an alumnus or alumna. The Outstanding Senior Award is based on faculty recommendations. The Alumni Association also supports TIU through financial gifts to the University, prayer, and volunteer help. The Alumni Office is located in the Mansion. For information, contact the Alumni Director at 847.317.8138. The Alumni website is http://www.tiu.edu/alumni.

Counseling Center
Trinity Counseling Center is an open place for finding wholeness in your life. The Center is staffed by professionally trained practitioners and provides affordable, fully confidential services for students, their spouses, staff, and the community. Group therapy settings provide for mutual and cooperative discussions. Assessment services are available for personal, premarital, educational, and career direction. The Center is an approved site for the administration of the Miller Analogies Test (MAT) and Counselaid. The staff is dedicated to serving each person who comes to us. This ministry is a place where compelling counseling conversations are useful for whole-person growth and spiritual formation.

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

Block Meal Plans
Block meals are to be used at the Melton Dining Hall. These plans allow a great deal of flexibility, as they provide a set number of meals that can be used anytime during the semester. Benefits include $50 of points, which can be used at the Fireside Café, Café A la Carte, and White Horse Inn, permission to use a meal for a guest at the same time that the student is eating a meal, and the ability to add unused block meals from the fall semester to a block meal plan in the spring semester. Three disadvantages to the block plans offset its flexibility: they do not offer as many meals as the Unlimited Access Plan; unused meals from the fall semester are forfeited if the student does not purchase a block meal plan for the spring semester; all unused meals for the academic year are forfeited at the end of the spring semester.

Each semester the Block 210 Meal Plan offers 210 meals at the Melton Dining Hall and $50 of points, which can be used at the Melton Dining Hall, Fireside Café, Café A la Carte, and White Horse Inn.

Each semester the Block 140 Meal Plan offers 140 meals at the Melton Dining Hall and $50 of points, which can be used at the Melton Dining Hall, Fireside Café, Café A la Carte, and White Horse Inn.

Each semester the Block 100 Meal Plan offers 100 meals at the Melton Dining Hall. It is limited during the fall semester to student teachers and during the spring semester to student teachers and to students who participated in a block plan for the fall semester. Points are not included with this plan.

U-Card
A U-Card is for faculty, staff, and commuter students who are not required to purchase a meal plan but who want to enjoy the savings that a meal plan offers. It is also available to residential students for meals and snacks not covered under their residential student dining plan. A U-Card is purchased credit that can be used at the Melton Dining Hall, Fireside Café, Café A la Carte, and White Horse Inn. A U-Card may be purchased in increments of $50 at the Student Accounting Office. For every $50 that is purchased, an additional $5 will be added to it. A U-Card is good for both the fall and spring semesters, but needs to be used before the last day of the spring semester. After the spring semester, the unused balance is forfeited.

Institutional Services
The services rendered by the staff of the Physical Plant ensure that the campus remains a well-functioning, clean environment. The Physical Plant is responsible for the repair and custodial maintenance of the buildings and
grounds. If you see a need for any maintenance work in a campus facility, please submit your request to your Resident Assistant or to Student Development. Apartment residents may submit their requests directly by calling x7135 or by emailing workorder@tiu.edu. Emergencies, such as power outages and flooding, should be reported directly by calling either x7135 during business hours (M-F, 8:00 A.M.–4:30 P.M.) or Security at x6400 after office hours. The Physical Plant is located in the Institutional Services office building.

Mail Services
The Mail Services Department offers many of the same services as a post office: receiving and sending mail; sale of postage; option of USPS certification, registration, 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, at their first registration and is retained until leaving school permanently. If you need a mailbox assignment prior to registration, please call the Mail Services manager at 847.317.8027.

Inappropriate (e.g., FHM, Maxim, or any other pornographic) material mailed to students will be reported to the Associate Dean of Students.

Trinity Bookstore
Open to the public and located at the entrance of the university campus, the Trinity Bookstore is one of the largest Christian bookstores in northern Illinois. The bookstore specializes in theological, academic, and ministry resources and has all of the required and supplemental textbooks and course materials Trinity students need. It also offers Bibles and Bible and ministry-related software programs, plus a wide selection of general Christian books, music, gifts, apparel, greetings cards, and Trinity merchandise.

Students receive a discount on most bookstore purchases because Trinity has a break-even, nonprofit policy on the sale of textbooks, course materials, general books, Bibles, and software to students. Academic pricing is given to students in degree programs on numerous software packages. Special academic and promotional sales are offered several times a year to encourage students to build their libraries and ministry resources, an investment that provides rich benefits both now and in the years following graduation. Trinity alumni continue to receive their student discount privileges and occasionally receive special sale offers.

The bookstore staff is committed to giving courteous, personal, prompt, and informed service to each of its customers. To contact the bookstore, you are encouraged to visit the store website at www.trinitybookstore.com, send an email to bookstore@tiu.edu, or call 800.456.READ (7323).

Security Services
Security Services personnel serve the university twenty-four hours a day to provide a safe and secure environment. Any emergency needs or suspicious activity, including items of concern, should be reported to Security immediately at x6400.

Student Safety
The safety of our students is a high priority; therefore, any student who threatens his or her own safety or the safety of others, as deemed by the Dean of Students, will be subject to disciplinary action, which may include removal from campus. In addition, hazing, harassment, and hateful communication of any kind will not be tolerated. These actions are not only detrimental to the individuals involved but also to the campus community as a whole and will be subject to disciplinary action.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Security Services of Trinity International University has compiled and published the required Campus Security Report. This report contains the following information:

General Statement; Mission Statement; Security Personnel; Authority to Detain; Working Relationship with Local Police Agencies; Daily Open Crime Log; Access to and Security of Facilities; Reporting of Crime and University Response; Timely Warnings; Sexual Assault Policy; Sexual Assault Prevention Programs; Security Awareness and Crime Prevention Programs; Possession, Use, and Sale of Alcoholic Beverage and Controlled Substances Policy; Drug and Alcohol Prevention Programs; Monitoring Off-campus Criminal Activity; Preparation of the Annual
Disclosure of Crime Statistics; Programs to Inform Students and Employees about Security Procedures and Practices; Crime Definition; Hate Crimes; and Annual Crime Statistics for the Previous Three Calendar Years.

The Campus Security Report may be viewed at the Security Services web site: www.tiu.edu/security. (http://www.tiu.edu/security/csr.htm will take you directly to the report.) Alternately, a hard copy of the report may be printed at the Security Services web site using Adobe® Acrobat® Reader®, or you may request a hard copy from the Security Services Department of Trinity International University.

Vehicles
Any motor vehicle parked on campus during business hours must display a Trinity parking permit, available from Security Services. Parking permit restrictions are in effect from 8:00 A.M. to 5:00 P.M., Monday through Friday, except resident parking lots, which are always restricted. Temporary permits are available without charge for visitors and for students who will be using a vehicle for less than one month. Residents having two vehicles on campus must obtain Trinity parking permits for each, and the second vehicle must be parked only in areas specified by Security Services. Anyone expecting guests is responsible to obtain a temporary parking permit for them.

Unlicensed or inoperable vehicles may not be stored at Trinity and may be removed from campus at the owner’s expense, plus a fine. Vehicles that have received three citations to obtain a Trinity permit also may be towed off campus at the owner’s expense. Rental trucks or trailers require parking permits and may be parked temporarily where designated by Security. Drivers are encouraged to review campus parking regulations and to contact Security with any questions related to parking matters.

A limited number of freshmen are allowed to have a motor vehicle on campus.
Personnel

“I continue to see tremendous growth in our students at Trinity College, notably including our student-athletes. From our dynamic chapel program to small group Bible studies in the residence halls and the excitement of the ‘Faithful, Available, Teachable’ Thursday discipleship time, it is clear that God is working in the lives of Trinity students.”

Dr. Gregory L. Waybright, president of Trinity International University

President’s Advisory Cabinet

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

*Gregory Waybright, PhD (MDiv ’80)
President

*Wesley L. Anderson, MBA
Chief Administrative Officer
Chief Financial Officer

*Jeanette L. Hsieh, EdD
Executive Vice President

Gary Cantwell, BFA
Vice President of Communications and Marketing

Lyle Erstad (MRE ’94)
Vice President of Institutional Services

Steve Geggie, MS
Vice President of Information Technology/CIO
Keith Iddings, PhD
Dean, Division of Open Studies

H. Wayne Johnson, PhD (MDiv '83, ThM '84)
Dean of Students, TEDS & Graduate School

*Roger L. Kieffer, MS
Senior Vice President of Enrollment

*Milo D. Lundell, DMin (BD '61, DMin '87)
Assistant to the President’s Office

*Paul J. Maurer, MDiv
Senior Vice President for Institutional Advancement

Kenneth M. Meyer, DMin (MDiv ’56)
University Chancellor

*James W. Mohler, PhD
Interim Academic Dean, Trinity College & Graduate School

Mike Picha, MBA
Vice President of Finance
*Tite Tiénou, PhD
Senior Vice President of Education
Academic Dean, Trinity Evangelical Divinity School

*William O. Washington, MS (BA ’88, MAR ’98)
Senior Vice President for Student Affairs
Dean of Students, College

David P. Whited (MDiv ’02)
Director of Chapel

*Member of the Executive Council

Board of Regents of Trinity International University

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

Warren Anderson (MA ’98)
Lake Forest, Illinois
Physician/Counselor, Retired

Michael P. Andrus
Wildwood, Missouri
Senior Pastor, First Evangelical Free Church

Ronald D. Aucutt
Falls Church, Virginia
Attorney/Partner, McGuire Woods LLP

Yolanda Black (BA ’75)
McPherson, Kansas
Homemaker

Judy Bradish
Arlington Heights, Illinois
Homemaker

Scott Carter
Lake Forest, Illinois
President, Unitrin Direct sales

David Chally (BA ’87)
Kearney, Nebraska
President, Barney Insurance, Inc.

Howard Dahl (MA ’77)
Fargo, North Dakota
CEO, Amity Technology

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

Leslie Frazier
Cincinnati, Ohio
Defensive Coordinator, Cincinnati Bengals

Steve Goold (DMin ’95)
Minneapolis, Minnesota
Senior Pastor, Crystal Evangelical Free Church

Edward Hearle
Jacksonville Beach, Florida
Management Consultant, Retired
James Hollabaugh  
Fremont, California  
Attorney and Chairman of the Social Concerns Advisory Council

Margaret Holtrust  
Anaheim, California  
University Professor, retired

Robert Kleinschmidt (BA '79)  
Maple Grove, Minnesota  
Vice President of Finance, Carlson Companies

David V. Martin (MA '72)  
Elizabethtown, Pennsylvania  
Senior Pastor, Evangelical Free Church of Hershey

Neil Nyberg (BA '74)  
Battle Creek, Michigan  
Vice President, Kellogg Corp.

William A. Peterson  
LaCrosse, Wisconsin  
Real Estate Developer/Broker, Retired

George Poulos (MDiv '83)  
Davie, Florida  
President and CEO, Global Pathology Laboratory Services

William C. Pugh  
Valparaiso, Indiana  
Safety Expert/Accident Consultant, William C. Pugh Associates, Inc.

Susan Ruud  
Racine, Wisconsin  
Vice President and Corporate Secretary, Ruud Lighting

Edmond Soliday  
Barrington, Illinois  
Retired Vice President of Safety, Quality Assurance & Security, United Airlines

Kendall Spencer (MDiv '77)  
Jacksonville, Florida  
Executive Vice President  
The South Financial Group

James Tahmisian  
Santa Maria, California  
Clinical Psychologist

Charles Thor  
Arlington Heights, Illinois  
Real Estate Development, The Daly Group, Inc.

Gregory L. Waybright (MDiv '80)  
Arlington Heights, Illinois  
President, Trinity International University

Charles Webb  
Okemos, Michigan  
Vice President for Development  
Michigan State University

Kristine Young  
Boxborough, Massachusetts  
Homemaker/Substitute Teacher/Career Counselor

Ex Officio Members  
William Hamel (MDiv '72)  
President  
Evangelical Free Church of America

Brian Cole  
Chairman, Board of Directors  
Evangelical Free Church of America

Kenneth M. Meyer (MDiv '56)  
Chancellor  
Trinity International University

Roland Peterson (BA '52)  
Moderator  
Evangelical Free Church of America

Trinity International University Administration

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

Astrid Aiyadurai  
Coordinator of Residence Life, TEDS

Ron Anderson, MA  
Director of Financial Aid

Wesley L. Anderson, MBA  
Chief Administrative Officer  
Chief Financial Officer

Robert C. Beatty, DMin  
TEDS Coordinator, Master of Arts (Religion) Program, South Florida Campus

Heather Beauchamp (BA '97)  
Director of Conference Services

Robert M. Bosanac, MA  
University Registrar

Kenneth V. Botton (MA '90, PhD '04)  
Director of Admission, TEDS and Graduate School

Linda M. Cannell, EdD  
Director of the PhD in Educational Studies Program

Gary Cantwell, BFA  
Vice President of Communications and Marketing

Cathy Conway, LCPC (MA '98)  
Director of Trinity Counseling Center

Martin Crain, DMin (MDiv '77, DMin '86)  
Director, Professional Doctoral Programs

Amy Croft, BA  
Director of Career Services and Orientation
Kim Dougherty  
Director of Student Accounting

Stacey L. Douglas (MDiv ’88)  
Director, Trinity Bookstore

Perry G. Downs, PhD  
Associate Dean, Doctoral Programs

Zofia Dripps, BS  
Director of Development

Pierre Edmonds, MS  
Director of REACH Admissions and Marketing

Lyle S. Erstad (MRE ’94)  
Vice President of Institutional Services

Orlando Feliciano  
Director of Ethnic Diversity

Ilene Foote, MA (BA ’72)  
Director of Alumni Relations

Dana Futrell, BS  
Director, President’s Inner Circle

Steven Geggie, MS  
Vice President of Information Technology/CIO

Patrick Gilliam, BA  
Director of Athletics

Denise Halloran, BSRN  
Director of Health Services

Kent Hansen, MDiv (BA ’95, MDiv ’00)  
Director of Student Ministries

Kevin P. Holsclaw, JD (MA ’99)  
Academic Dean, Trinity Law School

Jeanette L. Hsieh, EdD  
Executive Vice President

Keith Iddings, PhD  
Academic Dean, Division of Open Studies

Carl Johnson, BS  
Vice President of Development/Church Relations

H. Wayne Johnson, PhD (MDiv ’83, ThM ’84)  
Dean of Students, TEDS & Graduate School

Bee Justamante, MA  
Vice President, South Florida Campus

Katie Kemp, BS  
Director of Administrative Computing

Roger L. Kieffer, MS  
Senior Vice President for Enrollment

Wayne Kijanowski, MDiv  
Director of Design

John Kilner, PhD  
Director, The Center for Bioethics and Human Dignity

Robert H. Krapohl, PhD  
University Librarian

Justine Lanktree, BA  
Director of Student Activities/Student Leadership

Milo D. Lundell, DMin (BD ’61, DMin ’87)  
Executive Administrator to the President’s Office

Paul J. Maurer, MDiv  
Senior Vice President for Institutional Advancement

Kenneth M. Meyer, DMin (MDiv ’56)  
University Chancellor

Chris Miller (MRE ’01)  
Director of Academic and Desktop Computing

James W. Mohler, PhD  
Interim Academic Dean, Trinity College & Graduate School

Peg Moneypenney, MEd  
Director of REACH Student Services

James R. Moore (PhD ’95)  
Associate Academic Dean, TEDS

Emanuel Naydenov, MDiv  
Director of Extension Academic Services

Brian Olson, MDiv (BA ’92, MDiv ’96)  
Director of Security Services

Julie Pann (BA ’97)  
REACH Assistant Registrar

Matthew Perrault, MA (BA ’99, MA ’01)  
Associate Dean of Students, Trinity College

Mike Picha, MBA  
Vice President of Finance

Steven Pointer, PhD (MA ’76)  
Associate Academic Dean, College

Robert J. Priest, PhD (MDiv ’82)  
Director of the PhD in Intercultural Studies Program

Michael D. Reynolds, DMin (MAR ’93)  
Director of the MAR, Urban Ministries Program  
Assistant Dean of Extension and Continuing Education, Chicago Campus

Heather Sammons, MA  
Residence Director

Lon Schwenk, BA  
Director of Human Resources

Phillip W. Sell  
Director of Supervised Ministries

Joyce Shelton, PhD  
Associate Academic Dean, Graduate School

David Skinner, BA  
Associate University Registrar

Elizabeth Skjoldal, PhD  
Director, Master of Arts in Counseling Psychology Program, South Florida Campus

Patrick Smith, BS  
Purchasing Director
Full-time Faculty and Administrators, Deerfield Campus

Full-time teaching faculty and administrators are those persons under full-time contract whose principal employer is Trinity and who hold faculty status. As such 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.

Allison Alcorn-Oppedahl, PhD
Associate Professor of Music
1998

Prior to coming to Trinity, Dr. Alcorn-Oppedahl had teaching experiences at Dordt College and the University of North Texas and worked in education and public programming at the Shrine to Music Museum at the University of South Dakota. Her research focuses on the study of musical instruments ranging from non-Western instruments to European bowed strings. Preservation and documentation of historic American pipe organs is a particular passion and has been the topic of numerous presentations and articles for a variety of professional organizations. She is an active member of the American Musical Instrument Society and is Councilor for Historic Concerns on the National Council of the Organ Historical Society, as well as chair of the Governing Board for the American Organ Archives. Dr. Alcorn-Oppedahl has performed as a violinist in several orchestras, including the Sioux City Symphony, the Garland (Texas) Symphony Orchestra, and the Northwest Iowa Symphony Orchestra where she functioned as assistant concertmaster. She is currently concertmaster of the Trinity Community Philharmonic Orchestra.
Alyson Smith Bass, EdD
Associate Professor of Education
2002
BS, Louisiana State University
MS, University of Houston
EdD, Vanderbilt University

Professor Bass has come to TIU with twenty-five years of teaching experience in kindergarten and first grade, affording considerable first-hand experience in emergent literacy instruction. At the university level, she has taught language arts methods, children's literature, and elementary school art methods courses for eight years at Vanderbilt University, Tennessee State University, and San Diego State University, Imperial Valley Campus.

Harold J. Baxter, PhD
Associate Professor of English
1989
BA, Houghton College
BD, Evangelical School of Theology
ThM, Eastern Baptist Seminary
MA, Old Dominion University
PhD, Florida State University

Before teaching, Dr. Baxter was a pastor in the United Methodist Church. Since then he has acquired thirty years of teaching experience between a Christian high school in Virginia, Regent University, Florida State University, and Trinity. Interested in the arts, Dr. Baxter enjoys interdisciplinary studies that focus on art, music, literature, and film. He has written a book, Shadows and Fog, on thinking Christianly at the movies.

Paul Bialek, PhD
Associate Professor of Mathematics
1995
BS, MS, PhD, University of Illinois

Prior to joining the Trinity faculty, Dr. Bialek taught mathematics at the College of Wooster and Westmont College. His PhD thesis concentrated on the works of Indian mathematician, Ramanujan. His current research interest is the integration of Christian faith and mathematics.

Stephen C. Churchill, MBA
Associate Professor of Business
1988
BA, MBA, Kansas University

Professor Churchill owned and managed a number of businesses before joining Trinity. He has also been a consultant to many Fortune 500 companies. His expertise ranges from IPO financing to executive compensation programs, reengineering to strategic franchise development.
Michael Cooper, PhD
Assistant Professor of Biblical Studies and Christian Ministries
2002

BED, Texas A&M University
MA, Columbia Biblical Seminary and School of Missions
PhD, Trinity Evangelical Divinity School

Prior to joining the Trinity faculty, Dr. Cooper was a missionary church planter with Christian Associates International, during which time he trained church planters and pastors in Moldova and Russia while working on his PhD at TEDS. His ministry experience includes three years on staff with Campus Crusade for Christ and nine years church planting in southeastern Romania with the Evangelical Free Church. Dr. Cooper’s ordination credentials are with the EFCA, and he is a member of Evangelical Missiological Society and American Society of Missiology, as well as on associate staff with Christian Associates International. His research interest is in emerging new religious movements with pre-Christian European origins, as well as factors in Western society that have contributed to their growth. He has written and presented several academic papers on the subject.

Chris Firestone, MA
Assistant Professor of Philosophy
1999

BA, BS, University of Illinois at Urbana-Champaign
MA, Trinity Evangelical Divinity School
PhD Candidate, University of Edinburgh

Professor Firestone came to Trinity with experience in teaching and overseas research in Hong Kong and Scotland. During this time, he wrote and produced a video introducing philosophy to university students and presented papers at the Tyndale House Philosophy of Religion Conference in Cambridge and the Evangelical Philosophical Society Annual Conference in Orlando. Chris is a member of the American Academy of Religion, the American Philosophical Association, the Evangelical Philosophical Society, and the North American Kant Society. Articles by Professor Firestone can be found in the June 1999 edition of Religious Studies and the March 2000 issue of International Journal of Systematic Theology.

Lois C. Fleming, MA
Associate Professor of English
1986

BA, BA HONS, MA, University of Natal
MA, Wheaton Graduate School
PhD Candidate, Northwestern University

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 currently directs the School of Language, Literature, and Communication, guides the study tour program in Europe, and is the advisor of the student newspaper.

Steven D. Fratt, PhD
Associate Professor of History
1990

BA, Westmont College, Honors in History
MA, PhD, University of California-Santa Barbara

Prior to Trinity, Dr. Fratt taught at Sterling College and Westmont College. He 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 adjutant for the 1st Illinois Battalion of Civil War reenactors. Dr. Fratt has articles in Strategy and Tactics and North and South magazines and has been a consultant for several authors of military history. He is chair of the History Department and director of the School of Humanities.
Karl J. Glass, MS, ATC/L
Associate Professor of Health Science
Athletic Training Program Director
2001
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.

William E. Graddy, PhD
Professor of English
1973
BA, MA, PhD, Southern Illinois University

Dr. Graddy previously taught at Southern Illinois University. His work has appeared in the Reformed Journal, the New Oxford Review, Emerson Society Quarterly, and the Eerdmans’ Handbook to Christianity in America. His ongoing professional interests include literature of the American Renaissance, critical theory, and literary analysis as it applies to Bible study methods.

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

Dr. Gundlach came to Trinity after teaching at Wheaton College and Wheaton Graduate School. He specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, church history, and the philosophy and methods of history. He has made extensive study of the history of the evangelical engagement with evolutionary thought and is currently at work on a biography of Princeton theologian B. B. Warfield.

Stephen Hall, ThM
Assistant Professor of English and REACH Faculty Coordinator
2001
BA, Taylor University
MA, Jerusalem University College
MDiv, ThM, Trinity Evangelical Divinity School
PhD Candidate, University of Chicago

Professor Hall has a joint appointment in the School of Language, Literature, and Communication and in REACH. Prior to joining the TIU faculty, Professor Hall was a member of the faculty at North Park University. In addition, he has been a staff member since 1992 at the Graham School of the University of Chicago in the Basic Program for the Liberal education of Adults. He is currently pursuing a PhD at the University of Chicago.
**Don Hedges, PhD**
Associate Professor of Music  
1999

BS, Faith Baptist Bible College  
MM, PhD, Indiana University  

Dr. Hedges has a passion for “opening ears” to a fuller awareness of and appreciation for musical sound. He has done significant research in the area of aural understanding, and considers the development of listening skills essential to growth in musicianship. Dr. Hedges has background and experience in vocal accompaniment/coaching, conducting, musical theater, and church music. He came to Trinity from Edmonton, Alberta, where he taught music theory at North American Baptist College and Christian worship at Edmonton Baptist Seminary.

**Matthew A. Heller, PhD**
Assistant Professor of Psychology  
BA, Wheaton College  
PhD, University of Minnesota  
2004

Dr. Heller specializes in Social psychology with enduring interests in the psychology of religion and close interpersonal relationships. He enjoys teaching a variety of courses and also worked with adolescents in a psychiatric hospital before graduate school.

**Jeffrey Henderson, PhD**
Assistant Professor of Biology  
2003

BA, Judson College  
PhD, The Ohio State University  

Dr. Henderson comes to Trinity after working on colon cancer research at Washington University School of Medicine as a post-doctoral fellow. He has published papers on RNA editing and gene structure/function studies and is a member of the American Association for the Advancement of Science. His interests include cancer research, post-transcriptional regulation of gene expression, and the integration of Creation and scientific theories of human origins.

**Jeanette L. Hsieh, EdD**
Executive Vice President  
Professor of Education  
1997

BA, Westmont College  
MA, Wheaton College  
EdD, Northern Illinois University  

Dr. Hsieh was an elementary and middle school teacher in Deerfield and Elgin, Illinois. In 1973 Dr. Hsieh joined the faculty at Judson College where she taught educational psychology and served as Director of Teacher Education. Immediately prior to coming to Trinity, Dr. Hsieh served as chair of the Education Department at Wheaton College where she developed the Master of Arts in Teaching program. Dr. Hsieh served as president of two state organizations: the Illinois Association of Colleges for Teacher Education and the Illinois Association for Teacher Education in Private Colleges. She serves on the Board of Trustees at Wheaton College. Her scholarship interests focus on nurturing Christians to teach in a pluralistic society.
*R. Keith Iddings, PhD  
Dean, Division of Open Studies  
1995
AB, Asbury College  
MDiv, Asbury Theological Seminary  
PhD, University of Wisconsin–Madison

Dr. Iddings has been involved in nontraditional forms of education much of his professional career. Working as a church-planting missionary in the Philippines, he became involved in Christian leadership development for working adults. After receiving a PhD in Adult Education, he worked on innovative program designs in higher education at Indiana Wesleyan University. He is currently helping Trinity become a leader in adult Christian higher education.

Dori L. Karlesky, PhD  
Associate Professor of Chemistry  
1989
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. Dr. Karlesky is the chair of the Chemistry Department.

Carol L. Kennett, PhD  
Associate Professor of Education  
1996
BA, Eastern College  
MA, Immaculata College  
PhD, University of Pennsylvania

Dr. Kennett has taught at all levels, from early childhood to graduate education. An educational anthropologist, she spent several years looking at the development of trust relationships in inner-city schools. Currently, she is studying the role of university-school partnerships in teacher education. Her primary interests include intercultural communication and diversity issues. She is an active member of the Council on Anthropology in Education and the American Educational Research Association.

Daniel Kim, MDiv  
Visiting Assistant Professor of Physics and Mathematics  
2003
BS, California Institute of Technology  
BA, Wesleyan University  
MDiv, Trinity Evangelical Divinity School  
ThM Candidate, Trinity Evangelical Divinity School

Prior to coming to Trinity, Professor Kim spent three years in full-time pastoral ministry on the East Coast, after which he went on a one-year short-term mission trip to Thailand. He is currently completing his PhD coursework in Theological Studies, concentrating in Old Testament at Trinity Evangelical Divinity School.
Robin J. Kohl, EdD
Assistant Professor of Education
2002
BS, University of Illinois - Urbana-Champaign
MA, Wheaton College
EdD, Northern Illinois University
Dr. Kohl's previous educational experience includes stints as teacher, gifted program coordinator, principal, and consultant in both private and public schools. Her research interests are in gifted and international education and aesthetic response to literature. She is an active member of the National Association for Gifted Children and the Association for Christian Schools International.

*Robert H. Krapohl, MLS, PhD
University Librarian
1998
BA, University of Florida
MDiv, Southwestern Baptist Theological Seminary
PhD, Baylor University
MLS, University of Albany, SUNY
Prior to Trinity, Dr. Krapohl served as a reference librarian at Baylor University. 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). Dr. Krapohl has also served as manager of the HISTEC-2 (history of evangelical Christianity) electronic discussion list on the Internet.

Kristin Lindholm, MA
Assistant Professor of English
1994
BA, MA, University of Illinois
MA, Trinity Evangelical Divinity School
Prior to teaching at Trinity, Professor Lindholm taught high school English and theater, in addition to speech and composition at the University of Illinois. For many years, she has been active in theater as an actress and a director. She has written several articles and scripts and has received 3 awards for her achievements in education.

Samir B. Massouh, MA
Associate Professor of Biblical Studies
1988
BA, California State University
Graduate School, University of California, Santa Barbara
MA, MDiv, Trinity Evangelical Divinity School
Before teaching at the college, Professor Massouh taught at Trinity Evangelical Divinity School, pastored Elmbrook Church in Wisconsin, and was 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*. Massouh was selected to the Chicago Tribune “All Professor Team” of small universities. Professor Massouh has also specialized in Islam, Analytic Philosophy, History of the Cinema and History of Western Art.
Carmen T. Mendoza, PhD
Associate Professor of English
1985
BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University
A native of Bolivia, Dr. Mendoza applies her experience and research on the relationships of language, culture, and learning in her teaching. She is the founder of Women Crossing Cultures, an organization that helps women explore the impact of their cultural experiences and trains them to facilitate their learning to others. She has participated in academic exchanges in other cultures and consults with individuals and groups on questions of intercultural awareness.

James W. Mohler, PhD
Interim Dean of the College and Graduate School
Associate Professor of Biblical Studies and Christian Ministries
1996
BM, Biola College
MA/CE, Talbot School of Theology
PhD, Talbot School of Theology
Dr. Mohler joined the Trinity faculty after serving more than twenty years in local church youth ministries in California and Arizona. His vast experiences include leadership development, mission trips, music and worship leading, counseling, parental support groups, and camping ministries. He currently chairs the Christian Ministries Department and directs the School of Biblical and Religious Studies.

William J. Moulder, PhD
Professor of Biblical Studies
1975
BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University
Dr. Moulder’s varied teaching experiences over the last twenty-five years include Moffat College of Bible, Kenya; Union Biblical Seminary, India; North Park Seminary, Chicago; Trinity Torch Graduate School of Theology, Seoul; and Trinity Evangelical Divinity School. He also teaches regularly in the REACH program. In addition, Dr. Moulder has written many articles regarding the Old Testament and the New Testament.

*Dawn M. Oakes, PhD
Director of REACH Academic Services
1975
BA, Trinity College
MA, PhD, University of Georgia
Dr. Oakes has expertise in intercultural communication, curriculum development, and applied social research. She has several articles in professional journals regarding sociology and social psychology and the integration of Christianity and sociology. Currently she serves the REACH program in the area of faculty and curriculum development.
Steven R. Pointer, PhD
Associate Academic Dean and Professor of History
1985
BA, Duke University
MA, Trinity Evangelical Divinity School
PhD, Duke University
Prior to Trinity, Dr. Pointer taught at Western Kentucky University, Trinity Christian College, and Wheaton College. He pursued additional graduate study and research in France and England. He has published several articles and essays in the fields of American and British church history. His book *Joseph Cook, Boston Lecturer and Evangelical Apologist* was published in 1991. His current research interest is English Puritanism.

Stephen Posegate, MM
Assistant Professor of Music and Conductor of Symphonic Band
2003
BME, Wheaton College
MEd, University of Alaska/Anchorage
MM, Indiana University
DMA Candidate, The University of Oregon School of Music
Mr. Posegate taught music for more than twenty years in Denali, Nenana, and Anchorage, Alaska, where he also founded and conducted the Anchorage Civic Orchestra and taught music education at the University of Alaska/Anchorage. Prior to coming to Trinity, he was a Graduate Teaching Fellow at The University of Oregon School of Music. Mr. Posegate has been active in church music throughout his career—often as Director of Music.

Ray O. Posey, PhD
Associate Professor of Education
2001
BA, Westmont College
MS, California State University
PhD, Vanderbilt University
After teaching grades 2-8 and serving as a principal in public schools in the San Francisco Bay Area, Professor Posey left his principalship and attended Peabody College of Vanderbilt University in Nashville, Tennessee. Prior to coming to Trinity, he most recently served as Director of Student Teaching and Internships and taught a variety of courses at the University of the Pacific in Stockton, California. Professor Posey currently serves as Director of the School of Education.

Sylvie T. Raquel, PhD
Assistant Professor of New Testament
2004
BA, East Texas Baptist University
MDiv, PhD, New Orleans Baptist Theological Seminary
Prior to coming to Trinity, Dr. Raquel has taught at East Texas Baptist University, Nunez College, New Orleans Baptist Seminary, and Xavier University. She also has experience working in three different international churches as youth minister, discipleship ministry, prison ministry and missions, taking trips to Kazakhstan, France, Mexico, Brazil, and Ecuador, as well as in the U.S. She has costarted two ESL ministries, is fluent in three languages (English, French, Spanish), and has studied four more (Greek, Hebrew, Latin and German). Dr. Raquel specializes in textual criticism of the New Testament. She enjoys outdoor activities with her family, traveling, interacting with people of different cultures, sports, art, and sharing her faith.
Angelo G. Rentas, MS  
Associate Professor of Biology  
1985  
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 Gono-zyme Technical Support Group and participated in the development of a test kit called Chlamydiazyme. Presently he is overseeing undergraduate research in two areas: (1) The isolation and purification of an enzyme (isocitrate lyase) from E. coli.; (2) The isolation and purification of a peptide found in leopard frogs. This peptide appears to have some antimicrobial activity. He has a special interest in creationism and is available for presentations. Professor Rentas is the Director of the School of Science and Technology.

Timothy M. Robinson, EdD  
Associate Professor of Psychology  
1988  
BS, Western Michigan University  
MA, Trinity Evangelical Divinity School  
MA, 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. In addition to being a part-time therapist, he is active in various leadership roles in his church.

Paul J. Satre, DMA  
Professor of Music  
1996  
BA, Trinity College  
MMus, DMA, American Conservatory of Music  
Dr. Satre has conducted and toured with collegiate choirs and has taught theory, conducting, piano, composition, church music, and jazz. He often participates as clinician and judge at music festivals 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.

Donald Scherrer, PhD  
Visiting Professor of Human Performance and Wellness  
2001  
BS, MEd, University of Illinois  
PhD, Texas A&M University  
Dr. Scherrer is visiting professor in the School of Human Performance and Wellness. He recently retired after teaching for thirty-four years at the University of Illinois, Chicago State University, and Texas A&M University. Dr. Scherrer’s area of expertise includes exercise physiology, measurement and evaluation, and research methods. He has been and continues to be active in the American Alliance for Health, Physical Education, Recreation, and Dance and also the Illinois Association for Health, Physical Education, Recreation, and Dance.
Joyce A. Shelton, PhD  
Associate Academic Dean and Professor of Biology  
1988

BS (HONORS), New Mexico State University  
MT (ASCP), Scripps Memorial Hospital  
PhD, University of New Mexico School of Medicine

Prior to earning her doctorate, Dr. Shelton worked as a medical technologist and taught courses for medical students and interns. Her predoctoral research was in immunology and developmental biology. She has also done postdoctoral research at Northwestern University in the areas of biochemistry, immunology, and reproductive biology and has journal publications in these areas. Her most recent interests include the field of bioethics. She is the chair of the Health Sciences Department.

Daniel Song’ony, PhD  
Assistant Professor of Business  
2000

BA, Trinity College  
MA, Roosevelt University  
MA, PhD, New School University

Dr. Song’ony is a practicing economist. He has served as District Officer in the office of the President of Kenya, a risk/financial forecaster for the Bank of New York, as well as a consultant to other private and public institutions. He has received grants from USAID and other organizations for study of foreign economic policies. Dr. Song’ony’s teaching emphasis is on practical application of economic and business theories.

Jana Sundene, MA  
Associate Professor of Christian Ministries  
1990

BA, Wheaton College  
MA, Northern Illinois University  
MA, Trinity Evangelical Divinity School

Professor Sundene has served as associate director of youth at Garden Grove Community Church in California and at Willow Creek Community Church in Illinois and has led short-term missions trips. A contributor to several books and writer of numerous articles, Professor Sundene is also a seminar speaker.

Timothy J. Voss, MS  
Associate Professor of Human Performance and Wellness  
1990

BA, Trinity College  
MS, University of Illinois

Before joining the Trinity faculty, Professor Voss taught at Moody Bible Institute and Trinity Western University. As director of the School of Human Performance and Wellness he oversees the teacher certification programs for K-12 Physical Education, Sport and Wellness Management major, and the Outdoor Education/Camp Administration minor, participating with Timberlee Christian Center. He is a certified lifestyle counselor in weight control and stress management.
Clifford E. Williams, PhD
Professor of Philosophy
1982
BA, Wheaton College
PhD, Indiana University

Karen Wrobbel, MA
Assistant Professor of Education
2003
BA, Biola University
MA, Wheaton Graduate School
EdD Candidate, University of Minnesota
Prior to joining the TIU faculty, Professor Wrobbel ministered for twenty-two years as a missionary educator with The Evangelical Alliance Mission (TEAM). She taught both elementary and secondary students at schools in Spain and Venezuela and was Assistant Head of the Evangelical Christian Academy for eight of those years. She also served as TEAM’s worldwide children’s education coordinator and continues to provide educational consultant services to mission agencies.

Her areas of expertise and research interests include intercultural communication, languages and education, and the education of missionary kids (MKs). She is actively involved with the Association of Christian Schools International and regularly presents workshops at their international Christian education conferences. Wrobbel’s articles have appeared in several publications, including *Christian School Education* and *Evangelical Missions Quarterly*, and she is a contributing editor to *World Pulse*.

*Administrators with faculty status.*

Affiliate Faculty, Deerfield Campus

Affiliate faculty 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.

Donald Erickson, BA
Affiliate Professor in Science
1990
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 United States, 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 Gruenewald, EdD
Affiliate Professor in Psychology/Sociology
1997
BS, University of Wisconsin
MA, Trinity International University
EdD, Northern Illinois University

Professor Gruenewald is a Licensed Clinical Professional Counselor and has been an individual, marital, and group therapist since 1979. He has a full-time counseling practice, and his passion is centered on using his relational style to encourage and challenge people to see how Christian faith is part of the healing and growing process.

James R. Moore, PhD
Affiliate Professor in Interdisciplinary Studies
1996
BA, MA, Indiana Wesleyan University
PhD, Trinity Evangelical Divinity School

Dr. Moore pastored churches in Illinois and Indiana before coming to Trinity, where he now serves as Associate Academic Dean in the Divinity School. He has also been Director of Administration for the Doctoral Programs and Assistant Academic Dean of the Graduate School. Dr. Moore currently teaches in the School of Biblical and Religious 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.

Michael D. Reynolds, DMin
Affiliate Professor of Psychology/Sociology
1999
BS, Illinois State University
MAR, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary

Dr. Reynolds has extensive experience in the corporate business world and maintains ongoing ministry involvement as the pastor of a growing urban church. He has special interests in mentoring and urban leadership development.

Gwendolyn Sterk, JD
Affiliate Professor in Political Science and Business
1991
BS, Liberty University
MA, Loyola University of Chicago
JD, Loyola University of Chicago Law School

Professor Sterk is an attorney admitted to the Illinois and Indiana bar. She is a partner at the law firm of Goldstine, Skrodzki, Russian, Nemec and Hoff, Ltd. where she concentrates her legal practice in family law and litigation.
Professors Emeriti, Deerfield Campus

Emeriti professors have distinguished themselves in their service to Trinity and as such have been granted the honorary status of Professor Emeriti by the faculty and Board of Regents.

**Joseph M. Alexanian, PhD**  
Professor Emeritus of Biblical Studies  
1973–1995  
AB, Wheaton College  
MDiv, Fuller Theological Seminary  
PhD, University of Chicago

**Donna Peterson, PhD**  
Dean Emerita, College of Arts & Sciences  
1987-1997  
BA, Wheaton College  
MA, University of Illinois  
PhD, Trinity Evangelical Divinity School

**Jacqueline H. Bell, MM**  
Associate Professor Emerita of Music  
1971-1999  
BME, Wheaton College  
MM, American Conservatory of Music

**Robert W. Pirsein, PhD**  
Professor Emeritus of Business  
Full-time: 1997-2004  
Adjunct: 1989-1996  
BA, MA, Marquette University  
PhD, Northwestern University

**Stanley T. Bristol, EdD**  
Professor Emeritus of Education  
1988-2000  
BA, Wheaton College  
MA, Northern Illinois University  
EdD, Northwestern University

**Paul A. Twelker, EdD**  
Professor Emeritus of Psychology  
1984-2004  
BA, SanDiego State University  
MA, EdD, University of California – Los Angeles

**E. Morris Faugerstrom, PhD**  
Professor Emeritus of Music  
1952–1998  
BM, Wheaton College  
MM, PhD, Northwestern University

**Adjunct Faculty, Deerfield Campus**

Adjunct faculty are part-time teaching faculty who teach one or more classes on an occasional basis. The degree adjunct faculty participate in daily campus life is limited. They are appointments of the Dean of the College.

**Richard Allen, MBA**  
*Lecturer in REACH, 1999*  
BA, Trinity International University  
MBA, Lake Forest Graduate School of Management

**Patricia Brandt, MA**  
*Lecturer in REACH, 2001*  
BA, Trinity College  
MA, National-Louis University

**Michael Angelo, MSJ**  
*Lecturer in REACH, 2004*  
BA, University of Illinois,  
MSJ, Northwestern University

**Eric Brown, MBA**  
*Lecturer in REACH, 2002*  
BA, MS, Northwestern University  
MBA, Keller Graduate School of Management

**Gary Arnold, EdD**  
*Lecturer in REACH, 2002*  
BA, MA, Wheaton College  
EdD, National Louis University

**Sandra Brown, BA**  
*Lecturer in REACH, 2000*  
BA, Chicago State University

**Richard L. Best, PhD**  
*Lecturer in REACH to Teach, 1997*  
BA, Amherst College  
EdM, Harvard University  
PhD, University of Illinois

**William Buchanan, MBA**  
*Lecturer in REACH, 1998*  
BA, Kent State University  
MBA, University of Michigan
Nigel Cameron, PhD  
**Lecturer in Interdisciplinary Studies**  
BA, Emmanuel College  
MA, University of Cambridge  
BD, New College  
PhD, University of Edinburgh

Rob Carmichael, MS  
**Lecturer in Education, 2001**  
BA, Elmhurst College  
MS, Aurora University

Nathan Clayton, MDiv  
**Lecturer in French**  
BA, Sterling College, 1997  
MDiv, Trinity Evangelical Divinity School, 2000

Amy Collins, MA  
**Lecturer in REACH, 2001**  
BA, MA, Wheaton College

Janson Condren, ThM  
**Lecturer in REACH, 2001**  
BA, Cedarville College  
MDiv, ThM, Baptist Bible Seminary

Mark Coppenger, PhD  
**Lecturer in REACH, 2000**  
BA, Ouachita Baptist University  
MDiv, Southwestern Baptist Theological Seminary  
PhD, Vanderbilt University

Edward J. DeVries, PhD  
**Lecturer in Psychology/Sociology, 2000**  
BA, Calvin College  
MA, Western Michigan University  
PhD, Michigan State University

Shirley Diaz, MA  
**Lecturer in REACH, 2002**  
BA, Westmont College  
MA, National Louis University

Diane Donaldson, EdD  
**Lecturer in REACH, 2003**  
BA, Ottawa University  
MEd, National College of Education  
EDD, Northern Illinois University

Kevin M. Dwyer, MA  
**Lecturer in REACH Education, 2001**  
BA, Eastern Illinois University  
MA, National Louis University

Laura Dziubinski, MA  
**Lecturer in REACH, 2003**  
BS Eastern Illinois University  
MA, Trinity International University  
MA, National Lewis University

Ginger Eppinette, MEd  
**Lecturer in REACH to Teach, 2002**  
BA, Louisiana State  
MEd, Northwestern State University

Tenny C. Farnen, EdD  
**Lecturer in Sociology, 2001**  
BA, University of the East  
MBS, Biblical Seminary of the Philippines  
EdD, Asia Graduate School of Theology

David Finkbeiner, MDiv  
**Lecturer in REACH, 1996**  
BA, Bob Jones University  
MDiv, MA, Biblical Theological Seminary  
PhD candidate, Trinity Evangelical Divinity School

Kurt Flemming, BS  
**Lecturer in REACH, 1998**  
BS, Eastern Nazarene College

Bruce Fowler, MM  
**Lecturer in Music, 2000**  
BM, Conservatory of Brussels  
MM, Indiana University

Michael Futrell, MDiv  
**Lecturer in CIS, 2000**  
BA, Washington Bible College, 1996  
MDiv, Trinity Evangelical Divinity School, 2003

Sean H. Gartland, MDiv  
**Lecturer in Christian Ministries, 2001**  
BS, Florida State University  
Grad. Cert., Moody Bible Institute  
MDiv, Columbia International University

Gary A. Gilles, MDiv  
**Lecturer in REACH, 1994**  
BS, Indiana University  
MA, MDiv, Trinity Evangelical Divinity School

Deborah Gillette, BM  
**Lecturer in Music, 1999**  
BM, Michigan State University

Peggy Griffin, EdD  
**Lecturer in REACH, 2003**  
BS, Boston University  
MA Northeastern Illinois University  
EdD, Northern Illinois University

Brent Groothuis, DC  
**Lecturer in REACH, 2003**  
BS, DC National College of Chiropractic

Susan J. Hamilton, MA  
**Lecturer in Education, 2001**  
BS, Northern Illinois University  
MA, National Lewis University

Faye Hansen, MEd  
**Lecturer in Education and REACH, 2001**  
BA, Trinity College  
MEd, National-Louis University

Jeanette J. Harles, MA  
**Lecturer in Education, 2003**  
BA, National College of Education  
MA, Northwestern University
Julie P. Hayes, EdD  
*Lecturer in REACH to Teach, 2000*  
BS, Northeastern Illinois University  
MS, Northern Illinois University  
MA, Roosevelt University-Chicago  
EdS, University of South Florida-Tampa  
EdD, Loyola University

Gail Heideman, MLIS  
*Lecturer in REACH, 2002*  
BA, Trinity College  
MLIS, University of Illinois

Bruce R. Henne, ThM  
*Lecturer in REACH, 1990*  
BFA, School of Visual Arts  
MDiv, ThM, Trinity Evangelical Divinity School

Astead Herndon, DMin  
*Lecturer in REACH, 2002*  
BA, Northwestern University  
DMin, McCormick Theological Seminary

Glen Hoyle, PhD  
*Lecturer in REACH, 2003*  
BA, California State University  
PhD, University of Wisconsin

Derrick Hughes, DMin  
*Lecturer in REACH, 2001*  
BA, Xavier University  
MA, Trinity Evangelical Divinity School  
DMin, United Theological Seminary

Quentin E. Jackson, MSc  
*Lecturer in REACH, 1996*  
BA, Trinity International University  
MSc, National-Louis University  
EdD student, Nova University

Dean Jaderston, MA  
*Lecturer in Human Performance and Wellness, 2003*  
BA, Crown College  
MA, Alfred Adler Institute of Minnesota

Deanna James, MDiv  
*Lecturer in REACH, 2001*  
BA, Trinity College  
MDiv, Trinity Evangelical Divinity School

Kray Kibler, MBA  
*Lecturer in REACH, 1997*  
BS, Geneva College  
MBA, North Park College

Wayne Kijanowski, MDiv  
*Lecturer in Desktop Publishing and Graphic Design, 2001*  
BA, Northeastern Illinois University  
Diploma, Moody Bible Institute  
MDiv, Trinity Evangelical Divinity School

Martin Klauber, PhD  
*Lecturer in REACH, 2001*  
BA State University of New York  
MA Trinity Evangelical Divinity School  
MBA, PhD, University of Wisconsin-Madison

David Kotter, MBA, MDiv  
*Lecturer in REACH, 1997*  
BS, MBA, University of Illinois  
MDiv, MA, Trinity Evangelical Divinity School

Vincent Lambert, MAR  
*Lecturer in REACH, 1999*  
BS, Chicago State University  
MBA, North Park University  
MAR, Trinity Evangelical Divinity School

Cynthia V. Macdonald, MA  
*Lecturer in Education and REACH, 2002*  
BA, Bates College  
MA, Harvard University  
MA, Northeastern University

Christine Majors, MA  
*Lecturer in REACH, 2002*  
BA, Langston University  
MA, Governors State University

Michelle L. Maier, MS  
*Lecturer in REACH, 2001*  
BS; Grace College  
MS, Indiana University

Valerie A. McCall, MA  
*Lecturer in Education, 2003*  
BS, University of Dayton  
MA, Bradley University

Rhonda McEwen, MA  
*Lecturer in REACH, 2003*  
BA, University of Ottawa  
MA, Dallas Theological Seminary

Vicki Michel, BA  
*Lecturer in Education, 1999*  
BA, Wheaton College

Chris T. Miller, MRE  
*Lecturer in Computer Information Systems, 1995*  
BS, Miami University  
MRE, Trinity Evangelical Divinity School

Miriam R, Mohler, MA  
*Lecturer in Christian Ministries, 1999*  
BS, Biola College  
MA, Talbot Theological Seminary, Biola University

Jane Mondy, MAT  
*Lecturer in REACH, 2003*  
MS, Northern Illinois University  
MAT, Purdue University

Terry Mondy, MS  
*Lecturer in REACH, 2003*  
BS, University of Illinois  
MS, Purdue University

Peg Moneypenny, MEd  
*Lecturer in REACH, 1997*  
BS, Frostburg State University  
MEd, National-Louis University
J. Daniel Monroe, MSW
Lecturer in Psychology, 2002
BA, Northeastern Illinois University, 1987
MSW Jane Addams College of Social Work, 1991

Bill Morgan, MA
Lecturer in REACH, 2003
BA, Ohio University
MA, Wheaton Graduate School

Kery Mortenson, MS
Lecturer in REACH, 2003
BS, MS, University of North Dakota

Deborah Murphy, MM
Lecturer in Education, 2001
BM, SUNY at Fredonia
MM, Manhattan School of Music

Miriam Neff, MEd
Lecturer in REACH, 2002
BA, MEd, Northwestern University

Kathryn Nemmers, MA
Lecturer in REACH to Teach, 1999
BGS, Indiana University
MA, National-Louis University

Daniel Ortwig, MA
Lecturer in REACH, 1999
BA, Multnomah School of the Bible
MA, Trinity Evangelical Divinity School

Matthew Ostercamp, MLS
Lecturer in History, 2005
BA, MA, Trinity International University, 1995, 1997
MLS, University of Illinois, 2003

Eileen T. Palsgrove, MS
Lecturer in Education, 2002
BS, Southeast Missouri State University
MS, Northern Illinois University

Michael Palsgrove, MEd
Lecturer in Education, 2001
MSEd, Northern Illinois University

Daisy Pireh, MS
Lecturer in Chemistry, 1993
BS, University of Jondishapour
MS, De Paul University

Virgie Potter, MA
Lecturer in Education, 1999
BS, Indiana University of Pennsylvania
MA, Virginia Commonwealth University

Darrell Rice, MA
Lecturer in REACH, 2002
BA, Lee College
MA, University of Arkansas

Donald Ring, PhD
Lecturer in Education, 1992
BS, Northern Illinois University
MA, University of Michigan
PhD, Cornell University

Kyle Roberts, MDiv
Lecturer in REACH, 2000
BA, Wheaton College
MDiv, Midwestern Baptist Theological Seminary

Robin Russell, MA
Lecturer in REACH, 1988
BA, Wheaton College
MA, Concordia University

Nadeen M. Rust, BA
Lecturer in Education and REACH, 1993
BA, University of Illinois–Chicago

Angela Ryan, MS
Lecturer in Health Science, 2003
BS, Ohio Northern University, 1999
MS, University of Illinois, 2001

Sharon Sander-Funnye, MS
Lecturer in REACH, 2003
BS, Savannah State University
MS, Alabama I & M University

Peggy Schartner, MS
Lecturer in Human Performance and Wellness, 2003
BA, Trinity College
MS, Northern Illinois University

Andrea T. Schild, MA
Lecturer in REACH, 2001
BS, Southern Illinois University
MA, Northeastern Illinois University

Alexander Shu, MS
Lecturer in REACH, 1999
BA, Trinity International University
MS, National-Louis University

Tim Sigler, MA
Lecturer in REACH, 2001
BA, Faith Baptist Bible College
MA, MDiv, Faith Baptist Theological Seminary

Jay Simala, MDiv
Lecturer in REACH, 2002
BA, University of Wisconsin
MA, MDiv, Trinity Evangelical Divinity School

Robert C. Sipes, MS
Lecturer in Health Science, 2002
BA, Judson College
MS, California State University

Gaylord A. Strahan, MS
Lecturer in Education, 2002
BA, University of Illinois
MS, Northern Illinois University

Jonathan Taylor, MA
Lecturer in REACH, 2003
BA, MA, Wheaton College

Robert Christopher Teichler, MM
Lecturer in Music, 2000
BM, Wheaton Conservatory of Music
MM, Northwestern University
Joe Thomas, MA
*Lecturer in REACH, 2002*
BS, Eastern Illinois University
MA, Fuller Theological Seminary

Kimberly Thomas, MAR
*Lecturer in REACH, 1999*
BS Northwestern University
MAR, Trinity Evangelical Divinity School

Jeffrey A. Ware, MDiv
*Lecturer in Education, 2001*
BA, MA, De Pauw University
MDiv, Trinity International University

Kathryn A. Webster, MS ATC/L
*Lecturer in Health Science, 1999*
BA, Dickinson College
MS, Indiana State University

Julie K. West, MA
*Lecturer in Psychology, 2003*
BA, Northwestern University, 1985
MA, Trinity Evangelical Divinity School, 2003

Bill Whitford, MDiv
*Lecturer in REACH, 2002*
BA, Louisiana College
MDiv, Midwestern Baptist Theological Seminary

Undray Wilks, JD
*Lecturer in REACH, 1999*
BA, Northwestern University
JD, University of Michigan Law School

Karin Wood, MEd
*Lecturer in REACH to Teach, 2002*
BS, Taylor University
MEd, National-Louis University

Joyce Zeiss, MA
*Lecturer in Education, 1995*
BA, Northwestern University
MA, De Paul University
Undergraduate Admissions

“At Trinity I sensed God calling me to work with ‘invalids,’ as I referred to the physically handicapped then. But now I know that an ‘invalid’ is better understood to refer to one’s spiritual standing before God.”

Roger Sieber (BA ‘92), Physical Education Teacher, Bogota, Columbia

Admissions Time Line

If you are a high school student, we suggest the following as a guide to preparing for your college education:

Freshman/Sophomore Year
- Begin to determine your interests.
- Begin college prep courses.
- Keep your grade point average high.
- Surf the web for more college facts.

Junior Year
- Take ACT or SAT—have scores sent to the colleges that you plan to apply to.
- Attend college fairs.
- Talk with your high school counselor and/or youth pastor.
- Visit college campuses.
- Determine what you are looking for in a college.
- Attend financial aid workshops.

Senior Year
- Begin competing for scholarships in the summer or fall.
- Pay attention to deadlines.
- Apply EARLY to the schools you are interested in.
- Visit your top three to five choices again.
- Complete the Federal Application for Federal Student Aid (FAFSA) after January 1.
- Make your final decision.

A First-hand View (Campus Visits)

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 Sneak Preview events or schedule a personalized visit, you will get a firsthand, up-close-and-personal view of life at TIU. 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 or in our Campus Visit Brochure, call our office toll-free at 800.822.3225 (847.317.7000 in Illinois), or email us at visits@tiu.edu.

Sneak Preview
Our visit events, called Sneak Previews, are a great opportunity to learn about Trinity and meet other prospective students and their families. There are three Sneak Preview events: Fall Sneak Preview (November), Winter Sneak Preview (February), and Spring Sneak Preview (April). Each event is slightly different, but all of them include the following:
- Opening Welcome Session
- College Chapel service
• Student- and staff-led campus tours
• Class visits (students only)
• Meals on campus
• Presentations from the Academic Dean, Career Services Director, Director of Student Ministries, Financial Aid Counselors, professors, and administrators
• Meetings with Admissions Counselors

There is a minimal cost per student for each of the Sneak Preview events.

**Personalized Visits**
If you can’t make it to a Sneak Preview, you can arrange a personalized visit at no cost. Individual visits are available Monday through Friday, 9:00 A.M.–4:00 P.M. and can include your choice of the following options: meetings with faculty, coaches, directors, and Financial Aid and Admissions Counselors, a campus tour, class visits, a college chapel service, meals on campus, and overnight accommodations in dorms for students. Please plan your visit with us at least two weeks in advance by emailing visits@tiu.edu or by calling 800.822.3225 or 847.317.7000.

**General Admission Requirements**

**Steps to Admission**

**Application:** Send the completed application along with the $25 nonrefundable application fee to:

Trinity International University  
Undergraduate Admissions Office  
2065 Half Day Road  
Deerfield IL 60015

You may also apply online at www.tiu.edu/trinity/apply.htm.

**Pastor’s Recommendation:** Please have a youth pastor or pastor who knows you personally complete the form. If that is not possible, please have an elder or other church official do so. **Required** of all applicants for acceptance.

**Official High School Transcripts:** Submit the completed transcript request form on the back page of your application to your high school official. **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-schooler, 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. Your 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, often test scores are included on your high school transcripts. (If not, please call ACT at 319.337.1320 or SAT at 609.771.7240.) Please confirm this with your guidance counselor. **Required** for acceptance for all freshman students and transfers with less than 12 credit hours completed of college-level work.

**Financial Aid:** Trinity prefers the Free Application for Federal Student Aid (FAFSA). This form should be completed by April 1st and sent to Federal Student Aid Program (PO Box 4015, Mt. Vernon IL 62864-8615) to insure the best financial aid package possible. School code: 001772. You can also apply online at www.fafsa.ed.gov.

**Enrollment Deposit:** Upon acceptance, this deposit holds your place in the classroom 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 planned enrollment year.

**Housing Form:** The housing form must be returned with your $150.00 enrollment deposit to secure a room for you in the residence hall.

**Health Forms:** The health forms must be completed before starting classes.

**Campus Visits:** You are invited to our campus! We host several one- and two-day visit events. If those dates do not accommodate your schedule, please arrange an appointment with the admissions office while class is in session (August 25–December 10, January 12–May 6). This will provide you with the best experience possible. We are happy to design a day just for you. Call 1.800.822.3225 or email visits@tiu.edu to schedule a visit.
Admission Requirements

Trinity prepares Christian young people to incorporate “a view of eternity” to 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: 3 years
  - Science (including one lab science): 2 years
  - Social Studies: 2 years
  - Foreign Language, Music, Art: 2 years
  - Mathematics (including Algebra and Geometry): 2 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

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 be enrolled providing 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 prior to registration. 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.

Student Classifications

Regular Student: A student enrolled in a degree program at TIU.

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. A Student At Large must apply, be accepted, and spend at least 30 of their last 45 hours as a regular student at Trinity in order to graduate.

Teacher Certification: Persons who have earned a bachelor’s degree and seek enrollment at Trinity in order to meet Illinois Teacher Certification requirements. Students must meet with the School 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. Visiting students must apply, be accepted, and spend at least 30 of their last 45 hours as a regular student at Trinity in order to graduate.

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.
Transfer Students

Transfer applicants are welcomed 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 Trinity International University, transfer work will be evaluated. (Those wishing an evaluation sooner should make that request to the Admissions Office.) Transfer credit may be granted for “C” or better work from an accredited college or Bible institute. While 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 but validated by the University Registrar.

A maximum of 64 semester hours from two-year-degree granting institutions are transferable. At least 30 of the last 45 hours must be taken at Trinity. A minimum of 9 upper-division credits in the major must be earned while in residence.
Finances

“Trinity gave me a place to see my interests and talents grow. Majoring in English/Secondary Education provided a general education in understanding what is written and in turn the ability to communicate.”

Steve Bjorkman (BA ’74), Artist and Illustrator, Irvine, California

College Tuition and Other Expenses

Tuition Per Semester 2004-2005

Full-Time Students

**Tuition**

- 12–18 hours: $8,950.00
- Credit per hour over 18 hours: $373.00
- Audit per hour: No charge

**Board**

- Unlimited Access meal plan: $1,420.00
- Block 210 meal plan: $1,420.00
- Block 140 meal plan: $1,300.00
- Block 100 meal plan: $1,040.00

The Block 100 meal plan is available during the fall semester only to student teachers. During the spring semester, the Block 100 meal plan is available to students who participated in a block meal plan during the fall semester and to student teachers.

Changes in meal plans can be made only during the first two weeks of the semester through the Student Accounting Office.

**Residence Hall** (includes voice mail service)

- Single: $1,955.00
- Double: $1,620.00

**Fees**

- Comprehensive Fee: $125.00
- General Instructional Fee (in addition to Science, Health Science, HPW, Computer, and Music fees): $30.00

Part-Time Students

**Tuition**

- Per hour, 1–11 hours: $747.00
- Audit, per hour: $40.00

**Fees**

- Comprehensive Fee (7–11 hours): $62.50
- General Instructional Fee (7–11 hours): $15.00
  (in addition to Science, Health Science, HPW, Computer, and Music fees)

May Term 2005

**Tuition**

- Per hour: $253.00
- Audit, per hour: $40.00

**Room** (2 persons): $240.00
Health Insurance
Trinity offers a health insurance plan for students. All students are required to have health insurance either through an outside plan or through Trinity and are required to provide proof of coverage before registering each semester.

Transcripts [Click here for errata sheet]
Official transcript (sent out within 7-10 business days upon arrival of request) $5.00
Official transcript “rush” (sent out within 24 hours of request) $15.00
Transcripts (including rush orders) will be sent via U.S. Mail. If other service is requested (e.g., FedEx, UPS), there will be an additional charge to cover the cost of that service.

Vehicle Registration
Students bringing a motor vehicle on campus must register the vehicle with the security department. Students taking only evening classes will not be charged. Freshman will be permitted to register a vehicle on a limited basis.

| Freshmen (those who qualify) | $80.00/semester |
| Sophomores                  | $60.00/semester |
| Juniors                     | $40.00/semester |
| Seniors                     | $20.00/semester |

Registration Fees

Late Registration Fee
The Late Registration Fee is assessed to students who register during the Late Registration period at the start of fall or spring semester. The Late Registration period begins the first day of classes and ends on the 5th day of classes.

| The fee assessment is as follows: |
| Regular students: $60.00 |
| Visiting students, students at large, and auditors: $30.00 |

The fee assessment is nonrefundable.

Student Account Payment Charges

Deferment Fee
Students not participating in the Trinity Alternative Payment Plan (TAPP) will be charged a deferment fee of 1 percent per month for any outstanding balance on their student account.

Failure to Meet Payment Obligations Fine
This fine is assessed to new and late registering students who have not met their payment obligations with the Student Accounting Office by the end of the Late Registration period and who register during the Late Registration period. At the start of the fall or spring semester, the Late Registration period begins the first day of classes and ends on the 5th day of classes. This fine assessment is nonrefundable: $120.00

Late Payment Fine
The Late Payment Fine is charged to students participating in the TAPP payment program, who fail to make their designated payment by the 25th of the month (after the ten-day grace period) as agreed upon in the TAPP agreement: $25.00

Returned Check Charge
This fee is charged for any check returned by the bank due to nonsufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank: $23.00

TAPP Fee
The TAPP Fee is charged each semester to students who participate in the TAPP payment program. The fee covers the cost of administering the payment plan: $50.00

Other Fees
Add/Drop — A fee is charged for each change made in the student’s registration after last day to register: $5.00

Application Fee — A nonrefundable fee must accompany each full-time, part-time, and visiting student’s application form: $25.00

Athletic Apparel Fee — This fee is charged to Athletes in the spring semester to cover the cost of apparel for the current academic year: $100.00/sport
Audit Fee — There is no charge for full-time students. Course fees are still required. Part-time students per hour: $40.00

Comprehensive Fee — This fee is used for Student Senate, Student Development events, student leadership events, Career Services, placement activities, and technological advances.
Full-time students: $125.00
Part-time students: $62.50

Course Fees — When students register for any of the following courses they will be charged the corresponding fee:
Science/Health Science Laboratory Fees: $85.00
Computer Laboratory Fees (per course): $50.00
(The fee is for each course requiring computer use.)
Selected HPW Course Fees: $50.00

Credit by Exam Fee — 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.
Per semester hour of credit: $25.00

Evaluation Fee — A fee is charged for evaluating the official transcripts and educational standing of a student not enrolled at the college. The fee may be used toward the Application Fee if the student later makes application to the college: $20.00

Graduation Fee — This fee includes the cost of the diploma, evaluation of application for degree, and other graduation expenses: $65.00

Instructional Fees — The purpose of this fee is to meet course-related expenses not covered by tuition.
Full-time students: $30.00
Part-time students: $15.00

Music Fees
Private Music Lessons
Half hour lesson (1 credit hour): $252.00
One hour lesson (2 credit hours): $504.00
(In the case of private music lessons, the fee is nonrefundable after the first lesson.)

Jury/Recital Fees
Jury (except in MUZ 170 and MUZ 172): $25.00
Half Recital: $75.00
Full Recital: $100.00

Class Piano Fee: $110.00
(For MU 161, MU 162, MU 261, and MU 262)

Music Instrument Rental Fee — A fee is charged per semester for use of band or orchestral instruments owned by Trinity and loaned for the student’s use: $20.00

Orientation Fee — A fee is charged to all new students to cover expenses of mailings, printing, staff training, and events that introduce students to the college and the area: $30.00

Proficiency Examination Fee — A fee is charged for each examination that is used as a basis for waiving college requirements. No charge if taken in connection with new student orientation: $5.00

The college reserves the right to modify all charges without notice.

Financial Assistance

It’s no secret that finances play a big role as you work to achieve your educational goals. The Financial Aid staff at Trinity is committed to helping you obtain your goals. With more than 90 percent of TIU students receiving financial assistance, we distribute more than $8.0 million in aid annually.

To qualify for financial aid at Trinity, you must complete the Free Application for Federal Student Aid (FAFSA). This form must be filed by April 1 each year. The United States Department of Education performs a needs analysis to determine your family’s ability to pay for college. Once your need has been determined, our Financial Aid Office begins the process of awarding aid.
For qualified students, Trinity also offers scholarship and grant assistance for academics, athletics, and music. (Ask us about the Kantzer Scholarship and the Ruud Scholarship, valued at $16,000.00 each year and renewable for up to 4 years.)

In addition, we offer a diversity grant to all full-time, non-Caucasian students who are U.S. citizens, a Christian service grant to children of those involved in full-time ministry, an alumni grant to children of Trinity alumni, a church grant to members of Evangelical Free churches, and a family opportunity grant to those families with more than one child pursuing a degree at Trinity. In our new Church Match Grant Program, Trinity will match dollar for dollar, up to $1,000.00, gifts given from church scholarship programs.

Trinity also participates in all Title IV financial aid programs offered by the U.S. Department of Education. By completing your FAFSA, you will also be considered for federal aid programs such as the Pell Grant, Supplemental Educational Opportunity Grant, Work-Study Program, and the Perkins Loan and Stafford Loan programs.

Please contact our Financial Aid staff with any questions that you may have about your aid eligibility at Trinity. We can be reached by mail or phone:

Trinity International University
Financial Aid Office
2065 Half Day Road
Deerfield IL 60015
finaid@tiu.edu
847.317.8060  800.435.8805

Satisfactory Academic Progress Standards

Trinity International University is required by Federal regulation to apply both qualitative and quantitative standards in measuring academic progress for financial aid purposes. These standards apply to all students who receive institutional, state, and Federal Title IV funds administered by the University. Federal Title IV programs include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, FELP Stafford Loans, Federal PLUS Loans, Federal Perkins Loans, and Federal Work-Study.

Trinity International University has established the following criteria in conjunction with federal regulations published on October 6, 1993, Federal Register Part 668.16, and in the Higher Education Amendments of 1986.

1. Qualitative Standards of Academic Progress

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

1.6 at the end of the freshman year
1.8 at the end of the sophomore year
2.0 at the end of the junior and senior years

2. Quantitative Standards of Academic Progress

Applicants for financial aid are expected to complete a degree in the following time frame: full time—12 semesters/6 years; 3/4 time—18 semesters/9 years; half time—24 semesters/12 years.

In order to complete degree requirements within the maximum allowable time frame listed above, undergraduates must complete 21 credits (if full time), 14 credits (if 3/4 time), or 10 credits (if half time) each academic year.

At the end of semester | Credit hours completed
---|---
1 | 6
2 | 14
3 | 22
4 | 32
5 | 42
6 | 52
7 | 64
8 | 76
9 | 88
10 | 100
11 | 113
12 | 126

3. Failure to Meet the Satisfactory Academic Progress Standards

A. Qualitative Standard

Students are reviewed and notified at the end of each academic year. Students will be warned at the end of the first semester if they are deficient in cumulative GPA. Failure to achieve the required GPA results in removal of financial aid for the next semester. Eligibility can be regained by achieving a cumulative grade point average of 2.0 after one semester at their own expense.
**B. Quantitative Standard**

Students are reviewed and notified at the end of each academic year. Students will be warned at the end of the first semester if they are deficient in cumulative hours. Failure to meet the required hours completed results in removal of financial aid for the next semester. Eligibility can be regained by completing the required hours after one semester at their own expense.

**NOTE:** Trinity awards all financial aid based on the availability of funds and total number of applicants seeking assistance. Priority for the maximum aid amount will be given to students who complete their application by the deadline. Awards will continue for students who complete their application after the deadline, but funds may be limited.

**Trinity Merit-based Scholarships**

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

**The Kenneth Kantzer Honors Scholarship**

This is one of Trinity’s top academic scholarships, one $8,000.00 and one $16,000.00 tuition award, given each year to incoming freshmen. These scholarships are competitive and are renewable for up to four years, based on academic performance (Trinity GPA of 3.5 or above) and continued progress toward completing Trinity’s Honors Program. Applications are by invitation only and must be completed by mid-February of each year. For more information, contact the Admissions Office.

**The Alan and Susan Ruud Academic and Leadership Scholarship**

One $8,000.00 and one $16,000.00 tuition scholarship are awarded annually to entering freshman who provide evidence of high achievement in academics and leadership. These scholarships are competitive and are renewable for up to 4 years, based on academic performance (Trinity GPA of 3.5 or better) and continued progress toward completing Trinity’s Honors Program. Applications are by invitation only and must be completed by mid-February of each year. For more information, contact the Admissions Office.

**Presidential & Dean’s Scholarships**

These scholarships require outstanding academic performance. A student is eligible for a Presidential or Dean’s Scholarship when he or she meets the requirements in the following table, as well as the minimum criteria for each scholarship, which are a minimum 3.25 GPA or a minimum 24 ACT. If the student has an ACT of 28+ but a GPA of less than a 3.25, he or she may receive $2,000 instead of $4,000, and if a student has a GPA of 3.75-4.0 but an ACT below 24, he or she also may receive $2,000 instead of $4,000.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>ACT/SAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>$4,000</td>
<td>28+, 1240+ (3.25 min.)</td>
<td>3.75+ (24 ACT min.)</td>
</tr>
<tr>
<td>Dean’s</td>
<td>$2,000</td>
<td>24-27, 1090-1230 (3.25 min.)</td>
<td>3.25-3.74 (24 ACT min.)</td>
</tr>
</tbody>
</table>

**Trinity Ability-based Scholarships**

Many students qualify for scholarships that are based on ability. Ability-based scholarships identify exceptional ability in music or athletics. The School of Music or the Department of Athletics determines these awards. For further information, please contact the music or athletic department.

**School of Music Scholarships**

Awards are given to full-time students demonstrating outstanding musical abilities. An audition is required. Participation in the music department is also required. Scholarships are given by recommendation from the School of Music to incoming freshmen and returning/transfer students.

**Athletic Scholarships**

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

Please note: The amount of your athletic or music scholarship will include all institutional awards that the student is eligible for, excluding academic scholarships. The total amount of athletic or music, and academic scholarships cannot exceed the cost of tuition and fees for any given academic year.

**Need-based Aid**

Need-based aid is determined by the Free Application for Federal Student Aid (FAFSA). Need-based aid includes Trinity Grants, Illinois Grants, and Federal Grants and Loans.

**Trinity Grants**

**Trinity Opportunity Grant**

This is need-based grant assistance, as funds permit, for full-time students. It requires the completion of the Free Application for Federal Student Aid (FAFSA). The amount awarded varies. Contact the Financial Aid Office for details.
**Trinity Out-of-State Grant**  
This is awarded to full-time students who are non-Illinois residents. The award amount is $3,000 for students with an Expected Family Contribution (EFC) of less than $9,000.

**Illinois Grants**  
**Illinois Monetary Award Program**  

**Illinois Incentive for Access**  
Awarded to freshmen. Maximum amount: $500.

**Federal Grants and Loans**  
**Federal Pell Grant**  

**Federal Supplemental Opportunity Grant**  
Awarded to students for help in paying tuition and mandatory fees. Amount is determined by a student's EFC. Maximum amount: $2,000 *(based on availability of funds at Trinity)*.

**Other Trinity Grants and Scholarships**

**Grants**

**Trinity Church Partnership Grant**  
This is awarded to students who are members or regular attendees of churches that give a minimum financial gift to Trinity each year. Contact your church office or the Financial Aid Office for details. Award amounts vary from $500 to $2,000.

**Alumni Grant**  
This grant of $500 is awarded to students with at least one parent who graduated from Trinity.

**Christian Service Grant**  
This grant of $500 is awarded to students of pastors and missionaries.

**Diversity Grant**  
This annual award of $500 supports ethnic diversity at Trinity by awarding all full-time, non-Caucasian U.S. citizens. This award is renewable through graduation.

**Evangelical Free Church Grant**  
An award of $500 is given to full-time students who are members or regular attendees of any Evangelical Free Church.

**Family Educational Opportunity Grant**  
This annual award of $500 is for all full-time students enrolling at Trinity who have another family member pursuing an undergraduate degree as a full-time student at Trinity.

**Scholarships**

**The Alumni Scholarship**  
An annual award of $1,500 is presented to a returning junior or senior who is the son or daughter of an alum and 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 office.

**Alumni Scholarships for Graduates**  
Trinity graduates may take up to 12 college undergraduate credits at one-half tuition payment on a “space available” basis. This tuition reduction policy does not apply to guided or independent studies.

**The Carol Thor Memorial Scholarships**  
Two awards of $3,000 will be available each year to students already in the education program who are planning on teaching in an urban school system. Students must apply and interview with the education department in order to be considered for this scholarship.

**The Curt Teich Award**  
An annual award of $500 is presented to a returning student who demonstrates leadership in an academic field and strong Christian commitment.

**The Darnell Martin Award and Scholarship**  
An award of $400 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 of $500 is 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
This award is given to a student majoring is psychology. The recipient will be chosen by the Financial Aid Department. The scholarship is not automatically renewable; however, the recipient can reapply.

Gavin and Margaret Hamilton Memorial Scholarship
Financial need is determined by analysis of the student’s ACT score. The recipient should be the child of a missionary or be a student from oversees planning to return to his or her own country to serve the Lord.

The Irl Marshall Award
An annual award of $500 is presented to a returning student who demonstrates good moral character, eagerness to learn, and involvement on campus.

James N. Lew Memorial Scholarship
The recipient must be a Junior or Senior with at least a 3.0 GPA. This award is based on financial need.

The Janis L. Carlson Elementary Education Scholarship
This is an annual award given to a full-time student majoring in Elementary Education. Recipients are chosen by the Financial Aid Office on the recommendation of the Elementary Education faculty. It is intended that the student receive this scholarship until graduation, but not to exceed four years.

Mephibosheth Endowed Scholarship
This renewable scholarship was 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.

The National Free Church Women’s Ministries Award
An annual award of $1,000 is presented to a returning junior or senior female who demonstrates an interest in future full-time Christian service.

The Peter Lamson Character and Influence Award
An annual award of $200 is presented to a senior youth ministry student who is chosen by faculty and underclassmen as an example of godly character. This award is given in memory of Peter Lamson whose life exhibited Christ-like servant leadership and personal spiritual integrity.

Raleigh Washington/Glen Kehrien Scholarship
This renewable award is for a student who has had, or will have, commitment to the Evangelical Free Church in the area of racial reconciliation or is willing to be involved in urban Evangelical Free Church work. Preference is given to a student in the Education program who is willing to serve at Circle Rock Prep School.

Cross-Registration Rebate
Full-time Trinity College students may cross-register for one course per semester free of charge (up to 4 hours) at the graduate level.

A full-time TEDS/TGS student may cross-register for one course per semester at the College free of charge.

Certain restrictions apply. Please contact the Records Office (for your school) before registration for more information.

College Tuition Payment Policies

Budget Planning
Shortly after notification of admission, an enrollment deposit of $100.00 is required for academic registration; this amount is held until the student’s account with the college is closed. In addition, students living in dorms are required to pay a $50.00 housing deposit; this amount is held until the student is no longer living on campus. After a student’s first semester at Trinity, a $100 deposit is required to register for the next semester; this deposit will be applied to the next semester’s bill.

Trinity has a payment plan to help make financing today’s college education easier.
Returning Students: All students are expected to pay their bill in full or arrange a TAPP payment plan before the start of classes. Any student who is not financially clear by the designated deadline will be dropped from his or her classes. These students will be required to go through the Late Registration process and pay the Late Registration Fee of $60.00 if he or she wishes to reenroll. If a student is not financially clear by the Late Registration deadline, a fine of $120.00 will be charged to the student’s account.

New Students: All new students are expected to pay their bill in full or arrange a TAPP payment plan on or before the New Student Registration day. If a student is not financially clear by the Late Registration deadline, a fine of $120.00 will be charged to the student’s account.

Trinity Alternative Payment Plan (TAPP)
Total semester costs can be paid in convenient equal monthly payments over four- or three-month terms. Monthly payments are to be made on the 15th of each month. Please refer to the payment terms listed below for the specific due dates. In order to use the four-month plan, your first payment must be received by August 1 for the fall semester. The three-month plan is available only to new students and late-registering students. If you choose, Student Accounting can automatically charge your credit card at the appropriate time each month. Please let us know if this is something that might interest you.

In order to participate in the TAPP, a fee of $50.00 will be charged to your student account. We do allow a ten-day grace period for payments due on the 15th of the month (with the exception of the first payment due before the start of classes). However, a $25.00 late fee will be charged for any payment received more than ten days late. Payment plan participants will be charged a 1 percent deferment fee per month on any outstanding balance after the last payment date. Deferment fees are charged on the last working day of each month.

Payment Terms
Fall Semester
4 Months Aug. 1, Sept. 15, Oct. 15, Nov. 15
3 Months Registration, Oct. 15, Nov. 15 (available only to new students and late-registering students)

Spring Semester
4 Months Dec. 15, Jan. 15, Feb. 15, Mar. 15
3 Months Registration, Feb 15, Mar. 15 (available only to new students and late-registering students)

Cash, check, money order, MasterCard, Visa, and Discover are accepted as means of payment.

General Policies
Any students not participating in the TAPP will receive a deferment fee of 1 percent per month on any outstanding balance. This includes students who are waiting on Stafford, Plus, or Alternative loans. Deferment fees are charged on the last working day of each month.

The current semester's bill must be paid in full in order to register for the next semester.

All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University.

Meal plan changes are permitted only during the first two weeks of the semester and are handled through Student Accounting.

A $23.00 charge will be assessed for any check returned by the bank. Students with two returned checks in a given semester will be required to pay by cash or certified check for one calendar year.

Window Hours
Monday through Friday 9:00 A.M.–4:00 P.M.

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

Trinity College Refund Policy
Withdrawal from School
Subject to the date of official withdrawal, tuition, room, board, and fees will be refunded according to the following schedule:
Through 1st week of classes 90%
Through 3rd week of classes 80%
Through 4th week of classes 70%
Through 6th week of classes 60%
Disciplinary measures that require the withdrawal of a student will also follow the above-stated refund policy.

The refund schedule for partial withdrawals is listed below under the section titled “Dropping Courses.”

**Refund Policy for Title IV Funds**

If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV federal financial aid is to be returned. Refunds of Title IV monies are calculated in accordance with federal regulations. If a student has attended Trinity before, a standard calculation based on the institutional refund policy will be used to determine the amount of Title IV funds to be returned. This calculation will be used through the established period of institutional refund. If this calculation indicates that monies should be returned, a specific order of refund has been established by the federal government:

1. To outstanding balances on FFELP loans (Federal Supplemental Loans for Students, Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal 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

**Statutory Pro Rata Refund Policy**

Calculation of refunds to students attending Trinity for the first time and receiving Title IV funds must be determined using the pro rata formula based on the percentage of the enrollment period remaining after the student withdraws. For these students, calculations of refunds of Title IV funds will be made up to the 60 percent point in any given period of enrollment. The order of distribution of refunds is specified above. For additional information on refunds to Title IV sources, please contact the Financial Aid Office at 847.317.8060.

**Dropping Courses**

Students who drop courses will be refunded tuition and fees, including audits, according to the following refund schedule. This includes students whose course load is over 18 hours and who then drop to 12-18 hours, students whose course load is 12-18 hours who drop to less than 12 hours, and part-time students who drop any courses. Students who drop Quad B courses will be refunded according to this same schedule, beginning the first week of Quad B classes.

Through the 2nd week of classes 100%
After the 2nd week of classes 0%

Before changing from full-time to part-time status, students should contact the Financial Aid Office to determine the effect on aid (all institutional financial aid requires full-time status). Students who find that they need to reduce their academic load below full-time status or part-time students who drop courses will be refunded tuition (credits and audits) and fees according to the refund schedule listed above.

Refunds for May Term charges will be made on the same basis as refunds for regular semesters with each day of the summer session being the equivalent of one week in a regular semester.

Charges for room and board for a student moving on campus after the registration day will be prorated according to the number of weeks remaining in the semester or summer session.

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

“I like the professors because they are very personal and want to get to know you. They’re not out to get you but want to help you learn the material. They’re not just concerned about tests but want to make sure that you understand each topic covered.”

Bob Grothendick, Class of 2004

Accreditation

Trinity was accredited in 1969 by the North Central Association of Colleges and Schools.

**North Central Association of Colleges and Schools**

30 N. LaSalle Street, Suite 2400
Chicago IL 60602-2504
Phone: 312.263.0456

The Illinois State Board of Education has approved the elementary and secondary education programs of Trinity International University so that those who complete these programs qualify for entitlement to an Illinois Teaching Certificate.

**Illinois State Board of Education**

100 N. First Street
Springfield IL 62777-0001

The College is approved by the **Department of Veterans Affairs State Approving Agency** for the training of qualified veterans under Title 38 of the U.S. Code.

Trinity is approved by the **Illinois State Scholarship Commission** for Illinois students to receive state scholarships and by the federal government for students to receive aid through grants, loans, and the Federal Work-Study Program.

Trinity is a member of the **Christian College Consortium**, an association of thirteen independent Christian liberal arts colleges. Consortium activities increase learning opportunities for students by providing special programs and opportunities for students to enroll in programs at other consortium colleges. Trinity also holds membership in the **Council for Christian Colleges and Universities**, a group of more than ninety Christian colleges, and the **Association of Christian Schools International**.

The Commission On Accreditation of Allied Health Education Programs has accredited the Athletic Training Education Program located in the School of Science and Technology.

**Commission on Accreditation of Allied Health Education Programs**

35 East Wacker Dr., Suite 1970
Chicago, IL 60601-2208

Academic Information

Academic Load

The average academic load for a full-time student is 16 hours per semester. The minimum full-time load is 12 hours. Students wishing to take more than 18 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 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 15 weeks each including the examination period. A semester hour of credit represents one class period (50 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.
James E. Rolfing Memorial Library
The library serves the Deerfield campus of Trinity International University. Its print, media, and electronic resources are tailored to the curriculum and information needs of the university community. The collection contains more than 200,000 bound volumes, 140,000 volumes on microform, and 1,400 current periodical subscriptions. These resources enable the Trinity student to learn to deal effectively and efficiently with his or her information needs. As the student’s experience and skills grow and the need for information becomes more sophisticated, the library can offer access to ever wider resources to meet that need, thanks to its participation in a variety of local, regional and nationwide networks, including, but not limited to, ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), ILLINET (Illinois Library and Information Network), LIBRAS (a consortium of eighteen Chicago area liberal arts college libraries), and OCLC (an international bibliographic utility).

Distinctive features of the collection include two major microform collections of English language works from the 15th, 16th, and 17th 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.

Grade Point Average
Academic grade point averages are computed as follows:

<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>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 below 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 ability to perform satisfactorily. Granted only upon verification 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 126-hour graduation requirement. Student must file application for Pass/ No Credit option by 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.

**F — Failure:** indicates that requirements were not satisfactorily fulfilled in a credit course.

**NCA — No Credit Audit:** indicates that requirements were not satisfactorily fulfilled for an audit course.

**W — Withdrawal:** indicates an official withdrawal from class after “last day to add a class” period and prior to the tenth week of the semester.

**X — Deferred grade for REACH:** indicates that a deferment has been granted on the Applied Research Projects that have not been completed by Week 42 of the REACH Program. If a student has not completed the project four months after Week 42, the last class meeting, the “X” will change to “F.”

**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. 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.

**Student Classifications**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0–25</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26–57</td>
</tr>
<tr>
<td>Junior</td>
<td>58–91</td>
</tr>
<tr>
<td>Senior</td>
<td>92+</td>
</tr>
</tbody>
</table>

**Scholastic Status**

**Honors**

**Dean's List:** Students who earn at least 12 hours and a 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:** Graduates who attain a cumulative grade point average of 3.50 or above for all work completed at Trinity are recognized as follows: Cum Laude (3.50), Magna Cum Laude (3.70), and Summa Cum Laude (3.95). In the case of transfer students, graduation honors shall be calculated on the basis of Trinity hours and hours appearing on transcript(s) of all other colleges attended. In no such case, however, will the honors designation exceed that which would be granted on the basis of Trinity hours alone.

**Requirements for graduation with honors:**
Summa Cum Laude—3.95 GPA, or 3.85 GPA and completion of the honors program
Magna Cum Laude—3.70 GPA, or 3.60 GPA and completion of the honors program
Cum Laude—3.50 GPA

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 course work 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>Trinity 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>

*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 a Trinity cumulative 2.0 GPA has been attained.

**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 Academic 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 Status Committee. The written appeal must be submitted within five days of the denial of the appeal by the Academic Dean of the College.

**Reinstatement:** In order 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.

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**College 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 member involved.

Next, the student should approach the chair of the department or director of the school to seek resolution.

Failing resolution at the department/school level, the student may submit a written appeal to the University Registrar for consideration of the College Academic Appeals Committee (a standing committee composed of two full-time faculty members and the University Registrar).

If the matter is still not resolved, the student has recourse to the Academic Dean of the College.

Finally, the student may file a written appeal with the Academic Council of Schools by submitting to the chair of the Council. At any stage the student may be represented by counsel; however, the Academic Dean of the College should be informed of this in advance to give the college the opportunity to obtain legal representation.

**Academic Dishonesty:** Trinity considers academic dishonesty in the forms of cheating and plagiarism to be serious academic infractions and a breaking of college Community Expectations. An instructor may give a failing grade for the course based on deliberate cheating or plagiarism. In such a case, the student may not drop the course prior to the announced last day to withdraw from a course. For additional information see Academic Integrity in the Official Policies section of this catalog, and consult the Community Life Policies section of the Student Handbook.

**Add/Drop:** All changes in a student’s registration must be made in the Records Office by completing an Add/Drop form. Students will not receive grades for courses in which they do not officially enroll. Late registration will be permitted through the end of the fifth day during which time a fee will be applied. Individual courses may be added
through the end of the tenth teaching day. During the sixth teaching day, and prior to the tenth week of the semester, a student may process an official withdrawal.

Class Attendance: 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.

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 of this catalog, or contact the Records Office.

Correspondence Courses: Correspondence courses completed in an accredited school (usually a major university) are recognized for transfer credit. Some subjects are not appropriate for correspondence transfer credit (i.e., modern foreign languages, speech, laboratory sciences, physical education activities). A “Pre-Approval of Transfer Credit” form should be filed with the Records Office for anyone taking correspondence courses. This is required by some participating schools offering such courses and also prevents a student from taking courses that will not transfer to Trinity. A student planning to submit a correspondence course in order to qualify for the minimum requirements of the 6-hour plan for participation in the May commencement ceremony must complete the correspondence course in sufficient time for the grade to be received in the Records Office prior to spring semester midterm break.

Extracurricular 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.

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: (a) the regular course is not offered in the semester of the guided study, or the course cannot fit into the student’s schedule; (b) the student has a 2.0 cumulative GPA and has completed 50 semester hours of course work. Prior to final registration, written permission to enroll in the guided study must be secured from the instructor, department chair, and the Academic Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies.

Independent Study: 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 Academic 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 Faculty academic 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.

Refunds: After official withdrawal from the college, students are eligible for partial refunds of tuition and board. All refunds will be based on the date of official withdrawal from the college.

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 Development 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.

Advanced Standing

On the basis of examinations given during new student orientation, 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 College Entrance Examination Board 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 audited at Trinity International University.

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 and is regarded as transfer credit. CBE will not be granted for a course that the student previously audited at Trinity International University. Graduating seniors must complete CBE prior to midterm break. Transferred credit will not be computed into the student’s grade point average.

The process for seeking CBE for a specific course:

1. Permission of department chair
2. Make arrangements for completing the exam with the department chair or instructor
3. Have instructor indicate results of test and sign the CBE form
4. Obtain signature of the department chair
5. Submit the completed form to the Records Office. Based on above approval, the Student Accounting Office will process the appropriate CBE fee assessment (see “Fees”).

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 credit by exam or proficiency test 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.

Credits-In-Escrow: This policy permits transfer students from nonaccredited colleges to receive acceptance of their credits based on their Trinity performance. The following are guidelines for accepting Credits-In-Escrow:

1. Full-time enrollment for a minimum of two semesters, 24 semester hours.
2. Grade point average of 2.5 for the 24 semester hours taken at Trinity.
3. Pass courses from a minimum of four schools within Trinity.
4. Pass a minimum of three upper-level (300–400) courses.

Upon satisfactory completion of the above criteria, the student will be granted credit for the courses that are transferable within Trinity’s established transfer policy.

Credit for Military Basic Training: Any prospective student having successfully completed Military Basic Training may receive the equivalent of one credit hour, with a Pass (“P”) grade, for HPWA 103 Conditioning Aerobics. The student should submit a copy of the military DD214 to the Records Office and request evaluation for HPWA 103 credit. Upon verification of completed Military Basic Training, the one credit hour will be posted as transfer work on the academic 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 departments involved. 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.

Programs of Study

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 Records Office.

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 Academic Dean of the College. Students who have fairly well-defined educational goals should begin course work 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 working toward a degree must file the “Intent to Graduate” document one calendar year prior to the date (semester) that a student intends to complete all degree requirements in order to assure proper completion of graduation requirements.

Course Numbering System
Courses are numbered 100, 200, 300, and 400, indicating those usually taken during the first, second, third, and fourth years respectively. Credit for the first semester of a hyphenated course will be granted as elective credit. Credit for meeting a general education, major, or minor requirement will not be granted until the student successfully completes the second semester of the sequence.

H = Honors
R = REACH course
X = Cross listed
XX = Appropriate department designation will be added
Z = Extension course

Requirements for Graduation
It is our goal that every candidate for graduation give evidence of a true Christian life and character during matriculation at TIU. All candidates are recommended by faculty vote for commencement participation. 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. 126 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. A cumulative Trinity grade point average of 2.00. Also, general education and major requirements shall 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.

5. Fulfillment of the Service Learning requirement. Each full-time student is required to complete 3 units of Service Learning while at Trinity. Transfer and part-time students may have slightly abbreviated requirements in this area and should check with the Student Ministries Office for specific details.

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. Graduating seniors must complete all CBEs prior to the spring break of the final semester. 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. One calendar year prior to the date (semester) that a student intends to complete all degree requirements, the following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available in the Records Office:
   A. Intent to Graduate form
   B. General Education Check Sheet
   C. Major(s) Check Sheet
   D. Minor(s) Check Sheet

9. Attendance at Commencement. Permission to graduate in absentia must be obtained from the Dean of the College.

**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 qualify for the “6-hour plan” a student must be enrolled in courses yielding credits sufficient to be within 6 hours of graduation requirements during the spring semester. These courses may be taken at Trinity or another accredited school whose spring term ends no later than Trinity’s final exam day. If the student is seeking to qualify for the “6-hour plan” by taking a correspondence course, CLEP test, or CBE, the credit must be received in the Records Office by the midterm break of the spring semester.

**General Education**

The College has established a general education program that engages students in many different fields of learning. The requirements include specific courses in the core, elective choices among selected courses in the distributive, and competency in one foreign language. Education majors should see alternate general education requirements located in the “School of Education” section of the catalog.

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. Specifically, student learning goals for general education are the following:

1. The development of a Christian world-and-life view
2. The development of reasoning, quantitative and analytical skills, communication, and critical thinking
3. The development of moral reasoning and judgment as implications of one’s faith commitment
4. An understanding of the biblical themes of creation, fall, and redemption, especially as in the arts and humanities
5. A perception of one’s responsibility in response to social changes
6. An understanding of issues in terms of historical context and social, cultural, or natural structures
7. A heightened respect and sensitivity to religious and cultural diversity
8. Commitment to physical health and wellness

**Core (25 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
BI 210  Biblical Interpretation  3 hrs
ENG 111  Critical Thinking and Writing  3 hrs
HI 201  World Civilizations I*†  3 hrs
HI 202  World Civilizations II*†  3 hrs
HPW 180  Introduction to Health and Wellness  3 hrs
PH 180  Introduction to Philosophy  3 hrs
IDS 101  Trinity Experience‡  1 hr

Distributive (33 hrs)

Biology Elective (4 hrs):
- BIO 103  Introductory Biology
- BIO 105S  Environmental Biology
- BIO 111  General Biology
- BIO 112  Biology: The Plant and Animal Kingdoms
- BIO 140  Survey of Human Anatomy and Physiology

Christian Faith Elective (3 hrs)*:
- IDS 100  Introduction to Christian Thinking and Living
- BRS 231  Christian Doctrine
  or any 300–400 level BI or BRS course

Fine Arts Elective (3 hrs)*:
- ART 231  Art Appreciation
- ART 331  History of Art I
- ART 332  History of Art II
- MUH 111  Introduction to Music History and Literature
- MUH 211  Survey of World Music
- MUH 231  Music Appreciation
- MUH 233  Comparative Arts
- MUH 341  Music History I
- MUH 342  Music History II

Humanities Elective (3 hrs)*:
  Foreign Language, Philosophy, or Music (excluding MUZ 214, Applied Music, and Music Organizations) not used to
  meet the Fine Arts or Literature requirement.

Intercultural Study Elective (3 hrs):
- COM 330  Intercultural Communication
- SOC 330  Race and Ethnic Relations

Literature Elective (3 hrs):
- ENG 220  Studies in Poetry
- ENG 222  Studies in Fiction
- ENG 224  Studies in Drama

Mathematics Elective (4 hrs):
- MA 118  Finite Mathematics
- MA 120  College Algebra and Trigonometry
- MA 121  Calculus and Analytical Geometry I
- MA 285X  Statistics

Physical Science Elective (4 hrs):
- CH 101  Contemporary Chemistry
- CH 103  Introduction to Chemistry
- CH 111  General Chemistry I
- CH 112  General Chemistry II
HPW 351X  Biomechanics
HPW 454X  Measurement, Research, Statistics and Technology
PHY111  General Physics I
PHY112  General Physics II
PS 101  Earth Science

Social Science Electives (6 hrs):
Choose one:
- BUS 110  Principles of Economics I
- BUS 112  Principles of Economics II
- POL 111  Introduction to Political Science
- POL 250  American Government
- POL 252  Comparative Government

Choose one:
- PSY 140  Introduction to Psychology
- PSY 210  Life Planning
- PSY 240  Human Sexuality
- SOC 101  Introduction to Sociology
- SOC 222  Social Problems

Foreign Language Competency (0–8 hrs):
Students are required to demonstrate competency in one foreign language. Competency may be met in one of two ways: Satisfactory completion at "C" or better grade average) of two years of one foreign language in high school, or two semesters of one college-level foreign language (8 hrs). Three hours of this credit may be used to fulfill the humanities elective.

Notes:
*Students may use IDS 301-302 The Western Cultural Heritage I and II to fulfill any two of the following: HI 201, HI 202, Christian Faith Elective, Fine Arts Elective, and/or Humanities elective.

Education majors may substitute HI 121 or HI 122 for one semester of HI 201 or HI 202 (World Civilizations).

Education majors may require specific courses to fulfill state standards. Consult general education requirements listed in the School of Education section.

General Education Recommended Course Sequence

Freshman Year
First Semester
- ENG 111  Critical Thinking and Writing
- BI 101 or BI 111  Understanding the Old Testament, or Understanding the New Testament
- IDS 101  Trinity Experience

Either Semester
- BI 101 or BI 111  Understanding the Old Testament, or Understanding the New Testament
- HPW 180  Introduction to Health and Wellness
- PH 180  Introduction to Philosophy

Freshman or Sophomore Year
- Biology elective
- Christian Faith elective
- Fine Arts elective
- Mathematics elective
- Physical Science elective
- Social Science electives
- Foreign Language competency, if needed
Sophomore Year
BI 201  Biblical Interpretation
HI 201 and 202  World Civilizations I and II
Literature elective
Humanities elective

Junior Year
COM 330  Intercultural Communication
or
SOC 330  Race and Ethnic Relations

Academic Majors

Athletic Training: designed to prepare students for the athletic training profession through basic course work, skills development, and practical application. The Athletic Training Education Program (ATEP) is currently accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and will allow students to take the National Athletic Trainers’ Association certification exam upon graduation.

Biblical Studies: 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.

Biology: 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.

Biology/Pre-Medical: 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.

Biology/Secondary Education: 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.

Business: designed to feature a practical approach based on a strong academic emphasis and current, applicable business practices. The major prepares Christian leaders with skills necessary to obtain an entry position in the world of business as well as appropriate study for potential graduate work. Emphases include accounting, human resources, international business, leadership and organizational development, management, marketing, and nonprofit/parachurch and church.

Chemistry: designed to prepare students for graduate studies in chemistry or related physical sciences, or for technical positions in industry or government.

Chemistry/Pre-Medical: designed to prepare students primarily for entry into medical school but also for advanced training in other health fields, graduate studies in chemistry and related sciences, and technical or management positions in government and industry.

Christian Ministries: offers in a liberal arts setting theoretical and practical training to prepare students for potential career service in local and global church ministries. Emphasizes include camping/outdoor education ministries, children’s ministries, counseling/social services, intercultural ministries, pastoral ministries, and youth ministries.

Communication: designed to enhance students’ oral and written communication skills. The major offers a focus in the Humanities and Social Science in preparation for communication careers in public relations, human resources, and business.

Elementary Education: designed to provide qualified students with the skills, attitudes and credentials necessary to enter elementary school teaching. Students who successfully complete the major are eligible to receive an initial elementary teaching license that is valid for teaching kindergarten through grade 9 in Illinois.

English: 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.
English/Communication: 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.

English/Secondary Education: 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.

General Studies: 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.

History: 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, World Civilizations, and overviews of Asian, African, Latin American, and Middle Eastern History. Special courses in Church History, Military History, and Cultural History are available.

History/Secondary Education: designed to provide a broader education to help majors see the big picture of history so they can more effectively teach a variety of courses in history. Graduates are prepared for the Illinois teaching certificate at the middle school and secondary levels (grade 6-12).

Humanities: 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 humanities or a career in law, theology, government work, research, creative writing, or library work.

Mathematics: 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.

Mathematics/Secondary Education: designed to provide students with a solid foundation in mathematics and a thorough understanding of current teaching methodologies. Students with this major will be well equipped to enter the teaching profession.

Music: designed to provide emphases in five areas: music history, music theory, piano pedagogy, church music, and performance. The major prepares students for careers such as music ministry, private teaching, performance, music business or management, and graduate study.

Music Education/K–12: designed to prepare students for state certification in vocal and/or instrumental music instruction. In addition to core music classes, field experience begins freshman year at schools in the surrounding suburban area.

Philosophy: designed to prepare students for graduate studies in philosophy leading to teaching careers in the areas of philosophy and philosophy of religion, to prepare students for seminary, to provide a broad liberal arts education, and to prepare students for graduate study in law.

Physical Education/K–12: teacher certification specialist in physical education. Designed to prepare students in the science of human movement, skill acquisition, and teaching methods for kindergarten through grade 12 in sport and wellness education.

Pre-Physical Therapy: designed to combine a solid theoretical science foundation with practical training so as to give students a competitive edge for acceptance to professional physical therapy programs.

Psychology: 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.

Social Science: designed to provide a broad foundation in the areas of economics, history, math, 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.

Sport and Wellness Management: 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 direction, sports marketing, sports media, sports law, and sports facility management are among the many possible career fields available to the Sport and Wellness Management major.
**Academic Minors**

**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 the prescribed minors listed below. (Course requirements are listed in the appropriate schools.) 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.

**Prescribed Minors:**
- American Studies
- Bioethics
- Christian Ministries
- Christian Thought
- Classical Studies
- Coaching
- Computer Information Systems
- European Studies
- Fitness Specialist
- Intercultural Ministries
- Management Information Systems
- Military History
- Music
- Nonprofit Management
- Outdoor Education and Camp Administration
- Political Science
- Pre-Law
- Sociology

**Special Programs: On Campus**

**Bioethics Master’s Degree**
A one-year Master's Degree in Bioethics is offered through the Trinity Graduate School of Trinity International University. Students may begin work toward this degree while still an undergraduate and receive reduced tuition for graduate school studies upon completion of their undergraduate degree and acceptance to Trinity Graduate School. Contact the [Director of the School of Science and Technology](mailto:director@scienceandtechnology.org) for more information.

**Bioethics Minor**
A unique offering of the College, the Bioethics Minor allows students to expand their knowledge of and learn to engage bioethical issues from a Christian perspective. Course work for the minor is taken both at the College and the Trinity Graduate School. Course requirements are listed under the School of Science and Technology. For more information, contact the [Director of the School of Science and Technology](mailto:director@scienceandtechnology.org).

**The Center for Bioethics and Human Dignity**
2065 Half Day Road
Bannockburn IL  60015 USA
Phone: 847.317.8180
Fax: 847.317.8101
Email: cbhd@cbhd.org
Primary website: [www.cbhd.org](http://www.cbhd.org)
Director: John Kilner, PhD

The Center for Bioethics and Human Dignity equips Christians to address bioethical dilemmas through research projects and educational programs, including a number of courses in mid-July that conclude with the annual international bioethics conference. An example is the Undergraduate Bioethics Institute, a two-day course designed specifically for college students entering health professions or interested in bioethics. The Center also develops and provides resource materials such as newsletters; the international journal *Ethics and Medicine*; books; video and audio tapes; bibliographies; case studies; Bible studies; issue-overviews; and a variety of Internet publications and web resources. All students are welcomed to participate in these activities and take advantage of these resources. All Pre-Med majors and Pre-Nursing students automatically become members of the Center at no cost while enrolled at Trinity. Contact the Center or the [Director of the School of Science and Technology](mailto:director@scienceandtechnology.org) for information.

**Dual Degree Program**
Trinity Graduate School, in conjunction with Trinity College, offers a dual Bachelor of Arts/Masters in Bioethics degree. Students can be admitted to this program as undergraduate freshman with graduate course work commencing in the junior year. Summer course work and nine hours of overlapping master’s-level courses, which reduce the required hours for the BA to 117 hours, allow dual degree students to finish both the BA and MA in the
summer following their senior year. For more information, see pages 78-79 or contact the Director of the School of Science and Technology.

**Golden Apple Scholars of Illinois Program**
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 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.

**Honors Program**
The Honors Program at Trinity provides an opportunity for academically superior students to enhance their learning experiences within an intentionally Christian context. Though entry into the program is competitive, students of any major may participate. Opportunities for special work in the student's own field, general education, and interdisciplinary studies are available. Both as individuals and as a community, students are challenged and enriched through the honors experience. For more information, see Honors Program under Interdisciplinary Studies, or contact the Director of the Honors Program.

**Internship Program**
The Internship Program provides students with opportunities for connecting theoretical learning with actual work experience. An internship experience is incorporated into the academic program and is available in most academic majors and minors with departmental approval. These supervised field experiences assist in defining educational goals and directing career choices. Additional information is available from the Academic 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, which is described under Interdisciplinary Studies. As part of this minor, Trinity, in partnership with the Center for Law and Culture, offers an innovative May term course, "Law, Justice and Culture," to provide Christian foundational perspectives on law. Trinity maintains an interdisciplinary Pre-Law Program to afford students the counseling, fellowship, and resources necessary to prepare them for law school. For more information please see Pre-Law Minor under the Interdisciplinary Studies program listing in this catalog, or contact the Director of the Pre-Law Program.

**Pre-Nursing Program**
Students wishing to earn a BS in nursing may enroll in a two-year Pre-Nursing Program 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 course work emphasizes biblical studies and bioethics, an addition to a strong theoretical science base. Course requirements are listed in the School of Science and Technology. For more information, contact the Director of the School of Science and Technology.

**Preparation for College Studies Program**
Preparation for College Studies is a year-long 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. Two courses are required of students placed into the program by the College Admissions Committee. The program is an integrative experience, including assignments that dovetail with other courses being taken concurrently. Course listings are under Interdisciplinary Studies in this catalog. For more information, contact the Academic Dean of the College.

**REACH: Relevant Education for the Adult Christian**
REACH Degree Programs offer an opportunity for adults to complete a Bachelor of Arts degree in Communication and Organizational Leadership, Christian Ministry, or Elementary Education. A total of 126 semester hours are required for the completion of a bachelor's degree. Students may start with no previous college experience and build their degree by selecting from several accelerated lock-step clusters of courses, electives, and prior learning assessment. Details of the programs and requirements are in the REACH section of the catalog.

**REACH To Teach**
College graduates who want to be certified to teach elementary or secondary school in Illinois may enroll in REACH to Teach, a program that offers required education courses in a nontraditional mode. Participants may remain in
their current employment until the final professional semester when they do their student teaching. Additional credits may be required to meet the State of Illinois general education requirements. The REACH Office will review college transcripts to determine if any additional course requirements must be met for certification. The REACH to Teach curriculum is in the REACH Program section of the catalog.

**Trinity Evangelical Divinity School and Trinity Graduate School**

Full-time Trinity College students with junior (58 semester hours) or senior (92 semester hours) status may register for one course per semester at no charge at Trinity Evangelical Divinity School or Trinity Graduate School. Please see the Records Office for qualifications and limitations. This benefit is not available to REACH students.

Graduates of Trinity College may attend the divinity school or the graduate school at a reduced tuition rate for one year if they enroll full-time immediately following the semester they complete their degree. If they choose to wait for a later enrollment, they must receive a letter of exception from the President’s Office.

**Special Programs: Off Campus**

Students must apply and receive permission from the Associate Academic Dean to enroll in off-campus special 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.

**American Studies Program**

As a member of the Council of Christian Colleges and Universities, Trinity participates in the American Studies Program. Founded in 1976, the American Studies Program serves as the “Washington campus” and is based on the principle of integrating faith, learning, and living. Students spend a semester in Washington, D.C. earning academic credit by serving as interns and participating in a contemporary, issue-oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions, and many other organizations. The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Additional information is available from the [Associate Academic Dean](#).

**Au Sable Institute of Environmental Studies**

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. Environmental education internships are available, as are certificates in stewardship ecology, environmental analysis, land resource analysis, and water resource analysis. For more information, see the [Associate Academic Dean](#).

**China Studies Program**

Students interested in China have the opportunity to engage this large and intriguing country from the inside. This program, sponsored by the Council of Christian Colleges and Universities, includes a semester of study of standard Chinese language, geography and history, religion and culture, and China’s modern development. Participants travel throughout China, including Beijing, Shanghai, Xi’an, and the Guangzhou/Hong Kong region. They also have opportunities to interact with Chinese by assisting in English classes. This interdisciplinary program is designed to help students understand the complex history, culture, and current issues facing China, to provide an opportunity to learn through travel and interaction with the people, and to equip them to develop a Christ-centered worldview of China. Additional information is available from the [Associate Academic Dean](#).

**Christian Center for Urban Studies (CCUS)**

The 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. Miniterms 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 Academic Dean.

Contemporary Music Program
This interdisciplinary study program is intended to prepare students academically and creatively for potential careers in the music industry. Designed to be an artists’ community on Martha’s Vineyard, Mass., this program seeks to develop young artists and potential music executives with a Christ-centered vision for music content, production, and delivery. For more information, contact the Associate Academic Dean or the Director of the School of Music.

Consortium Student Visitor Program
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 Academic Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton.

Daystar University, Kenya
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 Academic Dean.

Focus on the Family Institute
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 Academic Dean.

Jerusalem University College, Israel (formerly Institute of Holy Land Studies)
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 Academic Dean.

Latin American Studies Program
Located in San Jose, Costa Rica, this program offered to members of the Council of Christian Colleges and Universities gives students the opportunity to study the language, culture, politics, history, economics, ecology, and religion of the region while living with a Costa Rican family. Students also participate in a service opportunity and travel for three weeks to surrounding countries. Students participate in four specialized academic tracks: International Business and Management, Tropical Sciences, Latin American Studies, and Advanced Language and Literature. Additional information is available from the Associate Academic Dean.

Los Angeles Film Studies Center
As a member of the Council of Christian Colleges and Universities, Trinity participates in the Los Angeles Film Studies Center. The purpose of the center is to enable college students to serve in various aspects of the film industry with professional skills and Christian integrity. Located in Burbank near major production studios, the semester-long program combines seminar courses with internships in various segments of the film industry,
providing the opportunity to explore the industry within a Christian context and from a liberal arts perspective. Additional information is available from the **Associate Academic Dean**.

**Middle East Studies Program**  
Based in Cairo, Egypt, this Coalition program offers the opportunity to earn 16 hours for a semester of studying Arabic, travel, and seminars on the history, culture, and religions of the Middle East. Additional information is available from the **Associate Academic Dean**.

**Russian Studies Program**  
This semester-long Council of Christian Colleges and Universities program allows the student to earn 16 credits for a semester of Russian language and literature, seminars on Russian history and contemporary Russian society, and a service project. Additional information is available from the **Associate Academic Dean**.

**Scholars’ Semester in Oxford**  
As Visiting Students of Oxford University and members of Wycliffe Hall, students live, study, and learn at one of the premier universities in the world. Wycliffe Hall is a theological college serving the Church of England and is one of more than forty-five colleges and halls that comprise Oxford University. This program is designed for superior, upper-class honors students (minimum GPA of 3.5) who are ready for the rigorous challenge of Oxford tutorials and seminars. Additional information is available from the Associate Academic Dean.
Schools and Studies

“I was an introvert on a focused mission that had not allowed for the inclusion of relationships outside of me, my music, my talent, and my desire to be the best I could be for Christ. I realized that there was a lot more to service and excellence than that. I began to see that my professors and colleagues had been demonstrating this all along.”

Carol Healy Hazen (BA ’72), Recipient of the 2001 Alumna of the Year Award

Bachelor of Arts/Master of Arts in Bioethics Dual Degree

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 counts toward the BA, reducing the required hours for the BA from 126 to 117. These 9 overlapping hours are taken as part of the undergraduate load resulting in a savings of graduate tuition. Graduate course work is begun in the summer after the senior year, allowing completion of both the BA and the MA as early as the summer following the senior year.

Qualified applicants must have a high school GPA of 3.0 on a 4.0 scale or an ACT score of at least 26 (or SAT equivalent). Students may apply for acceptance to the Dual Degree through the Trinity College Admissions Office. They may be accepted to the Dual Degree Program concurrently with admission to Trinity College. Transfer students may apply for the program if they have a 3.0 high school GPA, an ACT score of 26, and a 3.0 GPA for all transferred college work. Students currently enrolled at Trinity College may also be accepted into the program if they have maintained at least a 3.0 GPA (cumulative) for college courses totaling 12 or more hours. Students are advised to apply to the program as early as possible to allow for expedient course planning.

Acceptance into the Dual Degree Program leads to automatic acceptance to Trinity Graduate School for graduate-level course work following the junior year, providing that the student maintains at least a 3.0 GPA (cumulative) in 70 hours of undergraduate course work and receives a positive letter of recommendation from the undergraduate academic advisor. In order to be continued in the program, students must submit a secondary application, available through the Trinity Graduate School Admissions Office.

Curricular Plan for the Dual Degree:

Course descriptions for undergraduate courses are listed in the Trinity College Catalog. Course descriptions for graduate courses are listed in this catalog. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

Freshman, Sophomore, and Junior years:

Undergraduate Course Work:

- BI 101 Understanding the Old Testament
- BI 111 Understanding the New Testament
- BI 210 Biblical Interpretation
- PH 180 Introduction to Philosophy
- BIO 111 General Biology or BIO 103 Introductory Biology
- 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:

- **Christian Faith Elective:** IDS 697 Foundations of Integrative Thought (3 hours)
- **Intercultural Studies Elective:** IDS 698 Foundations of Cultural Engagement (3 hours)
- **Humanities Elective:** IDS 751 Ethical Theory (3 hours)
Normal full academic loads should be taken each semester. Each spring semester, students are invited to participate in the series of three evening bioethics colloquia.

**Freshman and Sophomore Spring Semesters:**

**Service Learning Requirement:** Students will fulfill one on-campus Trinity College Service Learning Requirement by working with The Center for Bioethics and Human Dignity on the summer National Bioethics Conference, with optional free attendance at the conferences in the summers following the freshman and sophomore years.

**Junior Year:**

Upon completion of 70 hours, students must submit a secondary application and letter of recommendation to Trinity Graduate School Admissions to continue in the Dual Degree Program.

**Summer before Senior Year:**

Graduate Course Work:

- IDS 697 Foundations of Integrative Thought (3 hours)
- IDS 698 Foundations of Cultural Engagement (3 hours)
  (These two IDS courses begin in the summer and are completed in the fall session.)
- BIO 785 Intensive Bioethics Summer Institute (4 hours)
- BIO 775 Bioethics National Conference (3 hours)

**Senior Year:**

Undergraduate Course Work:

Complete course requirements for general education and major. A full academic course load must include 6 hours of graduate-level courses in the fall and 3 hours of graduate-level courses in the spring.

Graduate Course Work, Fall:

- Complete IDS 697 and IDS 698 (6 hours)
- BIO 776 Bioethics and Public Policy (2 hours)
- BIO 779 Clinical Issues in Bioethics (2 hours)

Graduate Course Work, Spring:

- IDS 751 Ethical Theory (3 hours)

**Undergraduate Bachelor of Arts Degree Completed**

**Summer following Senior Year:**

Graduate Course Work:

- BIO 786 Advanced Bioethics Summer Institute (4 hours)
- BIO 775 Bioethics National Conference (3 hours)
- BIO 780 Post-Conference Bioethics Seminar (3 hours)
- Capstone Project (0-4 hours)

**Master of Arts Degree Completed**
Interdisciplinary Studies

The following major, minor, and program descriptions incorporate courses from several different schools and therefore do not have a home in any one school. Courses with the descriptor “IDS” are integrative or interdisciplinary in their nature and are also listed in this section. Interdisciplinary Studies offers a wide range of options to enhance the liberal arts curriculum.

Departments: Varied

Major/Minor: General Studies, Pre-Law

Courses: Preparation for College Studies, Honors, Intercultural Studies, Interdisciplinary Studies, Internships

General Studies Major
Requirements total 60 hours which are distributed among three schools. The following courses are excluded: ENG 214, 241X, 242X, 243X, 441X, 442X, HPW 180, HPW 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 schools selected.

Prioritize three schools from the following: School of Biblical and Religious Studies; School of Education; School of Human Performance and Wellness; School of Humanities; School of Language, Literature, and Communication; School of Music; School of Science and Technology; School of Social Science.

- **SCHOOL 1** (30 hrs): A minimum of 12 hours in 300-level or above courses
- **SCHOOL 2** (18 hrs): A minimum of 6 hours in 300-level or above courses
- **SCHOOL 3** (12 hrs): A minimum of 3 hours in 300-level or above courses

Honors Program
The Honors Program consists of selected honors courses and a senior honors project (3-4 credit hours). Students are selected for the program on the basis of previous academic performance and ACT test scores. Students not intending to complete the Honors Program may take honors courses if they have a cumulative 3.3 GPA and the consent of the Director of the Honors Program.

Freshmen and transfers with less than 60 hours of credit must complete eight honors courses, including a senior honors project of 3-4 hours with a grade of “A” or “B.” At least one upper-level interdisciplinary honors course (XX 359H) is required; additionally, students must do at least two of the following: ENG 111H Critical Thinking and Writing, IDS 100H Introduction to Christian Thinking and Living, and PH 180H Introduction to Philosophy.

Transfers entering Trinity with more than 60 hours of credit must complete six honors courses, including a senior honors project of 3-4 hours with a grade of “A” or “B.” At least two courses must be in the student’s major, including the honors project. An upper-level interdisciplinary honors course (XX 359H) is required.

Internship Program
The Internship program is designed to enhance “learning by doing” by providing field experiences in a work setting supervised by a faculty adviser and an employer supervisor. Internship credit may be earned toward most academic majors or minors with departmental approval. Up to 12 credit hours may be applied toward the 126-hour graduation requirement. Internships are arranged individually and are offered on two levels of experience according to academic classification. Juniors enroll for XX 345 and seniors enroll for XX 445/446.

Student interns must program academic schedules to allow for large blocks of time several days a week in order to have a meaningful experience with depth and continuity.

Students should register for an internship according to the registration deadlines for fall and spring semesters. Exceptions may be granted. See the Director of Career Services or the Dean of the College for additional information. Students who do internships in the summer must register for May Term.
Pre-Law Minor
Requirements total 24 hours. This includes 12 hours of electives and 12 hours of skills courses.

Electives (12 hrs):
- BUS 201 Introduction to Business Law 3 hrs
- IDS 200 Law, Justice, and Culture 3 hrs
- POL 250 American Government 3 hrs
- POL 255 Constitutional Law 3 hrs
- POL 330X Public Policy & Administration 3 hrs
- POL 375 Topics in Law and Government 3 hrs
- POL 382 Political Theory 3 hrs
- POL 445 Internship 2-4 hrs
- PH 381X History of Western Thought I 3 hrs
- PH 382X History of Western Thought II 3 hrs
- SOC 324 Criminology 3 hrs

Skills Courses (12hrs):
(Choose at least one from each category.)

Writing:
- COM 240X Writing for the Media I 3 hrs
- ENG 111H Critical Thinking and Writing (honors) 3 hrs
- ENG 336 Creative Writing 3 hrs

Analytical Reasoning and Research:
- COM 230 Public Discourse 3 hrs
- ENG 115 Strategies and Tools of Research 3 hrs
- PH 170 Logic 3 hrs
- PSY 285X Statistics 4 hrs

Any 300-400 level course with a major research paper (15 pages or more) as a component

Preparation for College Studies Program
Preparation for College Studies courses are each 2 hours and are open to all students interested in enhancing their academic potential. The Preparation for College Studies Program requires 4 hours of academic credit (PCS 100 and PCS 110). This is a two-semester program for selected students on the advice of the Admissions Committee. Four hours of PCS courses (two courses) may be applied toward graduation credit.

Interdisciplinary Studies Course Descriptions

Honors
IDS 259H Honors Seminar
A weekly discussion of a designated interdisciplinary topic for the semester focusing on the integration of Christian faith and learning. May be repeated for credit as the topic changes. Offered on demand. One hour. (This course will no longer be offered after 2004-05.)

XX 359H Topics for Honors Students
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 on demand. Three hours.

Intercultural Studies
XX 290 Topics in Minority Studies
Selected topic in the study of minority cultures in the United States. Various departments may offer topics such as follows: African-American history; political, social and economic factors affecting minority populations; history and theology of the black church; ethnic music; ethnicity and American education. May be repeated for credit if topic differs. Course does not fulfill the general education intercultural studies requirement. Offered on demand. Two to four hours.
Interdisciplinary Studies

IDS 100  Introduction to Christian Thinking and Living
This course is an introduction to living and thinking as a Christian in the world of ideas and lifestyle. It focuses on the concept of “worldview” as a vision of and for life. Students participating in the Honors Program should enroll in the honors section. This course may be used as a Christian faith elective in the general education program. Offered each semester. Three hours.

IDS 101  Trinity Experience
An introduction to college life at Trinity as a Christian liberal arts learning community. This course is required of all incoming freshmen and transfers who have completed 60 semester hours or less at another college or university. Course is on a pass-fail basis. Offered fall semester. Students will not be permitted to enroll the next fall semester without successful completion of IDS 101. Spring semester for transfers and new students only or by consent of instructor. One hour.

IDS 200  Law, Justice, and Culture
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 Trinity Christian College. Three hours.

IDS 301-302  The Western Cultural Heritage I and II
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. Prerequisite: Junior status or consent of instructor. Six hours.

Note: IDS 301-302 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.

Internships

XXX345 Internship I
The opportunity to work as a staff member in a business or professional organization, to collect and report data, to organize or assist with special projects. Prerequisites: Instructor approval and permission of the Dean of the College. Two to six hours.

XXX 445/446 Internship II
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. XXX 445: two to six hours. XXX 446: two to twelve hours.

Preparation for College Studies

PCS 100  Preparation for College Study (formerly DS 100A)
This course is designed to prepare freshmen students to meet the challenges of college study. It provides an overview of the intellectual demands of college education, assists students in assessing their personal learning attributes and improving their practical academic skills, and introduces elements of critical analysis. Placement in this course is based on the advice of the Admissions Committee. Offered fall semester. Two hours.

PCS 101  Preparation for College Study, Nonnative (formerly DS 100B)
This course is designed to prepare international students and nonnative speakers of English to meet the educational and cultural demands of the American college classroom. The course provides insight into cultural factors that underlie assumptions and knowledge, methods of instruction, interaction with instructors, and other areas that affect academic performance. Stress is placed on assisting students to produce academic work that conforms to American collegiate standards. This course is required for international students and students whose native language is not English. Offered on demand. Two hours.

PCS 105  Critical Reading and Writing for College (formerly DS 105)
This course is designed to help students practice the critical skills in reading that are central to academic writing and discussion. The course provides students the opportunity to read, discuss, apply, integrate, and critique material from various academic disciplines, and offers instruction in committing their thoughts to writing. Required
for entry into ENG 111 (Critical Thinking and Writing) for all students whose ACT English score is 18 or less or whose SAT verbal score is 440 or less. Offered each semester. Two hours.

PCS 110  Reading and Writing Tutorial (formerly DS 110)
This course integrates the reading and writing processes in an intensive, small-group setting. Particular emphasis is placed on continuing the development of critical reading skills, planning and writing papers that are well structured at the sentence and paragraph levels, and meeting students’ particular needs and interests. Offered spring semester. Two hours.

PCS 115  Developmental Mathematics (formerly DS 115)
This course is designed to improve the basic mathematics skills of arithmetic, geometry, and beginning algebra. The course will provide the requirements for those lacking the skills to enter Intermediate Algebra. The course will cover whole numbers, fractions, decimals, percents, ratios, proportions, problem solving, geometric relations, and basic algebra skills and equations. Offered on demand. Two hours.
School of Biblical and Religious Studies

The School of Biblical and Religious Studies offers biblical studies courses and Christian ministry courses for students seeking a broad biblical foundation and professional preparation for ministry.

Departments: Biblical Studies, Christian Ministries

Majors/Minors: Biblical Studies, Christian Ministries (including Youth Ministries, among other emphases), Intercultural Ministries

Courses: Bible, Biblical and Religious Studies, Christian Ministries, Greek, Hebrew

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 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.

Biblical Studies Major

Requirements total 53 hours. This includes 29 hours from the Biblical Studies core 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. Biblical Studies students must maintain a 2.5 GPA in all courses (53 hours) required for the major. Transfer students must take a minimum of 15 hours of upper-division courses in the School of Biblical and Religious Studies at Trinity.

Core (29 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3 hrs</td>
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<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 452</td>
<td>Biblical Studies Seminar</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 410</td>
<td>Biblical Criticism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GR 121-122</td>
<td>Elementary Greek</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

Electives (24 hrs):

1. Old Testament (6 hrs)
   Choose two:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 302</td>
<td>Pentateuch</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 304</td>
<td>Old Testament Prophetic Books</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 306</td>
<td>Old Testament Poetic Books</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 308</td>
<td>Old Testament Historical Books</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 334</td>
<td>Old Testament Theology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 350</td>
<td>Topics in the Bible (Old Testament)</td>
<td>3 hrs total</td>
</tr>
</tbody>
</table>

2. New Testament (6 hrs)
   Choose two:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 312</td>
<td>Life of Christ</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 313</td>
<td>New Testament Church</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 315</td>
<td>General Epistles</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 316</td>
<td>Pauline Epistles</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 221X</td>
<td>Intermediate Greek</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 222X</td>
<td>Intermediate Greek</td>
<td>3 hrs</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 advance the kingdom of God.

**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:**
- To equip men and women with a theoretical basis and skills applicable to the varied ministries of the local and global church
- To provide practical training and experience within a liberal arts setting that will help in the development of such areas as social services, counseling, intercultural ministry, children’s ministry, camping, youth ministries, and general pastoral ministries
- To encourage commitment to and involvement in the local and global church
- To prepare students for further ministry preparation through seminary graduate education
- To provide opportunities for students to explore ministry as a lifestyle as well as a potential career

### Christian Ministries Major

Requirements total 56-58 hours. This includes 29 hours in the core and 27-31 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.

**Core (29 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1 hr</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 222-223</td>
<td>Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<tr>
<td>CM 275</td>
<td>Teaching the Bible</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological and Sociological Foundations of Evangelism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 100</td>
<td>Introduction to Christian Thinking and Living</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1 hr</td>
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</table>

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 170</td>
<td>Introduction to Youth Ministry</td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 321X</td>
<td>American Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 322X</td>
<td>Topics in Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
PSY 430  Psychology of Religion  
(Counseling/Social Services emphasis only)  3 hrs

Advanced Biblical Studies (3 hrs):
  Choose one upper-division BI course or Greek 121-122  3 hrs

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 Christian Ministries Integrative Seminar.

Emphases (27-31 hrs)

Camping/Outdoor Education Ministries (28 hrs)
  CM 320  Principles of Ministry Programming  3 hrs
  CM 333X  Adventure Education  3 hrs
  CM 334X  Management of Sport and Wellness  3 hrs
  CM 345  Ministry Internship  4 hrs

  Choose two:
    CM 433X  Camp Operations  2 hrs
    CM 434X  Camp Programming  2 hrs
    CM 435X  Experiential Camp Programming  2 hrs

  Choose one:
    CM 340  Principles of Relational Youth Ministry  3 hrs
    CM 342  Relational Skills for Ministry  3 hrs

  Choose one:
    CM 373X  Development Funding/Grantsmanship  3 hrs
    COM/ENG 210X  Business Communication  3 hrs

  Choose one:
    CM 420  Ministry Leadership  2 hrs
    CM 475  Senior Seminar  2 hrs

Bible/Theology Elective (3 hrs):
  Choose one upper-division BI or BRS course.  3 hrs

Recommended:
  BRS 330  Christian Evidences  3 hrs
  HPW 165X  Responding to Emergencies and Sport Safety Training  2 hrs

Children’s Ministries (29 hrs)
  CM 310  Children’s Ministries  3 hrs
  CM 322-323  Advanced Integrated Field Experience  2-2 hrs
  CM 342  Relational Skills for Ministry  3 hrs
  CM 420  Ministry Leadership  2 hrs
  CM 475  Senior Seminar  2 hrs
  ED 347  Introduction to Special Education  3 hrs
  PSY 335  Human Development: Childhood  3 hrs

  Choose two:
    CM 320  Principles of Ministry Programming  3 hrs
    CM 350  Topics in Christian Education  3 hrs
    CM 430  Advanced Topics in Christian Education  3 hrs
    ENG 235  Children’s Literature  3 hrs
    SOC 221  Marriage and the Family  3 hrs

Bible/Theology Elective (3 hrs):
  Choose one upper-division BI or BRS courses  3 hrs
**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Counseling/Social Services (27 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 452</td>
<td>Discipleship and Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 322-323</td>
<td>Advanced Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC/PSY360X</td>
<td>Introduction to Social Work *</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose two:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Problems</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
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Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2 hrs</td>
</tr>
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</table>

**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 373X</td>
<td>Development Funding/Grantsmanship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM/ENG210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

*SOC 101 is a prerequisite for SOC 360X/PSY 360X.*

**Intercultural Ministries (27 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 322-323</td>
<td>Advanced Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 360</td>
<td>Foundations of Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 335</td>
<td>Survey of World Religions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communications</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 335</td>
<td>Urban Sociology</td>
<td>3 hrs</td>
</tr>
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</table>

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2 hrs</td>
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</table>

**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 373X</td>
<td>Development Funding/Grantsmanship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 440</td>
<td>Topics in Missions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM/ENG 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 221</td>
<td>History of Africa</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 231</td>
<td>History of Asia</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 241</td>
<td>History of Latin America</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 251</td>
<td>History of the Middle East</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI/POL 362X</td>
<td>Contemporary World Affairs</td>
<td>3 hrs</td>
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**Pastoral Ministries (31 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GR 121–122</td>
<td>Elementary Greek</td>
<td>8 hrs</td>
</tr>
<tr>
<td>(This course may fulfill the core Advanced Biblical Studies elective.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRS 335</td>
<td>Survey of World Religions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 322–323</td>
<td>Advanced Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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<td>-------------</td>
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</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2 hrs</td>
</tr>
<tr>
<td><strong>Choose one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>Choose one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 120</td>
<td>Survey of Communication Theory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM/ENG 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>Choose one:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM 372X</td>
<td>Volunteer Mgmt./Board and Agency Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 373X</td>
<td>Development Funding/Grantsmanship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>Recommended:</strong></td>
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<td></td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td>3 hrs</td>
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**Youth Ministries (27 hrs)**

<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>2 hrs</td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 322–323</td>
<td>Advanced Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<tr>
<td>CM 335</td>
<td>Strategies for Discipling Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2 hrs</td>
</tr>
<tr>
<td><strong>Christian Ministries Elective (3 hrs):</strong></td>
<td>Choose additional upper-division CM courses totaling 3 hours. (CM 260 Introduction to Intercultural Ministries may be used for this elective.)</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>Bible/Theology Electives (in addition to the core requirements) (5 hrs):</strong></td>
<td>Choose any upper-division BI or BRS course</td>
<td>5 hrs</td>
</tr>
<tr>
<td><strong>Recommended:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 211</td>
<td>Principles of Management of Organization</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Human Resources Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 360</td>
<td>Foundations of Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 373X</td>
<td>Development Funding/Grantsmanship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**School of Biblical and Religious Studies Minors**

**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 24 hours, including 12 core 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:

- 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.

**Core (12 hrs):**

- CM 201 Survey of Christian Education 2 hrs
- CM 222–23 Integrated Field Experience 2–2 hrs
- CM 275X Teaching the Bible 3 hrs

Choose one:

- CM 170 Introduction to Youth Ministry 3 hrs
- CM 172 Introduction to Ministry 3 hrs

**Electives (12 hrs)**

Choose 12 hours in any other CM courses. 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 Ministries Minor**

The Missions Awareness and Preparation Program (MAPP) 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 Ministries 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 29 hours.

**Core (9 hrs):**

- CM 260 Introduction to Intercultural Ministries 3 hrs
- CM 275X Teaching the Bible 3 hrs
- CM 360 Foundations of Intercultural Ministries 3 hrs

**Intercultural Studies (6 hrs):**

- CM 440 Topics in Missions 3 hrs
- SOC 231 Cultural Anthropology 3 hrs
- SOC 330 Race and Ethnic Relations 3 hrs
- SOC 335 Urban Sociology 3 hrs

**Electives (8 hrs):**

- BRS 350 Topics in Biblical and Religious Studies 3 hrs
- CM 201 Survey of Christian Education 2 hrs
- CM 340 Principles of Relational Youth Ministry 3 hrs
- CM 342 Relational Skills for Ministry 3 hrs
- CM 430 Advanced Topics in Christian Education 2 hrs
- CM 450Z Introduction to the World Christian Movement 3 hrs
- ENG 210X Business Communication 3 hrs
  or
- ENG 240X Writing for the Media I 3 hrs
School of Biblical and Religious Studies Course Descriptions

Biblical Studies

BI 101  Understanding the Old Testament
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. Three hours.

BI 111  Understanding the New Testament
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. Three hours.

BI 210  Biblical Interpretation
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 111. Offered each semester. Three hours.

BI 221X (GR 221X)  Intermediate Greek
See GR 221X for course description. Offered fall semester. Three hours.

BI 222X (GR 222X)  Intermediate Greek
See GR 222X for course description. Offered on demand. Three hours.

BI 289Z  Topics in the Bible
A topics course in Bible offered at an extension site. (A matriculated Trinity College student may not take an extension course for credit.) Two hours.

BI 302  Pentateuch
A study of the content, theology, and criticism of the first five books of the Bible. Emphasis is on a historical approach to the materials via a consideration of the history of Palestine between ca. 2000 B.C. and ca. 1200 B.C. A selection of the most significant chapters of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives. Prerequisites: BI 101, 210. Offered fall semester 2004-05 and alternate years. Three hours.

BI 304  Old Testament Prophetic Books
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, 210. Offered fall semester 2005-06 and alternate years. Three hours.

BI 306  Old Testament Poetic Books
A study of the poetic books of the Old Testament: Psalms, Proverbs, Job, Ecclesiastes, Song of Solomon, and Lamentations. One book is studied in depth, while significant portions of the others are exegeted. Consideration is given to the question of what elements characterized Hebrew poetry. Prerequisites: BI 101, 210. Offered spring semester 2005-06 and alternate years. Three hours.

BI 308  Old Testament Historical Books
A consideration of the basic outline of Israelite history contained in the books of Joshua–2 Kings, Ezra, Nehemiah, and 1 and 2 Chronicles. In addition to content and theology, emphasis is on the historiography of the biblical authors and differing modern historiographical approaches to these Old Testament books. Prerequisites: BI 101, 210. Offered spring semester 2004–05. Three hours.
BI 310   Intertestamental Period  
An investigation of the history and literature of Judaism from the late Persian period until the commitment of the Mishnah to writing. Topics dealt with include the Hellenization of Palestine, the Maccabean revolt, the Apocrypha and Pseudepigrapha, the Dead Sea Scrolls, and the development of Tannaitic literature as represented by the Mishnah, Tosephta, and haggadic and halakhic midrashim. Prerequisites: BI 101, 210. Offered on demand. Three hours.

BI 312   Life of Christ  
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 topics of Messiahship, kingdom of God, discipleship, and controversy. Prerequisites: BI 111, 210. Offered spring semester 2004–05 and alternate years. Three hours.

BI 313   New Testament Church  
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 fall semester 2004–05 and alternate years. Three hours.

BI 315   General Epistles  
A study of the historical background and doctrinal emphases of the non-Pauline epistles. Attention is given to matters of introduction and current application. Prerequisites: BI 111, 210. Offered fall semester 2005-06. Three hours.

BI 316   Pauline Epistles  
A study of the historical setting, structure, and doctrinal emphases of Paul's primary letters. Prerequisites: BI 111, 210. Offered spring semester 2005-06 and alternate years. Three hours.

BI 320   Daniel–Revelation  
A study of Daniel and Revelation in the context of Jewish apocalyptic literature. Consideration will be given to issues of criticism, interpretation, and theology. Although eschatology will be addressed as exegesis requires, primary emphasis is on questions of content and hermeneutics. Prerequisites: BI 101, 210. Offered on demand. Three hours.

BI 326X (HEB 326X)   Readings in the Hebrew Bible  
The second semester of HEB 325-326 may be taken for Bible credit. See HEB 325-326 for course description. Offered on demand. Four hours.

BI 334   Old Testament Theology  
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 2004–05 and alternate years. Three hours.

BI 350   Topics in the Bible  
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 111 and BI 210. Offered on demand. One to three hours.

BI 362   Messiah in the Old Testament  
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 2005-06 and alternate years. Three hours.

BI 450   Independent Study  
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. One to four hours.

BI 452   Biblical Studies Seminar  
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. Prerequisite: BI 101 or 111, 210. Offered fall semester. Three hours.

Biblical and Religious Studies  

BRS 231   Christian Doctrine  
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 111. Offered spring semester. Three hours.
BRS 275X (CM 275X)  **Teaching the Bible**  
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. *Three hours.*

BRS 311  **Geography of the Bible**  
A survey of the historical and physical geography of the lands associated with the Bible. Emphasis is placed on the background to scripture texts to enhance understanding of the Bible. Prerequisites: BI 101 or 111, 210. Offered on demand. *Three hours.*

BRS 321X (HI 321X)  **American Church History**  
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 fall semester 2005-06 and alternate years. *Three hours.*

BRS 322X (HI 322X)  **Topics in Church History**  
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. *Three hours.*

BRS 330  **Christian Evidences**  
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: BRS 231. Offered spring semester. *Three hours.*

BRS 335  **Survey of World Religions**  
A survey of the world’s major religions, including Hinduism, Buddhism, and other religions of Asia, those of Africa and the Americas, as well as the three great monotheistic religions—Judaism, Christianity, and Islam. Beliefs and practices of each will be examined and assessed from the standpoint of both general and special revelation. Offered spring semester 2004-05 and alternate years. *Three hours.*

BRS 336  **Topics in Contemporary Theology**  
A course could include studies in neoorthodoxy, 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 111, BRS 231. Offered on demand. *Three hours.*

BRS 338  **Theological and Sociological Foundations of Evangelism**  
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. Prerequisite: IDS 100. Offered spring semester. *Three hours.*

BRS 340X (HI 340X)  **History of Christianity**  

BRS 350  **Topics in Biblical & Religious Studies**  
A study of selected biblical or religious topics. May be repeated for different topics. Offered on demand. *One to three hours.*

BRS 410  **Biblical Criticism**  
A study of major aspects of historical and literary criticism of the Bible and related issues such as canonicity and authority, authorship, date, setting, literary and cultural sources, text and transmission. Prerequisites: BI 101, 111, 210. Offered spring semester 2005-06 and alternate years. *Three hours.*

BRS 437X (MUW 437X)  **Music in Worship**  
The study of biblical concepts and patterns for worship of liturgical and nonliturgical worship 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. A critical study of contemporary practices will include planning, leading, and evaluating music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester 2005-06 and alternate years. *Three hours.*
Christian Ministries

CM 170  Introduction to Youth Ministry
An introduction to the purposes, challenges, and scope of youth ministry with its various programs and agencies. Personal contact and interaction with youth and youth ministry leaders will seek to enlarge the vision of students for reaching adolescents. Offered fall semester. Three hours.

CM 172  Introduction to Ministry
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. Three hours.

CM 175  Foundations of Youth Ministry
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. Two hours.

CM 180  Christian Character Development
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. One hour.

CM 201  Survey of Christian Education
An introductory overview of the church’s involvement in education, including the history, aims, methods, and principle agencies of Christian Education. Offered fall semester. Two hours.

CM 222–23  Integrated Field Experience
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. Prerequisite: CM 170, CM 172, or CM 175. Required for all Christian Ministries majors and minors. Offered each year. Four hours on completion of both semesters in one academic year.

CM 250  Topics in Ministry
Selected topics in Christian Ministry not taught under specific course title. May be repeated for credit if topic differs. Offered on demand. One to three hours.

CM 260  Introduction to Intercultural Ministries (formerly CM 242)
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. Three hours.

CM 275X (BRS 275X)  Teaching the Bible
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. Three hours.

CM 310  Children’s Ministries
A study of the elements involved in building effective children’s 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 fall semester 2004-05 and alternate years. Three hours.

CM 320  Principles of Ministry Programming
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. Three hours.

CM 322–23  Advanced Integrated Field Experience
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. 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. Four hours on completion of both semesters in one academic year.
CM 333X (HPW 333X) Adventure Education (formerly CM/HPW 233X)
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. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered fall semester 2005-06 and alternate years. Three hours.

CM 334X (HPW 334X) Management of Sport and Wellness
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 2004-05 and alternate years. Three hours.

CM 335 Strategies for Discipling Ministries
A study of biblical principles and practical models of Christian discipleship. Emphasis is on theoretical and experiential exploration of methods of small group discipling ministries. Prerequisite: CM 275X. Highly recommended: PSY 220, CM 340. Offered spring semester. Three hours.

CM 340 Principles of Relational Youth Ministry
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. Prerequisite: CM 175. Three hours.

CM 342 Relational Skills for Ministry
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 2005-06 and alternate years. Three hours.

CM 345 Ministry Internship
This course is designed to offer additional supervised ministry experience in an area of choice. Students must have completed both IFE (CM 222–223) and, if applicable, Advanced IFE (CM 322–323) to be eligible for this course. Total credits for internships (including IFE and Adv. IFE) may not total more than 12 hours. Two to four hours.

CM 350 Topics in Christian Education
Selected topics in Christian Education not taught under specific course title. May be repeated for credit if topic differs. Offered on demand. One to three hours.

CM 360 Foundations of Intercultural Ministries
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 2005-06 and alternate years. Three hours.

CM 370X (BUS 370X) Nonprofit Accounting
An introduction to nonprofit accounting with special emphasis on church and parachurch organizations. Prerequisite: BUS 121, 122 or consent of the department. Offered fall semester 2005-06 and alternate years. One hour.

CM 372X (BUS 372X) Volunteer Management/Board & Agency Relations
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 2004-05 and alternate years. Three hours.

CM 373X (BUS 373X) Development Funding/Grantsmanship
Theory, practice, and management leadership in fund-raising for the nonprofit organization. Includes a survey of laws, regulations, and ethics in fund-raising, 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 2004-05 and alternate years. Three hours.

CM 380 Advanced Instructional Application
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. One to two hours.
CM 412   Issues for Men & Women in Ministry
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 2005-06 and alternate years. One hour.

CM 420   Ministry Leadership
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 322-323 or may be taken concurrently. Offered fall semester. Two hours.

CM 430   Advanced Topics in Christian Education
Selected courses taught at Trinity Evangelical Divinity School. Open only to qualified juniors and seniors with approval from Chair of Christian Ministries and TEDS professor.

CM 433X (HPW 433X)   Camp Operations
Theory, technique, and skills related to camp philosophy, systems for organization, people ministries, and systems supporting these ministries. Emphasis will be placed on controlling and managing finances, staff, services, facilities, and marketing. Held at off-campus site. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered spring 2004-05 and alternate years. Two hours.

CM 434X (HPW 434X)   Camp Programming
Theory, techniques, and skills of camp programming and program implementation. An in-depth analysis of schedule and activities relating to camp mission and ministry with application to environmental education, ranch, challenge course, wilderness adventure, family ministries, youth camp, adult, and senior adult ministries. Held at off-campus site. Prerequisite: Current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered fall 2004-05 and alternate years. Two hours.

CM 435X (HPW 435X)   Experiential Camp Programming
Theory, technique, and skills for leading experiential camp programs, including successful wilderness trips and challenge course ministries. Emphasis will be placed on the acquisition of practical, hands-on skills necessary for planning and leading experiential camping programs in a safe and effective manner. Offered May Term, 2005. One to two hours.

CM 440   Topics in Missions
Courses taught in the School of World Missions and Evangelism at Trinity Evangelical Divinity School. Open only to qualified juniors and seniors with approval from Chair of Christian Ministries and TEDS professor.

CM 445   Ministry Internship
This course is designed to offer additional supervised ministry experience in an area of choice. Students must have completed IFE (CM 222–223), if applicable, Advanced IFE (CM 322–323), and 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. Two to four hours.

CM 450   Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand. One to four hours.

CM 475   Senior Seminar
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. Two hours.

CM 480   Christian Ministries Integrative Seminar
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 course work at TIU. Prerequisite: Community First Aid and CPR certification or equivalent. Offered spring semester. One hour.

Greek
GR 121–122   Elementary Greek
Introductory course in essential features of Koine Greek, mastery of basic sound and structural patterns, acquisition of a nucleus of vocabulary, development of comprehension and reading skills through oral-aural drills, applications
of skills to sample passages from the Greek New Testament. Offered each year. Credit for both semesters is required in order to apply to major or general education foreign language competency. *Four hours each semester.*

**GR 221X (BI 221X) Intermediate Greek**
Building on the foundation laid in GR 121–122 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. Prerequisite: GR 121–122. Offered fall semester. *Three hours.*

**GR 222X (BI 222X) Intermediate Greek**
Continuation of GR 221X. Prerequisite: GR 221X. Offered on demand. *Three hours.*

**Hebrew**

**HEB 325-326 (BI 326X) Elementary Hebrew**
An introduction to standard biblical Hebrew intended to develop, by the end of the course, an ability to read simple passages in the Old Testament text at sight. The first semester is devoted to a rapid acquisition of basic vocabulary and familiarity with primary features of morphology and syntax. The second semester further develops these skills, primarily by reading in prose texts in the Pentateuch and historical books. An introduction to standard exegetical tools and basic text-critical methodology is included. Offered on demand. Credit for both semesters is required in order to apply to major or general education foreign language competency. *Four hours each semester.*
School of Education

The goal of the School of Education is to develop highly qualified, academically competent Christian teachers who view their teaching as a mission and who have been trained to nurture their students, to reflect critically on their practice, and to facilitate classroom experiences designed 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 ED 100 and culminating in the professional semester of student teaching. Any student considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible. Education courses (with the exception of ED 100 and ED 110) may be taken only by students who have been accepted into the School of Education. Any exception to this rule must be approved by the School of Education.


Courses: Professional education courses

Candidacy Requirements
Enrollment in the School of Education is open to students who

- Have demonstrated an ability to do college-level work as evidenced by a 2.5 cumulative GPA at the time of application to the School of Education
- Have successfully passed the Illinois Test of Basic Skills in reading, language arts, and mathematics
- Have completed ENG 111 and ED 100 with a grade of “C” or better
- Have submitted an application for admission to education with an acceptable letter of intent to teach
- Have completed a successful interview with a faculty member of the School of Education

In order to qualify for student teaching, candidates must maintain a 2.75 GPA in their major and professional courses and pass the appropriate content-area exam for Illinois Certification. Note: Education courses above the 100 level are open only to students who have been officially accepted into the School of Education or by written approval of education faculty.

Candidates must successfully complete all general and professional education courses in their major and pass all required state certification tests before they are eligible to be recommended for the appropriate initial state certificate. Candidates are required to comply with the state certification requirements that are in place at the time of application for certification.

The Initial Elementary School Certificate is valid for teaching in grades kindergarten through nine. The Initial High School Certificate is valid for teaching in grades 6-12. The Initial Specialist Certificate is valid for teaching in grades K-12 in the area of specialty.

The following Teacher Education Programs are approved and recognized by the Illinois State Board of Education:

- Elementary Education with Middle School Endorsement/K–9
- Music Education/K–12
- Physical Education/K–12
- Secondary Education with Middle School Endorsement/6–12
  - Biology
  - English
  - History
  - Mathematics

During the 2001-2002 academic year, the School of Education had 254 candidates enrolled in its initial teacher preparation programs. Ninety-two (92) candidates completed their professional semester of student teaching. Each candidate completed, on average, thirty (30) hours per week in the field over fourteen (14) weeks for an average of 420 clock hours of student teaching. Of the thirty-two (32) faculty who supervised student teachers, five (5) were full-time faculty members within the School of Education, five (5) were part-time faculty within the School of
Education but employed full-time within the institution, and twenty-two (22) were part-time faculty not otherwise employed by the institution. The resulting student teacher to supervisor ratio was 2.88:1.

Ninety-eight (98) candidates completed their required program and were recommended for certification. Of the ninety-eight (98) candidates who completed the Illinois Test of Basic Skills required before certification, ninety-seven (97) passed (99%). The statewide pass rate for the Illinois Test of Basic Skills was 99%. Ninety-seven (97) of the 98 candidates completed an Illinois subject matter knowledge examination (99%). The statewide pass rate for Illinois subject matter knowledge examinations was 98%. For Trinity programs where more than ten (10) candidates completed the program, 75 out of 76 elementary education candidates passed the Illinois Elementary subject matter knowledge examination (99%). The statewide pass rate for the same subject matter examination was 99%.

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 (6-12) and Specialist (K-12) Education majors, consult the appropriate School in this catalog.

Elementary Education
Core (25 hrs):
Complete College’s requirements with the following exception:
Substitute HI 121 or HI 122 for one semester of HI 201 or HI 202 World Civilizations.

Distributive (33 hrs):
Complete College’s requirements with the following specifications:
Humanities (3 hrs): COM 112
Intercultural Study (3 hrs): SOC 330
Social Science (6 hrs): POL 250, ED/PSY 260X

Secondary (6-12) and Specialist (K-12)
Core (25 hrs):
Complete College’s requirements with the following exception:
Substitute HI 121 or HI 122 for one semester of HI 201 or HI 202 World Civilizations.

Distributive (33 hrs):
Complete College’s requirements with the following specifications and additions:
Humanities (3 hrs): COM 112
Intercultural Study (3 hrs): SOC 330
Social Science (6 hrs): POL 250, ED/PSY 260X

Elementary Education Major
Requirements total 69 hours. This includes 48 hours in the major, 3 hours in supporting courses, and a minimum of 18 hours in an area of concentration.

Major Courses (48 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td>Introduction to Teaching</td>
<td>3 hrs</td>
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<tr>
<td>ED 110</td>
<td>Technology for Teachers</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 240</td>
<td>Foundations of Education</td>
<td>2 hrs</td>
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<tr>
<td>ED 250</td>
<td>Foundational Field Experience</td>
<td>0 hrs</td>
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<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 280</td>
<td>Fundamentals of Elementary and Middle School Methods</td>
<td>3 hrs</td>
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<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
<td>3 hrs</td>
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<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 331</td>
<td>Reading: Literacy Development and Assessment</td>
<td>3 hrs</td>
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<tr>
<td>ED 341</td>
<td>Concepts and Methods of Teaching Science and Health K-9</td>
<td>2 hrs</td>
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<tr>
<td>ED 343</td>
<td>Concepts and Methods of Teaching Social Studies K-9</td>
<td>2 hrs</td>
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<tr>
<td>ED 345</td>
<td>Elementary Mathematics Methods</td>
<td>2 hrs</td>
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<tr>
<td>ED 349</td>
<td>Integrating the Arts in Instruction</td>
<td>2 hrs</td>
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<tr>
<td>ED 350</td>
<td>Integrated Methods Practicum</td>
<td>2 hrs</td>
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<tr>
<td>ED 385</td>
<td>Multicultural Field Experience</td>
<td>1 hr</td>
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<tr>
<td>ED 401</td>
<td>Student Teaching in the Elementary School</td>
<td>10 hrs</td>
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<tr>
<td>ED 420</td>
<td>Advanced Seminar in Education</td>
<td>5 hrs</td>
</tr>
</tbody>
</table>
Supporting Courses (3 hrs):
PSY 337 Psychology of Adolescence 3 hrs

Area of Concentration (18 Hrs):
Consult the School of Education for options and specific requirements. A minimum of 9 hours of upper-division course work is required.

Biology/Secondary Education Major: See School of Science and Technology.

English/Secondary Education Major: See School of Language, Literature, and Communication.

History/Secondary Education Major: See School of Humanities.

Mathematics/Secondary Education Major: See School of Science and Technology.

Music Education/K-12: See School of Music.

Physical Education/K-12: See School of Human Performance and Wellness.

School of Education Course Descriptions

ED 100   Introduction to Teaching (formerly ED 200)
A survey course designed to provide students with a basic understanding of the teaching profession through experiences and activities focused on four broad categories: teachers and teaching, students and schools, schools and society, and the foundations of American education. Special emphasis is given to multicultural issues in education. A minimum of 10 hours of field experience is required. Completion of this course with a grade of "C" or better is required for admission to the School of Education. Concurrent registration in ED 110. Offered each semester. Three hours.

ED 110   Technology for Teachers (formerly ED 257)
The utilization of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students will become familiar with application software and will create lessons and units that integrate technology. Prerequisite: Demonstrated ability in basic computer functions and word processing. Computer fee. Concurrent registration in ED 100. Offered each semester. Two hours.

ED 240   Foundations of Education (formerly ED 320)
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. Students work throughout the semester to develop their own educational philosophy. Offered each semester. Two hours.

ED 249X (MUE 249X) General Music Methods in the Public Schools, Grades K–12
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. Grade-level achievement and goals in the development of the child are examined. Teaching skills are developed in a laboratory teaching environment. A minimum of 36 hours of field experience is required. Membership in MENC is required. Prerequisite: ED 100. Offered fall semester 2005-06 and alternate years. Three hours.

ED 250   Foundational Field Experience
Students registering for this course will have completed 18 clock hours of required field experience linked to ED 100, ED 330, ED 240, and ED 260X. Offered on a pass/fail basis. Zero hours.

ED 260X (PSY 260X)   Educational Psychology/Human Development
Consideration of the psychological foundations of learning. Emphasis is placed on the physical, cognitive, social, and psychological development of children and adolescents. Prerequisite: Admission to the School of Education. Offered each semester. Three hours.

ED 280   Fundamentals of Elementary and Middle School Methods (Formerly ED 340)
A research-based, comprehensive, and practical introduction to elementary and middle school methods incorporating units on brain-based learning, the major components of teaching (including lesson plan development and instructional models), middle school philosophy, and interdisciplinary instruction. Includes a middle school field component. Prerequisite: Admission to the School of Education. Offered each semester. Three hours.
ED 306 Reading and Writing Across the Curriculum
An introduction to key issues in reading research and instructional practice with special focus on teaching methods that develop strategic reading of content area texts. Designed to give students the background needed to develop a comprehensive reading and writing program within specific content areas. Prerequisite: Admission to the School of Education. Offered each semester. Three hours.

ED 327X (HPW 327X) Methods and Materials for Elementary Physical Education
A study of the theory, methods, and materials of physical education on the elementary and middle school level. Course content includes philosophical and organizational structure, curriculum design, lesson and unit planning, and classroom management. Teaching skills are developed in laboratory teaching situations. Emphasis is placed on maximizing learning within a multicultural setting. Limited to Physical Education/K-12 majors or consent of instructor. Includes field component. Prerequisites: Admission to the School of Education, ED 260X, and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2004-05 and alternate years. Three hours.

ED 328X (HPW 328X) Methods and Materials for Secondary Physical Education
A study of the theory, methods, and materials of physical education on the secondary level. Course content includes philosophical and organizational structure, curriculum design, unit and lesson planning, and classroom management. Teaching skills are developed in laboratory teaching situations. Emphasis is placed on maximizing learning within a multicultural setting. Open to Physical Education/K-12 or consent of instructor. Includes field component. Prerequisites: Admission to the School of Education, ED 260X, and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2005-06 and alternate years. Three hours.

ED 330 Introduction to Special Education (formerly ED 230)
A survey of the history, practices, and challenges of special education. Includes an overview of the court cases and laws leading to IDEA and discussion of the specific disabilities described therein. The course examines current philosophies and their impact on children and adults with disabilities. Prerequisite: ED 100 (required for education majors) or PSY 140 (for noneducation majors). Offered each semester. Elementary majors: concurrent registration in junior block. Three hours.

ED 331 Reading: Literacy Development and Assessment
Advanced application of the theory and methodology of elementary and middle school reading instruction, including literature-based curriculum as well as units on ESL readers, assessment issues, and diagnosis of classroom reading problems. Prerequisite: Admission to the School of Education. Concurrent registration in all junior block courses. Offered each semester. Three hours.

ED 341 Concepts and Methods of Teaching Science and Health, K-9
A study of the methods of teaching science and health in the elementary school with particular emphasis on the topics, organization, and administration of science and health education programs. Prerequisite: Admission to the School of Education. Concurrent registration in all junior block courses. Offered each semester. Two hours.

ED 343 Concepts and Methods of Teaching Social Studies, K-9
A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Prerequisite: Admission to the School of Education. Concurrent registration in all junior block courses. Offered each semester. Two hours.

ED 345 Elementary Mathematics Methods
Content includes a study of the methods of teaching elementary mathematical concepts, grades K-8. Emphasis is placed on a diagnostic approach to mathematics instruction and development, and a sound theory of the acquisition of mathematical concepts at the early grades. Prerequisites: Admission to the School of Education and successful completion of general education mathematics requirement. Concurrent registration in all junior block courses. Offered each semester. Two hours.

ED 349 Integrating the Arts in Instruction, K-9.
A course focusing on the integration and utilization of art, music, and drama to enhance learning in the elementary classroom. Prerequisite: Admission to the School of Education. Concurrent registration in all junior block courses. Offered each semester. Two hours.

ED 350 Integrated Methods Practicum
Students spend two days a week in an elementary school. These placements are connected to the subject-specific courses taken as a part of the junior block. Prerequisite: Admission to the School of Education. Offered each semester. Two hours.

ED 357 Advanced Technology for Teachers
An advanced field-based elective utilizing the skills and concepts covered in ED 100. Students will create lessons and units in the elementary, middle, and secondary schools in cooperation with classroom teachers. Computer fee. Prerequisite: ED 110. Offered on demand. Two hours.
ED 360  Fundamentals of Secondary and Middle School Methods
An orientation to secondary education with emphasis on brain-based and constructivist learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning. Includes 36 clock hours of field experience. Prerequisite: Admission to the School of Education. Offered fall semester. Three hours.

ED 361  Teaching Biology in the Secondary and Middle School
A course encompassing the current subject-specific methods and approaches used in teaching biology in the secondary and middle school. Course work includes development of curriculum incorporating content, scientific method, and laboratory exercise. Includes field component. Limited to Biology/Secondary majors. Prerequisites: ED 360 and admission to the School of Education. Offered on demand. Two hours.

ED 362  Teaching of Language Arts and Literature in the Secondary and Middle School
Study of and experience in teaching language arts and literature in secondary and middle school. Emphasis on curriculum development, teaching strategies, and instructional planning. Includes field component. Limited to English/Secondary majors. Prerequisites: ED 360 or consent of department and admission to the School of Education. Offered on demand. Two hours.

ED 363  Teaching History and Social Studies in the Secondary and Middle School
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. Includes field component. Limited to History/Secondary majors. Prerequisites: ED 360 or consent of the department and admission to the School of Education. Offered on demand. Two hours.

ED 364  Secondary and Middle School Mathematics Methods
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. Required of all elementary mathematics concentration majors and all secondary mathematics majors. Includes a field component. Prerequisites: ED 280 or ED 360 and admission to the School of Education. Offered on demand. Two hours.

ED 375  Topics in Education
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. One to four hours.

ED 385  Multicultural Field Experience
This course offers the opportunity to connect theory with experience as students consider educational practice in culturally diverse settings. Students learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through field placements. A minimum of 36 clock hours of field experience as a teacher apprentice in a multicultural classroom setting is required. Education majors only. Prerequisites: One general methods course (ED 280, 360, 249X, 327X or 328X) and admission to the School of Education. To be taken in the term prior to student teaching. Offered each semester. One hour.

ED 401  Student Teaching in the Elementary School
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 School of Education, and passing of ITBS and content area tests. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the Illinois Test of Basic Skills and the appropriate content area test. Must be taken in the same semester with ED 420. Offered each semester. Ten hours.

ED 409/410  Student Teaching/Physical Education K–12
Experience in teaching physical education at both the elementary and secondary levels under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major and professional coursework, and approval of the School of Education. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the Illinois Test of Basic Skills and content area test. Must be taken in the same semester with ED 420. Offered each semester. Five hours/five hours.

ED 413  Student Teaching in the Secondary School
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Prerequisites: senior standing, completion of all major and professional coursework, and approval of the School of Education. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the Illinois Test of Basic Skills and the appropriate content area test. Must be taken in the same semester with ED 420. Offered each semester. Ten hours.

ED 420  Advanced Seminar in Education
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. Includes...
discussion of current critical issues in American education. This course is designed to support the goals of the student teaching 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 student teaching. Offered each semester. Five hours.

ED 432X (MUE 432X)  Choral Conducting, Methods and Literature
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 field component. Prerequisites: MUE 249X and MUE 331. Offered fall semester 2004-05 and alternate years. Three hours.

ED 433X (MUE 433X)  Instrumental Conducting, Methods and Literature
The study of administrating 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 field component. Prerequisites: MUE 249X and MUE 331. Offered fall semester 2004-05 and alternate years. Three hours.

ED 440/441  Student Teaching/Music K–12
Experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. Prerequisites: All professional education courses, all music methods courses, senior standing, and approval of the School of Education. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the Illinois Test of Basic Skills and the appropriate content area test. Must be taken in the same semester as ED 420. Offered each semester. Five hours/five hours.

ED 450  Independent Study
Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester. One to six hours.

ED 461X (HPW 461X)  Methods and Materials for Health Education
A study of the role of the curriculum designer, curriculum issues, philosophical orientations, and curriculum models used in health education programs within the public school system. Students will demonstrate the competence necessary to design, implement and evaluate a health education curriculum. Includes field component. Prerequisites: BIO 140, HPW 180, and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2005-06 and alternate years. Three hours.
School of Human Performance & Wellness

The goal of the School of Human Performance and Wellness is to develop highly qualified, technically skilled physical educators and sport and wellness practitioners 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. Our faculty focus on three main areas of preparation: the personal, the professional, and the practical. These three work together as a three-bound cord providing a distinctive blend of character, modeling, and craftsmanship, emphasizing a connection to our Christian worldview and commitment to developing community within diversity. Our school motto “Well Balanced By Design” encapsulates this mission for our majors and core wellness program.

Any student considering a major in Human Performance and Wellness should obtain a specific planning sheet for your major and request to be assigned to an advisor of that major as soon as possible. The Sports Medicine/Athletic Training Major previously found under the School of Human Performance and Wellness is now located under the School of Science and Technology as Athletic Training.

Department: Human Performance and Wellness

Courses: Human Performance and Wellness

Majors/Minors: Physical Education/K–12, Sport and Wellness Management, Coaching, Fitness Specialist, Outdoor Education, Camp Administration, and Health Education

Note: Students are able to fulfill the Physical Science General Education Requirement by taking both HPW 351X and HPW 454X.

Physical Education/K–12 Major
Requirements total 69 hours. This includes 4 hours of Biology, 3 hours of Psychology, 30 hours of Human Performance and Wellness courses, and 32 hours of professional education courses. Up to 10 of the required hours may be used to meet general education requirements.

Biology (4 hrs):
  BIO 140 Survey of Human Anatomy and Physiology 4 hrs

Psychology (3 hrs):
  PSY 337 The Psychology of Adolescence 3 hrs

Human Performance and Wellness (30 hrs):
  HPW 180 Introduction to Health and Wellness 3 hrs
  HPW 191 Foundations of Physical Education 3 hrs
  HPW 201X Physiology of Exercise 3 hrs
  HPW 219 Educational Movement Activities for the Multicultural Curriculum 2 hrs
  HPW 222 Individual and Dual Sports 3 hrs
  HPW 224 Team Sports 3 hrs
  HPW 333X Adventure Education 3 hrs
  HPW 332 Developmental Motor Learning and Adapted PE 3 hrs
  HPW 351X Biomechanics 3 hrs
  HPW 454X Measurement, Research, Statistics, and Technology 3 hrs
  HPW 490 Seminar in Human Performance and Wellness 1 hr

Highly Recommended for Health Education Endorsement:
  ED 461X Methods and Materials for Health Education 3 hrs
  HPW 202X Nutrition 3 hrs
  HPW 203 Performance Training and Ergogenic Aids 3 hrs
  HPW 460 Community and School Health 4 hrs
  PSY 240 Human Sexuality 3 hrs
  PSY 255 Psychology of Addiction 3 hrs

Professional Education Courses (32 hrs):
  ED 110 Technology for Teachers 2 hrs
  ED 240 Foundations of Education 2 hrs
ED 250 Foundational Field Experience 0 hrs
ED 260X Educational Psychology/Human Development 3 hrs
ED 327X Methods and Materials for Elementary PE 3 hrs
ED 328X Methods and Materials for Secondary PE 3 hrs
ED 330 Introduction to Special Education 3 hrs
ED 385 Multicultural Field Experience 1 hr
ED 409 Student Teaching/PE K–12 (I) 5 hrs
ED 410 Student Teaching/PE K-12 (II) 5 hrs
ED 420 Advanced Seminar in Education 5 hrs

Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all appropriate certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the School of Education.

Sport and Wellness Management Major
Requirements total 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 Non-Internship route. Up to 13 of the required hours may be used to meet general education requirements.

Human Performance and Wellness (28 hrs)
HPW 180 Introduction to Health and Wellness 3 hrs
HPW 190 Foundations of Human Performance and Wellness 3 hrs
HPW 201X Physiology of Exercise 3 hrs
HPW 202X Nutrition 3 hrs
or
HPW 203 Performance Training and Ergogenic Aids 3 hrs
HPW 220 Practicum in Sport and Wellness Management 3 hrs
HPW 228X Sport and Wellness Psychology 3 hrs
HPW 334X Management of Sport and Wellness 3 hrs
HPW 351X Biomechanics 3 hrs
HPW 454X Measurement, Research, Statistics, and Technology 3 hrs
HPW 490 Seminar in Human Performance & Wellness 1 hr

Biology (4 hrs):
BIO 140 Survey of Human Anatomy and Physiology 4 hrs

English (3 hrs):
ENG 210X Business Communication 3 hrs

Psychology (6 hrs):
PSY 140 Introduction to Psychology 3 hrs
PSY 220 Interpersonal Skills Training 3 hrs

Business (3 hrs):
Choose One:
BUS 121 Principles of Accounting I 3 hrs
BUS 211 Principles of Management 3 hrs
BUS 212 Human Resource Management 3 hrs
BUS 213 Principles of Marketing 3 hrs

Internship Route (12 hrs):
HPW 446 Field Internship 12 hrs
or
**Noninternship Route (12 hrs):**
(In addition to the business course selected above, choose the other three business classes to total 9 hrs.)

- BUS 121 Principles of Accounting I 3 hrs
- BUS 211 Principles of Management 3 hrs
- BUS 212 Human Resource Management 3 hrs
- BUS 213 Principles of Marketing 3 hrs

Choose one:
- BUS 334 Advertising 3 hrs
- BUS 351 Organizational Development 3 hrs
- BUS 352 Compensation and Benefits 3 hrs
- BUS 353 Management of Change and Strategic Planning 3 hrs
- BUS 373 Development Funding/Grantsmanship 3 hrs
- HPW 433X Camp Operations 2 hrs

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**School of Human Performance & Wellness Minors**

**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 (4 hrs):**
- BIO 140 Survey of Human Anatomy and Physiology 4 hrs

**Psychology (3 hrs):**
- PSY 140 Introduction to Psychology 3 hrs

**Human Performance and Wellness (21 hrs):**
- HPW 180 Introduction to Health and Wellness 3 hrs
- HPW 190 Foundations of Human Performance and Wellness 3 hrs
- HPW 201X Physiology of Exercise 3 hrs

Choose two:
- HPW 203 Performance Training and Ergogenic Aids 3 hrs
- HPW 228X Sport and Wellness Psychology 3 hrs
- HPW 351X Biomechanics 3 hrs

Choose one:
- HPW 222 Individual and Dual Sports 3 hrs
- HPW 224 Team Sports 3 hrs

Choose one:
- HPW 334 Management of Sport and Wellness 3 hrs
- HPW 445 Internship 3 hrs

**Highly Recommended:**
- HPW 165X Responding to Emergencies and Sport Safety Training 3 hrs

**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 (4 hrs):**
- BIO 140 Survey of Human Anatomy and Physiology 4 hrs
**Human Performance and Wellness (21 hrs):**
- HPW 180 Introduction to Health and Wellness 3 hrs
- HPW 190 Foundations of Human Performance and Wellness 3 hrs
- HPW 201X Physiology of Exercise 3 hrs
- HPW 202X Nutrition 3 hrs
- HPW 203 Performance Training and Ergogenic Aids 3 hrs
- HPW 454X Measurement, Research, Statistics, and Technology 3 hrs

Choose one:
- HPW 334 Management of Sport and Wellness 3 hrs
- HPW 445 Internship 3 hrs

**Health Education Minor**
Requirements total 26 hours. This includes 4 hours of Biology, 6 hours of Psychology, 13 hours of Human Performance and Wellness and 3 hours of Education. Seven of the required hours meet a general education requirement. In order for this endorsement to be placed on an Illinois teacher certificate, the candidate must also pass the appropriate subject matter knowledge test as administrated by the state. Courses in this minor are designed to prepare the candidate for this test.

**Biology (4 hrs)**
- BIO 140 Survey of Human Anatomy and Physiology 4 hrs.

**Psychology (6 hrs)**
- PSY 240 Human Sexuality 3 hrs
- PSY 255 Psychology of Addiction 3 hrs

**Human Performance and Wellness (13 hrs)**
- HPW 180 Introduction to Health and Wellness 3 hrs.
- HPW 202X Nutrition 3 hrs
- HPW 203 Performance Training and Ergogenic Aids 3 hrs
- HPW 460 Community and School Health 4 hrs

**Education (3 hrs)**
- ED 461X Methods and Materials for Health Education 3 hrs

**Outdoor Education and Camp Administration Minor**
Requirements total 27 hours. This includes 6 hours of Christian Ministries, and 21 hours of Human Performance and Wellness.

- CM 172 Introduction to Ministry 3 hrs
- CM 275 Teaching the Bible 3 hrs
- HPW 165X Responding to Emergencies Sport Safety Training 3 hrs
- HPW 190 Foundations of Human Performance and Wellness 3 hrs
- HPW 333X Adventure Education 3 hrs
- HPW 334X Management of Sport and Wellness 3 hrs
- HPW 433X Camp Operations 2 hrs
- HPW 434X Camp Programming 2 hrs
- HPW 445 Internship 4 hrs
School of Human Performance & Wellness Course Descriptions

**HPWA 100  Intercollegiate Team Activity**
A student athlete may earn one human performance and wellness activity credit by successfully participating in one season on an intercollegiate athletic team. May be repeated for credit in a different intercollegiate sport. Credit given in the semester the season ends. *One hour.*

Fall Sports
- HPWA 100F  Intercollegiate Football
- HPWA 100I  Intercollegiate Soccer – Men
- HPWA 100J  Intercollegiate Soccer – Women
- HPWA 100N  Intercollegiate Volleyball – Women

Spring Sports
- HPWA 100A  Intercollegiate Baseball
- HPWA 100K  Intercollegiate Basketball – Men
- HPWA 100L  Intercollegiate Softball
- HPWA 100M  Intercollegiate Basketball – Women

**HPWA 103  Conditioning Aerobics**
Development of cardiovascular fitness through aerobic rhythms, conditioning activities, and continuous exercise modes. Offered on demand. *One hour.* (See catalog policy under “Academic Standing” regarding credit equivalency for Military Basic Training.)

**HPWA 104  Beginning Weight Training**
An emphasis on strength and muscular endurance training of the major muscle groups using scientific principles for safe and efficient weight lifting. Offered on demand. *One hour.*

**HPWA 105  Beginning Tennis**
Instruction and practice designed for the beginning player in the rules, etiquette, singles and doubles strategies, and basic strokes of tennis. The serve, forehand, and backhand will be emphasized with additional instruction in the lob, volley, and overhead. Offered on demand. *One hour.*

**HPWA 106  Bicycling**
An introduction to cycling and bicycle touring covering basic performance skills, safety, maintenance, and group trip touring. Offered on demand. *One hour.*

**HPWA 107  Beginning Racquetball**
Instruction and practice designed for the beginning player in the rules, etiquette, strategies, and basic skills of racquetball. The course utilizes a variety of drills and variations of the game to develop individual and doubles skills. Offered on demand. *One hour.*

**HPWA 108  Racquet Sports**
A course offering an introduction to a variety of racquet sports. Rules, etiquette, strategies, and basic skills of badminton, pickleball, and tennis will be emphasized. Offered on demand. *One hour.*

**HPWA 109  Lifeguard Training**
American Red Cross certification course covering elementary assist and rescue skills, swimming rescues, defenses, skin diving, spinal injury management, equipment rescues, selection and training of lifeguards, preventive life guarding, emergency procedures and action plans, records, and health and sanitation. 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: current Community First Aid and CPR certification (or acceptable equivalent). Offered on demand. *One hour.*

**HPWA 110  Self-Defense**
Development of the awareness and basic skills necessary for protection and self-defense. Focus on observational and non-confrontational skills used to prevent or postpone physical aggression. Development of competency in the use of physical defense measures needed when prevention fails. Offered on demand. *One hour.*

**HPWA 112  Hiking**
Course designed for the recreational walker, emphasizing cardiovascular fitness, etiquette, map reading and orienteering, trip planning, and environmental issues. Offered on demand. *One hour.*
HPWA 113  Beginning Basketball
Instruction and practice designed for the beginning player in the rules, etiquette, offensive and defensive strategies, and the basic skills of basketball. The course will utilize a variety of drills and variations of the game to develop individual and team skills. Not open to intercollegiate basketball players. Offered on demand. One hour.

HPWA 114  Power Volleyball
Individual and team skills and techniques involved in volleyball as a recreational sport. Rules, etiquette, strategy, and formations, as well as leadership skills for conducting recreational and intramural contests. Not open to intercollegiate volleyball players. Offered on demand. One hour.

HPWA 115  Field Sports
A course offering an introduction to a variety of field sports. Rules, etiquette, strategies, and basic skills of flag football, soccer, and speedball will be emphasized. Offered on demand. One hour.

HPWA 116  Beginning Softball
Instruction and practice designed for the beginning player in the rules, etiquette, strategies, and basic skills of softball, as well as leadership skills for conducting recreational and intramural contests. The course utilizes a variety of drills and variations of the game to develop individual and team skills. Not open to intercollegiate softball or baseball players. Offered on demand. One hour.

HPW 102  Community First Aid and CPR
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. Additional fee. One hour.

HPW 165X (HS 165X)  Responding to Emergencies and Sport Safety Training
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. Three hours.

HPW 180  Introduction to Health and Wellness
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. Course work 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 teacher education health course requirement. Offered each semester. Instructional fee. Three hours.

HPW 190  Foundations of Human Performance and Wellness (formerly HPW 121)
A study of the social, biological, and psychological foundations of health and physical education, relative to the total physical education, sport, or wellness setting. Emphasizes historical, philosophical, cultural and ethical aspects of health and physical education. Becoming active at the local, state and national levels will be explored. A minimum of ten hours of field experience is required. Prerequisite: HPW 180 or consent of instructor. Offered spring semester. Three hours.

HPW 191  Foundations of Physical Education
A course for K-12 physical education teaching majors. A study of the social, biological, and psychological foundations of health and physical education, relative to the total physical education, sport, and wellness setting. Emphasizes historical, philosophical, cultural, and ethical aspects of health and physical education. Becoming active at the local, state, and national levels will be explored. A minimum of ten hours of field experience is required. Completion of this course with a “C” or better is required for admission to the PE K-12 teaching major. Concurrent registration in ED 110 for teaching majors. Prerequisite: HPW 180 or consent of instructor. Offered spring semester. Three hours.

HPW 201X (BIO 201X) (HS 201X) Physiology of Exercise
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. Three hours.

HPW 202X (HS 202X)  Nutrition
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 spring semester 2005-06 and alternate years. Three hours.

**HPW 203 Performance Training and Ergogenic Aids**
Advanced techniques of using scientific principles to obtain optimal performance through physical training as well as the controversial use of ergogenic aids in an attempt to enhance performance. Current training programs are researched with an emphasis on the evaluation and implementation of these programs. The course also focuses on the physiological effects of substances purported to improve performance with discussion of the many complex issues involved in their use. Prerequisites: HPW 180 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Offered spring semester 2005-06 and alternate years. Three hours.

**HPW 209 Water Safety Instructor**
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. One hour.

**HPW 219 Educational Movement Activities for the Multicultural Curriculum**
Principles and practice on teaching movement games and traditional social dances of many peoples, such as Latin, Asian, African, European, Middle Eastern, and North American (including Country-Western line dances). Emphasis on cultural backgrounds as well as skills and teaching technique. Open to Physical Education/K–12 majors or by consent of instructor. Offered fall semester 2004-05 and alternate years. Two hours.

**HPW 220 Practicum in Sport and Wellness Management**
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. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisites: HPW 180, HPW 190, current Community First Aid and CPR certification (or acceptable equivalent), and departmental approval. Offered each semester. Three hours.

**HPW 221 Off-Season Camping Practicum**
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. One hour.

**HPW 222 Individual and Dual Sports**
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 to Physical Education/K–12, Sport and Wellness Management majors, or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester 2005-06 and alternate years. Instructional fee. Three hours.

**HPW 224 Team Sports**
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 Physical Education/K–12, Sport and Wellness Management majors, or by consent of instructor. Prerequisite: Current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester 2004-05 and alternate years. Three hours.

**HPW 228X (PSY 228X) Sport & Wellness Psychology**
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 fall semester 2004-05 and alternate years. Three hours.

**HPW 250 Special Topics**
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. One to four hours.

**HPW 327X (ED 327X) Methods and Materials for Elementary Physical Education**
A study of the theory, methods, and materials of physical education on the elementary and middle school level. Course content includes philosophical and organizational structure, curriculum design, lesson and unit planning, and classroom management. Teaching skills are developed in laboratory teaching situations. Emphasis is placed
on maximizing learning within a multicultural setting. Limited to Physical Education/K-12 majors or consent of instructor. Includes field component. Prerequisites: ED 260X and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2005-06 and alternate years. Three hours.

HPW 328X (ED 328X) Methods and Materials for Secondary Physical Education
A study of the theory, methods, and materials of physical education on the secondary level. Course content includes philosophical and organizational structure, curriculum design, unit and lesson planning, and classroom management. Teaching skills are developed in laboratory teaching situations. Emphasis is placed on maximizing learning within a multicultural setting. Open to Physical Education/K-12 or consent of instructor. Includes field component. Prerequisites: ED 260X and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2004-05 and alternate years. Three hours.

HPW 332 Developmental Motor Learning and Adapted Physical Education
The study of human growth, development, and motor learning principles, as well as their interrelationships as they pertain to the acquisition of motor skills. Special emphasis will be given to the identification of developmentally-appropriate instructional sequences. The diverse and complex nature of the atypical student will also be explored with focus on adapting activities, individualizing instruction, assessment, and other issues. Includes a field component. Limited to Physical Education/K-12 majors or instructor consent. Prerequisites: ED 330 or concurrent registration and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2004-05 and alternate years. Three hours.

HPW 333X (CM 333X) Adventure Education (formerly HPW 233 and CM 233)
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. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered fall semester 2005-06 and alternate years. Three hours.

HPW 334X (CM 334X) Management of Sport and Wellness
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 2004-05 and alternate years. Three hours.

HPW 351X (HS 351X) Biomechanics
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, HPW 201X, current Community First Aid and CPR certification (or acceptable equivalent), or consent of the instructor. Laboratory Fee. Offered fall semester. Three hours.

HPW 433X (CM 433X) Camp Operations
Theory, technique, and skills related to camp philosophy, systems for organization, people ministries, and systems supporting these ministries. Emphasis will be placed on controlling and managing finances, staff, services, facilities, and marketing. Held at off-campus site. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered spring 2004-05 and alternate years. Two hours.

HPW 434X (CM 434X) Camp Programming
Theory, techniques, and skills of camp programming and program implementation. An in-depth analysis of schedule and activities relating to camp mission and ministry with application to environmental education, ranch, challenge course, wilderness adventure, family ministries, youth camp, adult, and senior adult ministries. Held at off-campus site. Prerequisite: Current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered fall 2004-05 and alternate years. Two hours.

HPW 435X (CM 435X) Experiential Camp Programming
Theory, technique, and skills for leading experiential camp programs, including successful wilderness trips and challenge course ministries. Emphasis will be placed on the acquisition of practical, hands-on skills necessary for planning and leading experiential camping programs in a safe and effective manner. Offered May Term, 2005. One to two hours.

HPW 446 Field Internship
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 course work, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Offered on demand. Four to twelve hours.

HPW 450 Independent Study
Research and specialized studies designed to meet the needs of the individual student. Prerequisite: Consent of the instructor. Offered on demand. One to four hours.
HPW 454X (HS 454X)  Measurement, Research, Statistics, and Technology
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 228X (for SWM majors only), HPW 351X, and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester. Three hours.

HPW 460  Community and School Health
Analysis of the factors related to the physical, biological, and social environment and how these influence the magnitude and character of health. Students will identify agencies at the local, state, and national level in designing goals and solutions for advancing health. Students will analyze the composition of a comprehensive school health program, health instruction, school health services, and the maintenance of a healthy school environment. Students will use problem-solving skills to address current health issues pertaining to school-age children. Includes field component. Prerequisites: BIO 140, HPW 180, and current Community First Aid and CPR certification (or acceptable equivalent). Offered fall semester 2005-06 and alternate years. Four hours.

HPW 461X (ED 461X)  Methods and Materials for Health Education
A study of the role of the curriculum designer, curriculum issues, philosophical orientations, and curriculum models used in health education programs within the public school system. Students will demonstrate the competence necessary to design, implement, and evaluate a health education curriculum. Includes field component. Prerequisites: BIO 140, HPW 180, and current Community First Aid and CPR certification (or acceptable equivalent). Offered spring semester 2005-06 and alternate years. Three hours.

HPW 490  Seminar in Human Performance and Wellness
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. Offered spring semester. One hour.
School of Humanities

The School of Humanities offers courses that are at the core of the liberal arts. Students may earn Illinois teacher certification for teaching history in middle and secondary schools.

Departments: History, Philosophy

Majors: History, History/Secondary Education, Humanities, Philosophy


Courses: Art, History, and Philosophy

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

History Major

Requirements total 45 hours. This includes 39 hours of history courses and 6 hours from supporting courses.

Core (21 hrs):

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<td>HI 121</td>
<td>United States History I</td>
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<td>HI 122</td>
<td>United States History II</td>
<td>3 hrs</td>
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<td>HI 201</td>
<td>World Civilizations I</td>
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<td>HI 202</td>
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<td>HI 385</td>
<td>Philosophy of History</td>
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Choose one:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HI 221</td>
<td>History of Africa</td>
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<td>HI 231</td>
<td>History of Asia</td>
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<td>HI 241</td>
<td>History of Latin America</td>
<td>3 hrs</td>
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<tr>
<td>HI 251</td>
<td>History of the Middle East</td>
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Electives (18 hrs):

Any History course above the 100 level; four must be at 300 level or above

Supporting Courses (6 hrs):

Choose two courses from the following selection:

ART 200X (3 hrs), 331, 332
BUS 311, 312
ENG 260, any 300–400 level literature course
MA 285X
MUH 341, 342
MUZ 200X (3 hrs)
any PH course beyond 180
any POL course except POL 111, 250, 252
PSY 285X, 346X, 350X
SOC 285X, 324, 335, 346X, 350X
XX 359H

**History/Secondary Education Major**
Requirements total 76 hours. This includes the same history major requirements with the following exceptions: (1) 15 hours of required electives; four must be at 300 level or above; (2) no supporting courses required. This major requires 36 hours for the history major and 40 hours of professional education courses as follows:

**Professional Education Courses (40 hrs):**
- ED 100 Introduction to Teaching 3 hrs
- ED 110 Technology for Teachers 2 hrs
- ED 240 Foundations of Education 2 hrs
- ED 250 Foundational Field Experiences 0 hrs
- ED 260X Educational Psychology/Human Development 3 hrs
- ED 306 Reading and Writing Across the Curriculum 3 hrs
- ED 330 Introduction to Special Education 3 hrs
- ED 360 Fundamentals of Secondary and Middle School Methods 3 hrs
- ED 363 Teaching History and Social Studies in the Secondary and Middle School 2 hrs
- ED 385 Multicultural Field Experience 1 hr
- ED 413 Student Teaching in the Secondary School 10 hrs
- ED 420 Advanced Seminar in Education 5 hrs
- PSY 337 Psychology of Adolescence 3 hrs

**Additional Certification Requirements:**
Candidates must pass the Illinois Test of Basic Skills and all certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the School of Education.

**Military History Minor (24 hrs)**
The Military History Minor includes 12 hours of core 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.

**Core (12 hrs):**
- HI 121 United States History I 3 hrs
- HI 122 United States History II 3 hrs
- HI 201 World Civilizations I 3 hrs
- HI 202 World Civilizations II 3 hrs

**Electives (12 hrs):**
Choose from the course offerings below. Courses may be repeated if topics are different:
- HI 261 Topics in Military History 3 hrs
- HI 325 Topics in European History [military topics only] 3 hrs
- HI 375 Topics in American History [military topics only] 3 hrs

**Humanities Major**
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, 241X, 242X, 243X, 441X, 442X, MU 214, applied music, and music organizations.
- 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
- 12 elective hours (3 hours at 300-level or above) in any of the above disciplines

**Interdisciplinary Humanities Minors**

The following humanities minors provide students with an opportunity to minor in a special area of interest:

**American Studies Minor (24 hrs)**

Choose four American History courses from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 121</td>
<td>United States History I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 122</td>
<td>United States History II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 372</td>
<td>History of Ideas in America</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 321X</td>
<td>American Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 375</td>
<td>Any United States Topic</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose two American Literature courses from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 318</td>
<td>American Literature I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 320</td>
<td>American Literature II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 402</td>
<td>Advanced Literary Studies (American topic only)</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose two Political Science courses from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 255</td>
<td>Constitutional Law</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 330X</td>
<td>Public Policy and Administration</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 375</td>
<td>Topics in Law and Government (American topic only)</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Christian Thought Minor (24 hrs)**

Choose any eight courses from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 336</td>
<td>Topics in Contemporary Theology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 339</td>
<td>Theology Elective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 410</td>
<td>Biblical Criticism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Christianity and Modern Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 311</td>
<td>Medieval/Renaissance History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 321X/BRS 321X</td>
<td>American Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 322X/BRS 322X</td>
<td>Topics in Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 340X/BRS 340X</td>
<td>History of Christianity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 100/IDS 100H</td>
<td>Introduction to Christian Thinking</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 381X/HI 381X</td>
<td>History of Western Thought I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 382X/HI 382X</td>
<td>History of Western Thought II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>XX 359H</td>
<td>Topics for Honors Students</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

(e.g., Christian Classics, Birth of the Modern Mind, Christianity and Darwinism, Biblical Interpretation, Contemporary Literary Theories)

**Classical Studies Minor (24 hrs)**

Students must take the following four 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>3 hrs</td>
</tr>
<tr>
<td>HI 310</td>
<td>Ancient Greece and Rome</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 381X</td>
<td>History of Western Thought I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose an additional four electives from the following list:
ART 200X/MUZ 200X European Fine Arts Tour 3 hrs
ART 331 History of Art I 3 hrs
BI 313 New Testament Church 3 hrs
ENG 306 Renaissance Literature 3 hrs
ENG 402 Advanced Literary Studies 3 hrs
(Classical/Medieval topics only)
ENG 406 Shakespeare 3 hrs
GR 221 Intermediate Greek 3 hrs
GR 222 Intermediate Greek 3 hrs
HI 311 Medieval/Renaissance History 3 hrs

European Studies Minor (24 hrs)
Choose four courses from the following list:
HI 261 Topics in Military History (European military history only) 3 hrs
HI 310 Ancient Greece and Rome 3 hrs
HI 311 Medieval/Renaissance 3 hrs
HI 325 Topics in European History 3 hrs
HI 351 Early Modern Europe 3 hrs
HI 352 Modern Europe 3 hrs
HI 362X/POL 362X Contemporary World Affairs 3 hrs

Choose four courses from the following list:
ART 200X/MUZ 200X European Fine Arts Tour 3 hrs
ART 331 History of Art I 3 hrs
ART 332 History of Art II 3 hrs
ENG 302 Classical Literature 3 hrs
ENG 306 Renaissance Literature 3 hrs
ENG 310 Romantic Literature 3 hrs
ENG 314 British Novel 3 hrs
ENG 316 Modern European Literature 3 hrs
ENG 406 Shakespeare 3 hrs
MUH 341 Music History I 3 hrs
MUH 342 Music History II 3 hrs
PH 381X/HI 381X History of Western Thought I 3 hrs
PH 382X/HI 382X History of Western Thought II 3 hrs

Philosophy Department

As teachers of philosophy, we empower our students to express and defend their own philosophical ideas. At the same time, we bring these ideas into collision with those of past masters and contemporary thinkers. As a result, we recruit more and better philosophers for our society. These philosophers, having been confronted with a diversity of compelling viewpoints, will know how to understand opinions different from their own. They will know how to think critically about these various views. They will know how to address the difficult problems that this process of critique often raises. And these philosophers will also be acutely aware of how far every aspect of humanity, including the rational faculty, has fallen from the human ideal implicit in the image of God. A few of these philosophers will take philosophy as their life’s work. The rest will take philosophy to their life’s work. But wherever they may be, all of them will bring the critical tools of philosophy to bear on the most fundamental moral and intellectual questions that confront us.

Philosophy Major
Requirements total 39 hours. This includes 30 hours from Philosophy courses and 9 from supporting courses. Three of the required core hours (PH 180) meet general education requirements.

Core (30 hrs):
PH 170 Logic 3 hrs
PH 180  Introduction to Philosophy  3 hrs
PH 182  Ethics  3 hrs
PH 381X  History of Western Thought I  3 hrs
PH 382X  History of Western Thought II  3 hrs
PH 431  Contemporary Philosophy  3 hrs
PH 432  Problems in Philosophy  3 hrs
Philosophy Electives  9 hrs

Supporting Courses (9 hrs):
Supporting hours may be spread among various departments or concentrated in a single department. A student may, by written petition, request that other courses be accepted as fulfilling this requirement. No course may be used to satisfy both a general education requirement and the supporting courses requirement.

Choose three:
  ART 331  History of Art I  3 hrs
  BRS 336  Topics in Contemporary Theology  3 hrs
  ENG 302  Classical Literature  3 hrs
  ENG 306  Renaissance Literature  3 hrs
  ENG 310  Romantic Literature  3 hrs
  ENG 314  British Novel  3 hrs
  ENG 316  Modern European Literature  3 hrs
  ENG 318  American Literature I  3 hrs
  ENG 320  American Literature II  3 hrs
  HI 310  Ancient Greece and Rome  3 hrs
  HI 311  Medieval/Renaissance History  3 hrs
  HI 322X  Topics in Church History  3 hrs
  HI 325  Topics in European History  3 hrs
  HI 351  Early Modern Europe  3 hrs
  HI 352  Modern Europe  3 hrs
  HI 362X  Contemporary World Affairs  3 hrs
  HI 372  History of Ideas in America  3 hrs
  HI 385  Philosophy of History  3 hrs
  MUH 233X  Comparative Arts  3 hrs
  MUH 341  Music History I  3 hrs
  MUH 342  Music History II  3 hrs
  PSY 300  Personality  3 hrs
  PSY 335  Human Development: Childhood  3 hrs
  PSY 336  Human Development: Adult  3 hrs
  PSY 346X  Research Methods and Design  3 hrs
  PSY 350X  Social Psychology  3 hrs
  SOC 204X  Mass Communication  3 hrs
  SOC 231  Cultural Anthropology  3 hrs

Course work taken in a foreign language may also be counted toward the “Supporting Courses” requirement.

School of Humanities Course Descriptions

Art
ART 200X (MUZ 200X) European Fine Arts Tour
A tour of selected European countries to study art, music, and historical points of interest. Offered on demand. Two or three hours.

ART 231  Art Appreciation
A survey of painting, sculpture, and other art forms designed to provide the student with an understanding and appreciation of the creative work produced in these fields. Offered each semester. Three hours.
ART 233X (MUH 233X) Comparative Arts
An integrated study of the arts with emphasis on the visual arts and music to learn the forms, styles, and
techniques representative of the various historical eras from antiquity to the present. Listening sessions and
independent visits to area art collections will be required. Offered spring semester 2005-06 and alternate years.
Three hours.

ART 241 Studio Art
Emphasis of the course is on drawing. Through a series of related exercises, participants are encouraged to
increase their own powers of observation and technical execution. Offered on demand. Two hours.

ART 250 Topics in Art
Selected topics as announced. Course may be repeated with different topics. Offered on demand. One to three
hours.

ART 331 History of Art I
Development of painting, sculpture, architecture, and minor arts from prehistoric times to the Renaissance, giving a
perspective of the continuity of art and its relation to other aspects of human culture. Emphasis on Western art
movements. Suggested prerequisite: ART 231. Offered on demand. Three hours.

ART 332 History of Art II
Development of painting, sculpture, architecture, and minor arts from the Renaissance to the present, giving a
perspective of the continuity of art and its relation to other aspects of human culture. Emphasis on Western art
movements. Suggested prerequisite: ART 231. Offered on demand. Three hours.

ART 450 Independent Study
Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered
each semester. One to four hours.

History
HI 105 Understanding History
An introduction to the discipline of history centered around a common theme. Nonmajors are welcome. Seminar
format with instruction in basic library research methods. Offered fall semester. Three hours.

HI 121 United States History I
A study of the political, social, and economic development of the United States from the discovery of America to
Reconstruction. Offered fall semester. Three hours.

HI 122 United States History II
Study of United States history from Reconstruction to the present. Offered spring semester. Three hours.

HI 201 World Civilizations I
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
every semester. Three hours.

HI 202 World Civilizations II
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 every semester. Three hours.

HI 221 History of Africa
A survey of African history, especially since 1800. Offered on demand. Three hours.

HI 231 History of Asia
Asia under the impact of Western imperialism and recent movements of national assertion. Offered on demand.
Three hours.

HI 241 History of Latin America
Political and cultural developments in Latin America from the age of exploration to the present. Offered on demand.
Three hours.

HI 251 History of the Middle East
A survey of Middle Eastern history with an emphasis on the post-WWI era and the Arab-Israeli conflict. Offered on
demand. Three hours.

HI 261 Topics in Military History
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. Three hours.

**HI 289Z  Topics in History**  
A topics course in history offered at an extension site. (A matriculated Trinity College student may not take an extension course for credit.) Two hours.

**HI 310  Ancient Greece and Rome**  
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. Offered fall semester 2005-06. Three hours.

**HI 311  Medieval/Renaissance History**  
A study of political, social, economic, religious, and intellectual developments in Europe from the fall of Rome through the Renaissance. Offered spring semester 2005-06. Three hours.

**HI 321X (BRS 321X)  American Church History**  
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 fall semester 2005-06 and alternate years. Three hours.

**HI 322X (BRS 322X)  Topics in Church History**  
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 the Reformation and Puritanism. Offered on demand. Three hours.

**HI 325  Topics in European History**  
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, Nazi Germany, and World War II. Offered on demand. Three hours.

**HI 330X (POL 330X)  Public Policy and Administration**  
This introduction to public analysis combines political science and historical perspectives on the policy-making process. Focus is on the federal government, social regulatory policies enacted during the twentieth century, and the decision-making processes of key policy makers. Students will consider the analytical devices with which public policies are understood and assessed. Specific public policies and policy decisions will be studied within their historical context; these case studies will serve as laboratories for examining the policy-making process. Offered on demand. Three hours.

**HI 340X (BRS 340X)  History of Christianity**  
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 in 2004-05 and alternate years. Three hours.

**HI 351  Early Modern Europe**  
A study of European political, economic, religious, and intellectual development from 1500 to 1815. Major themes include the Reformation, Revolution, and Napoleon. Offered fall semester 2006-07. Three hours.

**HI 352  Modern Europe**  
A study of European political, social, economic, religious, and intellectual developments from 1815 to 1945. Offered fall semester 2006-07. Three hours.

**HI 362X (POL 362X)  Contemporary World Affairs**  
A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. Offered on demand. Three hours.

**HI 372  History of Ideas in America**  
Social and religious institutions and patterns of thought that have been significant in American civilization from the colonial era to the present. Offered spring semester 2004-05 and alternate years. Three hours.

**HI 375  Topics in American History**  
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, Civil War, Civil Rights, Sports in America, Chicago History, Vietnam War. May be repeated for credit if topic concentration differs. Offered every year. Three hours.

**HI 381X (PH 381X)  History of Western Thought I**  
A survey of ancient, medieval, and Renaissance thought. Prerequisite: PH 180. Offered fall semester 2004-05 and alternate years. Three hours.
HI 382X (PH 382X)  History of Western Thought II
A study of principal philosophers and perspectives from Descartes to the present. Prerequisite: PH 180. Offered spring semester 2004-05 and alternate years. Three hours.

HI 385  Philosophy of History
A study of the philosophy of history including the major analytical schools, the major historiographical schools, and the integration of Christian faith and history. Offered fall semester 2004-05 and spring semester 2006-07. Three hours.

HI 445  Internship
Practical, supervised field experience in historical preservation, archive work, and public history. Offered on demand. Two to four hours.

HI 450  Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand. One to four hours.

Humanities
HUM 250  Humanities Topics
Selected topics in the humanities not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand. One to three hours.

HUM 350  Humanities Topics
Selected topics in the humanities not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand. One to three hours.

Philosophy
PH 170  Logic
A study of the principles of correct reasoning. This course will consider induction, deduction, informal fallacies, traditional logic, and symbolic logic. Offered fall semester. Three hours.

PH 172  Symbolic Logic
A study of symbolic logic via computer. Offered on demand. One hour.

PH 180  Introduction to Philosophy
An introduction to philosophy that focuses on the principal issues in the theory of knowledge, metaphysics, ethics, and the construction of worldviews. Offered each semester. Three hours.

PH 182  Ethics
An introduction to problems and concepts in ethical theory, plus a consideration of contemporary moral problems. Offered spring semester. Three hours.

PH 231  Philosophy of Human Nature
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. Offered fall semester 2005-06 and alternate years. Three hours.

PH 242  Philosophy of Science
A study of the theoretical, moral, and practical problems raised in the conduct of scientific inquiry. Special emphasis will be given to the following issues: the history of science; the nature of scientific methodology and explanation; the relationship between the natural sciences and the social sciences; the relationship between religion and science; and the impact of technology on society. Prerequisite: PH 180. Offered spring semester 2005-06 and alternate years. Three hours.

PH 250  Special Topics in Philosophy
Selected topics in philosophy not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand. Three hours.

PH 350  Topics in Philosophy
Selected topics in philosophy not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand. Prerequisite: PH 180. Three hours.

PH 362  Philosophy of Religion
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. Offered spring semester 2004-05 and alternate years. Three hours.
PH 381X (HI 381X)  History of Western Thought I
A survey of ancient, medieval, and Renaissance thought. Prerequisite: PH 180. Offered fall semester 2004-05 and alternate years. Three hours.

PH 382X (HI 382X)  History of Western Thought II
A study of principal philosophers and perspectives from Descartes to the present. Prerequisite: PH 180. Offered spring semester 2004-05 and alternate years. Three hours.

PH 431  Contemporary Philosophy
A study of significant philosophers and perspectives in the twentieth century. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered fall semester 2005-06 and alternate years. Three hours.

PH 432  Problems in Philosophy
An examination of selected issues in epistemology, ethics, and metaphysics. Prerequisites: PH 180 plus six hours of philosophy beyond the 100 level. Offered spring semester 2005-06 and alternate years. Three hours.

PH 450  Independent Study
Research and specialized studies designed to meet the needs of the individual student. Prerequisite: consent of the instructor. Offered on demand. One to four hours.

PH 474X (BIO 474X)  Introduction to Bioethics
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 (BIO 774). Offered fall semester. May substitute undergraduate Bioethics Institute (offered in July; register in May Term). Three hours.

PH 475X (BIO 475X)  Topics in Bioethics
Selected courses taught either at the College or at Trinity Evangelical Divinity School. May be repeated for credit with a different topic. Prerequisite: BIO 474 or consent of instructor. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference. One to three hours. Courses include:
  - Undergraduate Bioethics Institute (offered in July; register in May Term)
  - Bioethics Conference Wrap-around (offered in July, register in May Term)
  - Bioethics Seminar (offered fall or spring semester by Trinity Graduate School as BIO 780; topics vary)
School of Language, Literature, and Communication

The mission of the School of Language, Literature, and Communication is to deepen understanding of human communication, past, present and future, and to stimulate the interaction of word, idea, and value in these three areas: Literature, Communication, and Secondary Education. The words of great literature are studied for their intrinsic value and their rich communication of the past. Communication studies train students to be critical thinkers and writers, to evaluate communication theories and rhetoric, and prepare students to address the contemporary world. Secondary Education prepares students to pass on this heritage to the next generation. Studies are conducted within the context of a Christian worldview, and students are encouraged to explore how biblical faith informs each of these intellectual or practical pursuits.

Department: English

Majors/Minors: Communication, English, English/Communication, English/Secondary Education

Courses: Communication, English, French, Spanish

Communication Major

Requirements total 50 hours, of which 3 hours may be used to meet general education requirements.

Core (27 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Writing from Sources</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 120</td>
<td>Survey of Communication Theory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
<td>3 hrs</td>
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<tr>
<td>COM 240X</td>
<td>Writing for Media I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 340X</td>
<td>Writing for Media II</td>
<td>3 hrs</td>
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<tr>
<td>COM 440X</td>
<td>Topics in Media Studies</td>
<td>3 hrs</td>
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Choose one:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Creative Writing</td>
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Practical Core (8 hrs minimum):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 243X</td>
<td>Desktop Publishing</td>
<td>2 hrs</td>
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<tr>
<td>COM 445X</td>
<td>Internship</td>
<td>3 hrs</td>
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Choose one:

<table>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COM 241X</td>
<td>Prepracticum</td>
<td>1 hr</td>
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<tr>
<td>COM 242X</td>
<td>Prepracticum</td>
<td>2 hrs</td>
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Choose one:

<table>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COM 441X</td>
<td>Practicum</td>
<td>1 hr</td>
</tr>
<tr>
<td>COM 442X</td>
<td>Practicum</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

Supporting Courses (12 hrs):

Choose four:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 230</td>
<td>Public Discourse</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Organizational Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 338</td>
<td>Gender and Family Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 344</td>
<td>Topics in Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 350X</td>
<td>Social Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
**Literature (3 hrs):**  
Any literature course not used to fulfill general education requirements. Students are encouraged to consider ENG 226 (Studies in Film) or ENG 260 (Christianity in Modern Literature).

**English Major**  
Requirements total 42 hours. Up to 6 hours required in the major may be used to meet general education requirements.

**English (42 hrs):**

*Research and Theory Courses (6 hrs)*
- ENG 115 Writing from Sources 3 hrs
- ENG 230 Survey of Contemporary Critical Theory 3 hrs

*Genre Course (9 hrs)*
- ENG 220 Studies in Poetry 3 hrs
- ENG 222 Studies in Fiction 3 hrs
- ENG 224 Studies in Drama 3 hrs

*Required Period Courses (6hrs)*
- ENG 306 Renaissance Literature 3 hrs
- ENG 310 Romantic Literature 3 hrs

*Distributive Period and Author Courses (12 hrs)*
Choose one of the American literature courses, plus nine additional hours
- ENG 302 Classical Literature 3 hrs
- ENG 316 Modern European Literature 3 hrs
- ENG 318 American Literature I 3 hrs
- ENG 320 American Literature II 3 hrs
- ENG 350 Topics in Literature 3 hrs
- ENG 406 Shakespeare 3 hrs

*Advanced Major Courses (6 hrs)*
- ENG 414 History and Structure of the English Language 3 hrs
- ENG 420 Capstone Seminar in the British Novel 3 hrs

*Skill Course (3 hrs)*
Choose one:
- ENG 210X Business Communication 3 hrs
- ENG 240X Writing for the Media I 3 hrs
- ENG 336 Creative Writing 3 hrs

**English/Communication Major**  
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.

**English (47 hrs):**

*Research and Theory Courses (3 hrs)*
- ENG 115 Writing from Sources 3 hrs

*Genre Courses (6 hrs)*
Choose two:
- ENG 220 Studies in Poetry 3 hrs
- ENG 222 Studies in Fiction 3 hrs

*Core Communication Courses (12 hrs)*
- COM 120 Survey of Communication Theory 3 hrs
- ENG 240X Writing for Media I 3 hrs
- ENG 340X Writing for Media II 3 hrs
ENG 440X  Topics in Media Studies  3 hrs

**Practical Core (8 hrs minimum)**
- ENG 241X (twice) or ENG 242X Prepracticum  2 hrs
- ENG 243X  Desktop Publishing  2 hrs
- ENG 441X (twice) or ENG 442X Practicum  2 hrs
- ENG 445X  Internship  3 hrs

**Skill Course (3 hrs)**
Choose one:
- COM 112  Speech  3 hrs
- ENG 210  Business Communication  3 hrs
- ENG 336  Creative Writing  3 hrs

**Period and Author Courses (9hrs)**
Choose three, one of which must be ENG 306 or ENG 310:
- ENG 230  Survey of Contemporary Critical Theory  3 hrs
- ENG 302  Classical Literature  3 hrs
- ENG 306  Renaissance Literature  3 hrs
- ENG 310  Romantic Literature  3 hrs
- ENG 316  Modern European Literature  3 hrs
- ENG 318  American Literature I  3 hrs
- ENG 320  American Literature II  3 hrs
- ENG 350  Topics in Literature  3 hrs
- ENG 406  Shakespeare  3 hrs

**Advanced Courses (6 hrs)**
- ENG 414  History and Structure of English Language  3 hrs
- ENG 420  Capstone Seminar in the British Novel  3 hrs

**Related Courses (6 hrs)**
- COM 204  Mass Communication  3 hrs
- POL 250  American Government  3 hrs

**English/Secondary Education Major**
Requirements total 79. This includes 39 hours of English courses and 40 hours of professional education courses.

**English (39 hrs):**

**Research Course (3 hrs)**
- ENG 115  Writing from Sources  3 hrs

**Genre Courses (9 hrs)**
- ENG 220  Studies in Poetry  3 hrs
- ENG 222  Studies in Fiction  3 hrs
- ENG 224  Studies in Drama  3 hrs

**Skill Courses (9 hrs)**
- COM 112  Speech  3 hrs
- ENG 336  Creative Writing  3 hrs

Choose one:
- ENG 210X  Business Communication  3 hrs
- ENG 240X  Writing for Media I  3 hrs

**Period Courses (6 hrs)**
Choose two:
- ENG 302  Classical Literature  3 hrs
- ENG 306  Renaissance Literature  3 hrs
- ENG 310  Romantic Literature  3 hrs
ENG 314 British Novel 3 hrs

**Contemporary Literature (6 hrs)**

Choose two:

ENG 316 Modern European Literature 3 hrs
ENG 318 American Literature I 3 hrs
ENG 320 American Literature II 3 hrs

**Advanced Major Courses (6 hrs)**

ENG 402 Advanced Literary Studies: Major Author or Movement 3 hrs

or

ENG 406 Shakespeare 3 hrs
ENG 414 History and Structure of English Language 3 hrs

**Professional Education Courses (40 hrs):**

ED 100 Introduction to Teaching 3 hrs
ED 110 Technology for Teachers 2 hrs
ED 240 Foundations of Education 2 hrs
ED 250 Foundational Field Experience 0 hrs
ED 260X Educational Psychology/Human Development 3 hrs
ED 306 Reading and Writing Across the Curriculum 3 hrs
ED 330 Introduction to Special Education 3 hrs
ED 360 Fundamentals of Secondary and Middle School Methods 3 hrs
ED 362 Teaching of Language Arts and Literature 2 hrs
ED 385 Multicultural Field Experience 1 hr
ED 413 Student Teaching in the Secondary School 10 hrs
ED 420 Advanced Seminar in Education 5 hrs
PSY 337 Psychology of Adolescence 3 hrs

**Additional Certification Requirements:**
Candidates must pass the Illinois Test of Basic Skills and all certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the School of Education.

**School of Language, Literature, and Communication Course Descriptions**

**Communication**
A total of only 8 hours of forensics count toward the 126 hours required for graduation.

**COM 112 Speech**
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Offered each semester. *Three hours.*

**COM 120 Survey of Communication Theory**
Study of communication theories from the scientific, rhetorical, and analytical perspective. Emphasis is placed on theories and research of recent times. *Three hours.*

**COM 140 Introduction to Public Relations**
An analysis of public relations theory and practice, focusing on public relations environments, audiences, and message strategies. *Three hours.*

**COM 204 Mass Communication**
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. *Three hours.*

**COM 210X (ENG 210X) Business Communication**
The fundamentals of written communication, including theory, but with the emphasis on practical and varied
applications simulating a broad range of professional settings. Particular attention is given to persuasive writing. Prerequisite: ENG 111. Offered spring semester. Three hours.

COM 230  Public Discourse
A survey of the theory and practice of formal discourse. Students analyze both classical and contemporary discourse and apply rhetorical principles to their own speaking and writing. Prerequisite: ENG 111 or equivalent. Three hours.

COM 240X (ENG 240X) Writing for the Media I
Introduction to news writing and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester. Three hours.

COM 241X (ENG 241X) Prepracticum
Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: COM 240X and consent of instructor. Offered each semester. One hour.

COM 242X (ENG 242X) Prepracticum
Practical journalism experience with student publications. Prerequisite: COM 240X and consent of instructor. Offered each semester. Two hours.

COM 243X (ENG 243X) Desktop Publishing
Hands-on learning experience using the latest edition of desktop publishing software, such as InDesign. Computer laboratory fee. Offered fall semester. Two hours.

COM 330  Intercultural Communication
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 semester. Three hours.

COM 332  Interpersonal Communication
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. Three hours.

COM 334  Group and Organizational Communication
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. Three hours.

COM 338  Gender and Family Communication
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. Three hours.

COM 340X (ENG 340X) Writing for the Media II
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. Three hours.

COM 344  Topics In Communication
Selected topics as announced. Course may be repeated with different topic. Prerequisite: consent of the instructor. Offered on demand. One to four hours.

COM 350  Forensics I
Introduction to informative, persuasive, extemporaneous, and dramatic public speaking for intercollegiate competition. Offered on demand. Two hours.

COM 351  Forensics II
Participation in competitive public speaking with Trinity’s forensics team. Prerequisite: COM 350 or consent of instructor. Course may be repeated for credit. Offered on demand. One hour.

COM 440X (ENG 440X) Topics in Media Studies
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 445X (Internship). Prerequisite: COM 340X. Offered fall semester. Three hours.

COM 441X (ENG 441X) Practicum
Advanced experience with student publications. May be repeated once for credit. Prerequisites: COM 241X (twice) or COM 242X and consent of instructor. Offered each semester. One hour.
COM 442X (ENG 442X) Practicum
Advanced experience with student publications. Prerequisites: COM 241X (twice) or COM 242X and consent of instructor. Offered each semester. Two hours.

COM 445X (ENG 445X) Internship
Practical field experience of at least 135 hours of supervised work in a particular area of public relations or newspaper/magazine production, such practicums established by the department. Prerequisites: COM 240X, COM 340X, COM 440X, and required practicums (3 hrs). Offered each semester. Three hours.

English
A total of only 4 hours of drama productions count toward the 126 hours required for graduation.

ENG 111 Critical Thinking and Writing
This course is designed to teach freshmen how to write effective arguments so that they can develop critical thinking and writing skills throughout the undergraduate curriculum. The focus is the elements of argumentation: rhetorical situation, claims, evidence, and so on. These elements are introduced through the textbook and developed through reading and writing exercises of various lengths. A major paper including research and documentation of sources is required. Prerequisite: ACT English score of 19 or more or SAT verbal score of 450 or more or successful completion of PCS 105 (Reading, Writing/Grammar Workshop). Offered each semester. Three hours.

ENG 115 Strategies and Tools of Research
In this sequel to ENG 111 students will learn to use the library to find credible information sources for their writing projects across the disciplines. They will learn to use electronic catalogues and databases, along with standard print resources. While finding reliable sources is emphasized, learning from them is paramount. Students will practice standard writing techniques such as summary, paraphrase, synthesis, and quotation. Offered spring semester. Three hours.

ENG 210X (COM 210X) Business Communication
The fundamentals of written communication, including theory, but with the emphasis on practical and varied applications simulating a broad range of professional settings. Particular attention is given to persuasive writing. Prerequisite: ENG 111. Offered spring semester. Three hours.

ENG 214 Drama Production
Participation in a play on campus. The course may be repeated for credit. Consent of instructor required. Offered each year. Two hours.

ENG 220 Studies in Poetry
Basic methods of reading and analyzing poetry: study of forms, techniques, and modern critical approaches. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 222 Studies in Fiction
Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 224 Studies in Drama
Principles of dramatic technique, analysis, and surveys of important developments in the history of drama. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 235 Children’s Literature
A survey and critical study by genre of literature for children and adolescents. Prerequisite: sophomore standing or consent of instructor. Fulfills general education humanities elective requirement only for Elementary Education majors. Offered each year. Three hours.

ENG 240X (COM 240X) Writing for the Media I
Introduction to news writing and reporting, copy editing and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester. Three hours.

ENG 241X (COM 241X) Prepracticum
Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: ENG 240X and consent of instructor. Offered each semester. One hour.

ENG 242X (COM 242X) Prepracticum
Practical journalism experience with student publications. Prerequisite: ENG 240X and consent of instructor. Offered each semester. Two hours.
ENG 243X (COM 243X) Desktop Publishing

ENG 250 Topics in English
Selected topics in English. Course may be repeated with different topic. Offered on demand. One to three hours.

ENG 260 Christianity and Modern Literature
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. Three hours.

ENG 302 Classical Literature
A study of selected major works of the classical Greek and Roman age, including Sophocles, Homer, Aeschylus, Virgil, and Platus. Prerequisite: ENG 220 or 224. Three hours.

ENG 304 Studies in Film (formerly ENG 226)
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. Three hours.

ENG 306 Renaissance Literature
Study of major authors, including Spenser, Milton, Donne, Herbert, and the English sonneteers. Prerequisites: ENG 220 or 222, and 224. Three hours.

ENG 310 Romantic Literature
Studies of major romantic poets: traces from the 18th-century roots the evolution of romanticism as a worldview. Prerequisite: ENG 220. Three hours.

ENG 316 Modern European Literature
Study of works from major European authors, including such writers as Camus, Greene, Beckett, Isben, Kafka, Mauriac, Solzhenitsyn. Prerequisite: ENG 220, 222, or 224. Three hours.

ENG 318 American Literature I: Puritanism Through Transcendentalism
American cultural and intellectual history as reflected in such authors as Jonathan Edwards, John Woolman, Emerson, Thoreau, Poe, Hawthorne, Melville. Prerequisite: ENG 220 or 222. Three hours.

ENG 320 American Literature II: Civil War Through Depression
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 222. Three hours.

ENG 336 Creative Writing
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 222 or 224 and permission of the instructor. Three hours.

ENG 340X (COM 340X) Writing for the Media II
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. Three hours.

ENG 350 Topics in Literature
Selected topics in the field of literature not taught under specific course title. May be repeated for credit if topics differ. Offered on demand. One to three hours.

ENG 406 Shakespeare
In-depth study of major histories, comedies, and tragedies, plus sonnets, with special attention given to dramatic interpretation and criticism. Prerequisite: ENG 306. Three hours.

ENG 414 History and Structure of the English Language
Examination of origins and development of English; principles of word origin and change. Emphasis on language as reflection of human condition. Three hours.

ENG 420 Capstone Seminar in the British Novel (formerly ENG 314)
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. Offered spring semester. Three hours.

**ENG 440X (COM 440X) Topics in Media Studies**
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 445X (internship). Prerequisite: ENG 340X. Offered fall semester. Three hours.

**ENG 441X (COM 441X) Practicum**
Advanced experience with student publications. May be repeated once for credit. Prerequisites: ENG 241X (twice) or 242 and consent of instructor. Offered each semester. One hour.

**ENG 442X (COM 442X) Practicum**
Advanced experience with student publications. Prerequisites: ENG 241X (twice) or 242 and consent of instructor. Offered each semester. Two hours.

**ENG 445X  Internship**
Practical field experience (of at least 135 hours of supervised work) in a particular area of public relations or newspaper/magazine production, such practicums established by the department. Prerequisites: ENG 240X, 340, 440, and required practicums (3 hours). Offered each semester. Three hours.

**ENG 450  Independent Study**
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. One to four hours.

**French**

**FR 121–122  Elementary French**
Conversational approach dealing with everyday situations, dictation, essentials of grammar, and composition. Conducted in French as far as possible. Offered each year. Credit for both semesters is required in order to apply to general education foreign language competency. Four hours each semester.

**FR 221  Intermediate French**
Conversational approach to grammar review with emphasis on the subjective and other difficult grammar forms. Composition. Collateral reading. Conducted in French. Prerequisites: FR 121–122. Offered on demand. Three hours.

**FR 222  Intermediate French**
Continuation of FR 221. Prerequisite: FR 221. Offered on demand. Three hours.

**FR 450  Independent Study**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: Consent of the department. Offered on demand. Two to four hours.

**Spanish**

**SP 121–122  Elementary Spanish**
Pronunciation, conversation, reading, and grammar. Laboratory activities. Collateral reading with reports during the second semester. As far as possible, the course is conducted in Spanish. Offered each year. Credit for both semesters is required in order to apply to general education foreign language competency. Four hours each semester.

**SP 221  Intermediate Spanish**

**SP 222  Intermediate Spanish**
Continuation of SP 221. Prerequisite: SP 221. Offered spring semester. Three hours.

**SP 450  Independent Study**
Individual work based on specific needs. Prerequisite: Consent of instructor. Offered on demand. Two to four hours.
School of Music

The Trinity International University School of Music is committed to excellence in teaching and performance. The school offers two majors and a minor. The music facility, built in 1994, includes practice rooms, teaching studios, and the Faugerstrom performance/rehearsal hall. Two of the practice rooms are equipped as Smart Music studios, and the Martin E. Peterson Technology Classroom houses eighteen Macintosh computers equipped with MIDI keyboards and software to enhance theory, aural skills, composition, and music education studies.

Performance groups include the Concert Choir, Symphonic Band, Orchestra, Jazz Ensemble, 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 School of Music regularly presents concerts, recitals, and theater productions on campus. Select vocal and instrumental groups also perform in local churches.

Goals of the School of Music:

1. To offer a rigorous music program in the Christian liberal arts setting offering degrees in music education and in music, with emphases in performance, pedagogy, history, theory/composition, contemporary music, or church music
2. To maintain a teaching faculty seriously committed to the students not only as musicians but also as human beings, encouraging and demanding the best each individual student can achieve
3. To foster an environment for performance and learning that is Christian in word and in actuality, including godly stewardship of time, ability, and talent, the creation of a supportive family of goodwill and congeniality, and encouragement of healthy competition
4. To provide opportunities for the most accomplished incoming music students as well as for those who demonstrate keen ability and desire but who, as yet, have not attained the performance and musical skill of some who have had broader experiences or richer backgrounds
5. To prepare students not only for a profession but also for lifelong learning, service to church and community, and enjoyment of their abilities at home
6. To participate in the rich musical culture available in the city of Chicago and its suburbs

Department: Music

Majors/Minors: Music with six emphases, Music Education/K–12

Courses: Music Education, Music History, Music Theory, Church Music, Applied Music

Music Major

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.

Music majors must meet the following requirements: (1) participation each semester in one of the large touring ensembles (except for string players, who must participate in Orchestra); (2) concentration in one area of applied music, maintaining a 3.0 grade point average (select applied music concentration in the freshman year and continue in succeeding semesters); (3) maintenance of a 2.75 grade point average in academic music courses; and (4) demonstration of piano proficiency by exam. To prepare for the proficiency exam Keyboard Skills courses (MUZ 161, 162, 261, 262) are offered. For incoming students piano placement exams are given during orientation to determine the appropriate entry level in the keyboard skills sequence. The piano proficiency exam is administered during exam week each semester.

Music Core (39 hrs):

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MUH 111</td>
<td>Introduction to Music History and Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUT 101</td>
<td>Fundamentals of Music</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUT 121</td>
<td>Music Theory I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUT 122</td>
<td>Aural Skills I</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUT 221</td>
<td>Music Theory II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUT 222</td>
<td>Aural Skills II</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUT 223</td>
<td>Music Theory III</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
MUT 224  Aural Skills III  1 hr
MUT 322  Aural Skills IV  1 hr
MUE 331  Basic Conducting  3 hrs
MUH 341  Music History I  3 hrs
MUH 342  Music History II  3 hrs
MUT 360  Computers in Music  3 hrs
MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons  8 hrs

**Emphases**

Each music major must choose at least one of the following six emphases:

**Music History Emphasis (15 hrs):**

- MUH 211  Survey of World Music  3 hrs
- MUH 411  Survey of American Music  3 hrs
- MUH 450  Senior Project in Music History  3 hrs
- MUT 361  Music Analysis  3 hrs
- MUT elective  3 hrs

Highly recommended:

- HI 351  Early Modern Europe  3 hrs
- HI 352  Modern Europe  3 hrs
- HI 340X  History of Christianity  3 hrs
- PH 381X  History of Western Thought I  3 hrs
- PH 382X  History of Western Thought II  3 hrs

**Theory/Composition Emphasis (15 hrs):**

- MUT 363  Instrumentation and Orchestration  3 hrs
- MUT 445  Senior Project in Music Theory/Composition  2 hrs
- MUT 462  Stylistic Composition  3 hrs
- MUZ 181-494 Advanced Level Private Lessons – Composition  4 hrs

Choose one:

- MUT 361  Music Analysis  3 hrs
- MUT 461  Modal Counterpoint  3 hrs

**Contemporary Music Emphasis (16 hrs):**

This emphasis area consists in its entirety of one semester’s study at the Council for Christian Colleges and Universities Contemporary Music Center (CMC) on Martha’s Vineyard, Mass. 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 practica and an industry internship. Prerequisites: MUH 111, MUT 223, MUT 322, MUE 331, MUT 360, and at least 6 hours of applied music lessons (MUZ 181-494); 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 School of Music 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.

**Church Music Emphasis (15 hrs):**

- MUE 432X  Choral Conducting Methods and Literature  3 hrs
MUW 437X  Music in Worship  3 hrs
MUW 438  Worship Resources  3 hrs
MUW 450  Church Music Internship  3 hrs
MUH or MUT elective  3 hrs

Significant work in biblical studies strongly recommended

**Piano Pedagogy Emphasis (15 hrs):**
- MUE 323  Piano Pedagogy and Literature  3 hrs
- MUE 450  Internship in Piano Pedagogy  2 hrs
- MUT 361  Music Analysis  3 hrs
- MUZ 210C  Chamber Music  1 hr
- MUH elective  3 hrs
- MUT elective  3 hrs

Half recital required (MUZ 350-359)

Highly recommended:
- ED 260X  Educational Psychology/Human Development  3 hrs
- Full recital recommended (MUZ 450-459)

**Performance Emphasis (15 hrs):**
- MUT 361  Music Analysis  3 hrs
- Additional credit hours (not used to satisfy music core requirement) of MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons  3 hrs
- MUH elective  3 hrs

Half recital (MUZ 350-359) and full recital (MUZ 450-459) required

Choose 6 hrs:
**Instrumentalists:**
- MUT 363  Instrumentation and Orchestration  3 hrs
- MUZ 210 B, C, E, F, S, or W Music Ensemble (3 semesters)  3 hrs

**Vocalists:**
- MUE 349  Diction for Singers  2 hrs
- MUZ 295  Vocal Performance Workshop (4 semesters)  4 hrs
  or MUZ 210V 210M or additional hour lessons  4 hrs

**Music Education/K–12 Major**
Requirements total 82 hours. This includes the 39 hours from the Music core, 14 hours of additional Music courses, and 29 hours of professional education courses.

Music Education K–12 majors must meet the following requirements: (1) participation each semester in one of the large touring ensembles (except for string players, who must participate in Orchestra); (2) concentration in one area of applied music, maintaining a 3.0 grade point average (select applied music concentration in the freshman year and continue in succeeding semesters); (3) maintenance of a 2.75 grade point average in academic music courses; and (4) demonstration of piano proficiency by exam. To prepare for the proficiency exam Keyboard Skills courses (MUZ 161, 162, 261, 262) are offered. For incoming students piano placement exams are given during orientation to determine the appropriate entry level in the keyboard skills sequence. The piano proficiency exam is administered during exam week each semester.

**Music Core (39 hrs):**
- MUE 331  Basic Conducting  3 hrs
- MUH 111  Introduction to Music History and Literature  3 hrs
- MUH 341  Music History I  3 hrs
- MUH 342  Music History II  3 hrs
- MUT 101  Fundamentals of Music  3 hrs
- MUT 121  Music Theory I  3 hrs
- MUT 122  Aural Skills I  1 hr
- MUT 221  Music Theory II  3 hrs
- MUT 222  Aural Skills II  1 hr
- MUT 223  Music Theory III  3 hrs
MUT 224 Aural Skills III 1 hr
MUT 322 Aural Skills IV 1 hr
MUT 360 Computers in Music 3 hrs
MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons 8 hrs

Additional Music Requirements (14 hrs):

NOTE: Some of the following courses require admission to the School of Education for enrollment

MUE 249X General Music Methods in the Public Schools, Grades K–12 3 hrs
MUE 332 Methods and Theory of Music Drama Production 2 hrs
MUH 211 Survey of World Music 3 hrs

Choose one:
MUE 432X Choral Conducting, Methods and Literature 3 hrs
MUE 433X Instrumental Conducting, Methods and Literature 3 hrs

Choose three:
MUE 345 Woodwind Techniques 1 hr
MUE 346 Brass Techniques 1 hr
MUE 347 Percussion Techniques 1 hr
MUE 348 String Techniques 1 hr

Recommended:
Participation in MUZ 285 Jazz Ensemble for those who qualify

Professional Education Courses (29 hrs):

NOTE: Some of the following courses require admission to the School of Education for enrollment.

ED 100 Introduction to Teaching 3 hrs
ED 110 Technology for Teachers 2 hrs
ED 240 Foundations of Education 2 hrs
ED 250 Foundational Field Experience 0 hrs
ED 260X Educational Psychology/Human Development 3 hrs
ED 330 Introduction to Special Education 3 hrs
ED 385 Multicultural Field Experience 1 hr
ED 420 Advanced Seminar in Education 5 hrs
ED 440/441 Student Teaching/Music K–12 5/5 hrs

Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the School of Education.

Music Minor
Students wishing to earn a minor in music must complete 24 hours in the following courses:

MUH 111 Introduction to Music History and Literature 3 hrs
MUH 341 Music History I 3 hrs

or
MUH 342 Music History II 3 hrs
MUT 121 Music Theory I 3 hrs
MUT 122 Aural Skills I 1 hr
MUT 221 Music Theory II 3 hrs
MUT 222 Aural Skills II 1 hr
MUZ 150-159, 250-259, 350-359, 450-459 Private Lessons in one applied instrument/voice 4 hrs

Music electives (excluding applied music or music organization [MUZ] credits) 6 hrs

The music minor requires six semesters in a Music Ensemble.
School of Music Course Descriptions

MUE 249X (ED 249X) General Music Methods in the Public Schools, Grades K-12
A course designed for the music specialist who will be teaching and supervising in elementary, middle, and senior high school. Various school music methods are studied including Orff and Kodaly. Grade-level achievement and goals in the development of the child are examined. Teaching skills are developed in a lab teaching environment. A minimum of 36 hours of field experience is required. Because this is an introduction to the discipline of Music Education, membership in MENC is required. Prerequisite: ED 100. Offered fall semester 2005-06 and alternate years. Three hours.

MUE 323 Piano Pedagogy and Literature
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 fall semester 2006-07 and alternate years. Three hours.

MUE 324 Vocal Pedagogy
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. Two hours.

MUE 331 Basic Conducting
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 2005-06 and alternate years. Three hours.

MUE 332 Methods and Theory of Music Drama Production
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 spring semester 2004-05 and alternate years. Two hours.

MUE 345 Woodwind Techniques
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. Offered fall semester 2005-06 and alternate years. One hour.

MUE 346 Brass Techniques
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. Offered spring semester 2005-06 and alternate years. One hour.

MUE 347 Percussion Techniques
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. Offered fall semester 2004-05 and alternate years. One hour.

MUE 348 String Techniques
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. Offered spring semester 2004-05 and alternate years. One hour.

MUE 349 Diction for Singers
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 fall semester 2006-07 and alternate years. Two hours.

MUE 432X (ED 432X) Choral Conducting, Methods and Literature
The study of choral conducting techniques and literature for use with various types of choral ensembles at various age levels, rehearsal techniques, 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 field component. Prerequisite: MUE 249X and MUE 331. Offered spring semester 2005-06 and alternate years. Three hours.
MUE 433X (ED 433X) Instrumental Conducting, Methods and Literature
The study of administrating an instrumental music program, elementary (beginning band or orchestra) 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 the capstone course for music education majors with instrumental emphasis. Includes field component. Prerequisites: MUE 249X and MUE 331. Offered spring semester 2005-06 and alternate years. Three hours.

MUE 445 Internship in Piano Pedagogy
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. Two hours.

MUH 111 Introduction to Music History and Literature
Introductory survey of music history and literature as both an academic and performance discipline. Involves an overview of historical periods, major genres, and theoretical issues; introduces research tools and methods used in music. Available for credit as Honors Music Appreciation (MUH 231H). Prerequisite: consent of instructor. Offered spring semester 2004-05 and alternate years. Three hours.

MUH 211 Survey of World Music
Survey of music in non-Western cultures, focusing on Asia, Africa, and Latin America, as well as consideration of the implications for missions and intercultural work posed by cultural-aesthetic sensitivity. Recommended for students interested in the mission field or intercultural relations. Offered spring semester. Three hours.

MUH 231 Music Appreciation
A study of the basic elements and history of music as well as techniques of listening. Listening assignments will be given. Designed for the student with little or no background in music. Offered every semester, except when MUH 233X is offered. Three hours.

MUH 233X (ART 233X) Comparative Arts
An integrated study of the arts with emphasis on the visual arts and music to learn the forms, styles, and techniques representative of the various historical eras from antiquity to the present. Listening sessions and independent visits to area art collections will be required. Offered spring semester 2005-06 and alternate years. Three hours.

MUH 341 Music History I
A chronological survey of the history of Western music from antiquity through the Baroque period. Prerequisite: MUH 111 or consent of instructor. Offered fall semester 2005-06 and alternate years. Three hours.

MUH 342 Music History II
A chronological survey of the history of Western music in the Classical, Romantic, and 20th-century periods. Prerequisite: MUH 111 or consent of instructor. Offered spring semester 2005-06 and alternate years. Three hours.

MUH 411 Survey of American Music
Survey of American music from Colonial times to the present, including an introduction to jazz history. The course features a strong research component and attendance at area concerts emphasizing American compositions. Offered on demand. Three hours.

MUH 440 Topics in Music History
Seminar on selected topics in music history, as announced. Offered on demand. Three hours.

MUH 445 Senior Project in Music History
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. Consent of the instructor required. Three hours.

MUH 450 Independent Study in Music History
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit. Offered on demand. One to four hours.

MUT 101 Fundamentals Of Music
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. Three hours.

MUT 121 Music Theory I
Elements, principles and procedures of diatonic harmonic progression in Western music of the “common-practice” period. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 122. Offered spring semester. Three hours.

MUT 122 Aural Skills I
Mind training for the practicing musician. Utilizes exercises such as sightsinging, 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. One hour.

MUT 221 Music Theory II
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. Three hours.

MUT 222 Aural Skills II
Continuation of MUT 122. Prerequisite: MUT 122. Corequisite: MUT 221. Offered fall semester. One hour.

MUT 223 Music Theory III
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. Three hours.

MUT 224 Aural Skills III
Continuation of MUT 222. Prerequisite: MUT 222. Corequisite: MUT 223. Offered spring semester. One hour.

MUT 322 Aural Skills IV
Continuation of MUT 224. Prerequisite: MUT 222. Offered fall semester. One hour.

MUT 360 Computers in Music
The study of the use of computers for notating and sequencing music, and for helping to teach music. Students 
learn to use notation, sequencing, and presentation software, and they evaluate software packages intended for 
computer-assisted instruction (CAI) in music. Offered fall semester 2004-05 and alternate years. Three hours.

MUT 361 Music Analysis
An introduction to analytical approaches, including techniques for studying form, style, pitch structure, 
rhythm/meter, and other aspects of musical compositions, with applications to tonal and atonal music. Prerequisite: 
MUT 223. Offered fall semester 2005-06 and alternate years. Three hours.

MUT 363 Instrumentation and Orchestration
The study of the use of orchestral instruments individually and in combination, including transpositions, ranges, 
voicing, and manuscript procedures. Prerequisites: MUT 223 or consent of instructor (MUT 360 strongly advised). 
Offered spring semester 2004-05 and alternate years. Three hours.

MUT 440 Topics in Music Theory
Seminar on selected topics in music theory, as announced. Offered on demand. Three hours.

MUT 445 Senior Project in Music Theory/Composition
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. Two hours.

MUT 450 Independent Study in Music Theory
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of 
instructor. May be repeated for credit. Offered on demand. One to four hours.

MUT 461 Modal Counterpoint
A study of 16th-century contrapuntal writing techniques. Prerequisite: MUT 223. Offered fall semester 2004-05 and 
alternate years. Three hours.

MUT 462 Stylistic Composition
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 spring semester 2005-06 and alternate years. Three hours.

MUW 437X (BRS 437X) Music in Worship
The study of biblical concepts and patterns for worship of liturgical and nonliturgical worship 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. A critical study of contemporary practices will include planning, leading, and evaluating 
music in worship. Prerequisites: BI 101 and BI 111 or permission of instructor. Offered fall semester 2005-06 and 
alternate years. Three hours.

MUW 438 Worship Resources
An examination of currently available musical, dramatic, visual, and liturgical source materials for congregational 
worship, with an emphasis on planning effective services. Prerequisite: MUW 437X or consent of instructor. Offered 
spring semester 2005-06 and alternate years. Three hours.
MUW 450  Church Music Internship
Internship in a local church music/worship program to be coordinated with the worship pastor/ music director and a faculty supervisor from the School of Music. Offered on demand. Prerequisites: MUW 437X, MUW 438, and consent of the Director of the School of Music. *Three hours.*

MUZ 160  Class Voice
Group instruction of singing techniques and vocal literature. Each class consists of four to six students. Offered each semester. May be repeated for credit. Special fee. *One hour.*

MUZ 161  Keyboard Skills I
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. Class piano fee. Offered fall semester. *One hour.*

MUZ 162  Keyboard Skills II
Continuation of MUZ 161. Class piano fee. Offered each semester. *One hour.*

MUZ 150-159  Private Lessons (formerly MUZ 170)
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. Private-lesson fee. *One or two hours.*

Individual instruction for music majors and for nonmajors 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. Private-lesson fee. Jury fee. *One or two hours.*

MUZ 350-359  Advanced-level Private Lessons with Half Recital (formerly MUZ 482, 493)
Individual instruction for music majors and for nonmajors 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. Private-lesson fee. Half recital fee. *One or two hours.*
MUZ 450-459  Advanced-level Private Lessons with Full Recital (formerly MU 484, 494)
Individual instruction for music majors and for nonmajors 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. Private-lesson fee. Full recital fee. One or two hours.

MUZ 450 Brass Instruments
MUZ 451 Composition
MUZ 452 Guitar
MUZ 453 Harp
MUZ 454 Organ
MUZ 455 Percussion
MUZ 456 Piano
MUZ 457 String Instruments
MUZ 458 Voice
MUZ 459 Woodwind Instruments

MUZ 200X (ART 200X) European Fine Arts Tour
A tour of selected European countries to study art, music, and historical points of interest. Offered on demand. Two or three hours.

MUZ 210  Music Ensemble
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. One hour.

MUZ 210B Brass Ensembles
MUZ 210C Chamber Music
MUZ 210E Brass Quintet
MUZ 210F Woodwind Quintet
MUZ 210G Piano Ensemble
MUZ 210M Men’s Ensemble
MUZ 210S Strings Ensemble
MUZ 210V Vocal Ensembles
MUZ 210W Woodwind Ensembles

MUZ 214  Music Drama Production
Participation in a music drama on campus, along with the completion of requisite academic requirements. May be repeated for credit. Prerequisite: successful audition and consent of instructor. Offered fall or spring semester, depending on production schedule. Two hours.

MUZ 261  Keyboard Skills III
Continuation of MUZ 162. Class piano fee. Offered fall semester. One hour.

MUZ 262  Keyboard Skills IV
Continuation of MUZ 261. Class piano fee. Offered spring semester. One hour.

MUZ 270  Concert Choir
Practical experience in mixed voice singing of accompanied and unaccompanied choral music of various periods and styles. Class meets for four hours of rehearsal each week. Attendance on trips and tours is required. Participation in music theater productions may be required; this will necessitate extra rehearsals. Prerequisite: audition with the director. May be repeated for credit. Offered each semester. One hour.

MUZ 275  Handbell Choir
Practical experience in the rehearsal and performance of handbell music of various styles. Class meets for two hours of rehearsal each week. Prerequisite: audition with the director. May be repeated for credit. Offered each semester. One hour.

MUZ 280  Symphonic Band
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. Development of a team spirit is given high priority. Attendance on trips and tours is required. Symphonic Band rehearses four hours per week. May be repeated for credit. Prerequisite: audition with the director. Offered each semester. One hour.

MUZ 285  Jazz Ensemble
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 each semester. One hour.
MUZ 290  Orchestra
Practical experience in rehearsal and performance of orchestral music of various periods and styles. Meets one evening a week; 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 may be 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. One hour.

MUZ 295  Vocal Performance Workshop
Selected topics and ensembles as announced. Course may be repeated with a different topic. Prerequisite: consent of instructor. One to three hours.
School of Science and Technology

The School of Science and Technology offers courses and majors that prepare students for professions in biology, chemistry, medicine, physical therapy, athletic training and mathematics. A two-year pre-nursing program is offered. Students may earn Illinois teacher certification to teach biology or mathematics in middle or secondary school. Students may also earn a minor in Bioethics, Computer Information Systems, Management Information Systems.

Departments: Biology, Chemistry, Health Sciences, Mathematics, and Computer Information Systems

Majors: Biology, Biology/Pre-Med, Biology/Secondary Education, Pre-Physical Therapy, Athletic Training, Pre-Nursing, Chemistry, Chemistry/Pre-Med, Mathematics, Mathematics/Secondary Education

Minor: Bioethics, Computer Information Systems, and Management Information Systems

Courses: Biology, Chemistry, Health Sciences, Computer Information Systems, Mathematics, Physical Science, Physics

Biology Department

The mission of the Biology Department 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.

Biology Major

Major requirements total 49 hours. This includes 30 hours in the Biology core, 4 hours from a restricted list of Biology courses, and 15 hours of cognate requirements.

Required Courses for General Education (12 hrs):

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4 hrs</td>
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<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
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<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
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Required Courses for Major (49 hrs):

Core (30 hrs):

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: the Plant and Animal Kingdoms</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 200</td>
<td>Genetics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Ecology and Field Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 220</td>
<td>General Botany</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 400</td>
<td>Origins and Evolution</td>
<td>3 hrs</td>
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<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 474X</td>
<td>Introduction to Bioethics</td>
<td>3 hrs</td>
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<tr>
<td>BIO 475X</td>
<td>Topics in Bioethics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Electives (4 hrs):

From the list below or from courses offered in Biology, Ecology and Environmental Sciences from Au Sable Institute as approved by the Chair of the Department of Biology.
Choose one:

- BIO 310 Microbiology 4 hrs
- BIO 320 Immunology 4 hrs
- BIO 330 Animal Physiology 4 hrs
- BIO 340 Human Anatomy and Physiology I 4 hrs
- BIO 341 Human Anatomy and Physiology II 4 hrs
- BIO 430 Developmental Biology 4 hrs
- BIO 440 Microbial Physiology 4 hrs
- BIO 450 Independent Study 1-3 hrs
- BIO 460 Comparative Vertebrate Anatomy 4 hrs

Various courses selected from Au Sable Institute May Term, Summer Semester I, or Summer Semester II offerings as approved by the Chair of the Department of Biology

Cognate Requirements (15 hrs):

- CH 112 General Chemistry II 4 hrs
- CH 211 Organic Chemistry I 4 hrs
- CH 212 Organic Chemistry II 4 hrs
- CH 320 Biochemistry 3 hrs

Biology Major/Pre-Medical Emphasis

Major requirements total a minimum of 54 hours. This includes 31 hours in the Biology core and 23 hours in cognate requirements.

Pre-Medical Students:

Biology/Pre-Med or Chemistry/Pre-Med majors automatically become members of The Center for Bioethics and Human Dignity, which serves as a national focus for evangelical approaches to issues in medicine, nursing, and other health care professions. In collaboration with the Christian Medical and Dental Society and other organizations, the center organizes conferences that students may attend for credit, as well as facilitating involvement in public and professional discussion of Christian values in health care. Members receive the international journal Ethics and Medicine, the center’s newsletter, and access to resources. This provides students with an opportunity to prepare for a career in medicine from a distinctively Christian perspective. Also associated with the center are Trinity’s graduate programs in bioethics, the only such opportunities offered in any evangelical school.

Required Courses for General Education (12 hrs):

- BIO 111 General Biology 4 hrs
- CH 111 General Chemistry I 4 hrs
- MA 121 Calculus and Analytic Geometry I 4 hrs

Required Courses for Major (54 hrs):

Core (31 hrs):

- BIO 112 Biology: the Plant and Animal Kingdoms 4 hrs
- BIO 310 Microbiology 4 hrs
- BIO 340 Human Anatomy and Physiology I 4 hrs
- BIO 341 Human Anatomy and Physiology II 4 hrs
- BIO 410 Biology Seminar 1 hr
- BIO 420 Cell and Molecular Biology 4 hrs
- BIO 430 Developmental Biology 4 hrs
- BIO 474X Introduction to Bioethics 3 hrs
- BIO 475X Topics in Bioethics 3 hrs

Cognate Courses (23 hrs):

- CH 112 General Chemistry II 4 hrs
- CH 211 Organic Chemistry I 4 hrs
- CH 212 Organic Chemistry II 4 hrs
- CH 320 Biochemistry 3 hrs
PHY 111 General Physics I  4 hrs
PHY 112 General Physics II  4 hrs

Electives (highly recommended additional courses):
BIO 200 Genetics  4 hrs
BIO 320 Immunology  4 hrs
BIO 330 Animal Physiology  4 hrs
BIO 460 Comparative Vertebrate Anatomy  4 hrs

Biology/Secondary Education Major
Major requirements total 91 hours. This includes 27 hours of Biology core, 4 hours of Biology electives, 20 hours of cognate courses, and 40 hours of professional education courses.

Biology Core (27 hrs):
BIO 111 General Biology  4 hrs
BIO 112 Biology: the Plant and Animal Kingdoms  4 hrs
BIO 210 Ecology and Field Biology  4 hrs
BIO 220 General Botany  4 hrs
BIO 310 Microbiology  4 hrs
BIO 420 Cell and Molecular Biology  4 hrs
CH 320 Biochemistry  3 hrs

Electives (4 hrs):
Choose one:
BIO 200 Genetics  4 hrs
BIO 330 Animal Physiology  4 hrs
BIO 340 Human Anatomy and Physiology I  4 hrs
BIO 341 Human Anatomy and Physiology II  4 hrs
BIO 430 Developmental Biology  4 hrs
BIO 460 Comparative Vertebrate Anatomy  4 hrs

Cognate Courses (20 hrs):
CH 111 General Chemistry I  4 hrs
CH 112 General Chemistry II  4 hrs
CH 203 Essentials of Organic Biochemistry  4 hrs
PHY 111 Physics I  4 hrs
MA 285X Statistics  4 hrs

Professional Education Courses (40 hrs):
ED 100 Introduction to Teaching  3 hrs
ED 110 Technology for Teachers  2 hrs
ED 240 Foundations of Education  2 hrs
ED 250 Foundational Field Experiences  0 hrs
ED 260X Educational Psychology/Human Development  3 hrs
ED 306 Reading and Writing Across the Curriculum  3 hrs
ED 330 Introduction to Special Education  3 hrs
ED 360 Fundamentals of Secondary and Middle School Methods  3 hrs
ED 361 Teaching Biology in the Secondary and Middle School  2 hrs
ED 385 Multicultural Field Experience  1 hr
ED 413 Student Teaching in the Secondary School  10 hrs
ED 420 Advanced Seminar in Education  5 hrs
PSY 337 Psychology of Adolescence  3 hrs
Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all appropriate certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the School of Education.

Bioethics Minor
Requirements total 25-26 hours. This includes 18 hours of core 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.

Core (18 hrs):
- BIO 474X Introduction to Bioethics 3 hrs
- BIO 475X Topics in Bioethics 3 hrs
- PH 170 Logic 3 hrs
- PH 180 Introduction to Philosophy 3 hrs
- PH 182 Ethics 3 hrs
- PH 242 Philosophy of Science 3 hrs

Electives (7-8 hrs):
Elective courses that may be taken at Trinity Graduate School under the BIO designation
- BIO 776 Bioethics and Public Policy 2 hrs
- BIO 777 Readings in Bioethics 3 hrs
- BIO 779 Clinical Issues in Bioethics 2 hrs
- BIO 780 Bioethics Seminar 2-3 hrs
- BIO 782 Bioethics Colloquium 1 hr
- BIO 783 Personhood in Theological and Philosophical Perspective 3 hrs

NOTE: BIO 474X (graduate course BIO 774) and BIO 475X (graduate course BIO 780) have reduced in-course requirements for undergraduates. Courses taken under the BIO 7XX 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.

Chemistry Department
We believe that God is revealed both in his Word and his world and a study of both is necessary to develop a healthy, biblical worldview. We teach students to study the natural world in order to critically evaluate the results of their observations about the world, gain a deeper understanding of God as he is revealed in the world, develop a sense of responsibility to the world, and appreciate aesthetically the wonders of the world. The chemistry major is designed to prepare students for professional careers in industrial chemistry, medicine, teaching, or graduate studies. We service all Trinity students by providing courses to fulfill the general science requirements as well as requisite courses for biology majors and other health-related disciplines. We facilitate and promote competency in the discipline of learning and understanding scientific principles and the demonstration of effective technical, communication, and critical-thinking skills.

Chemistry Major
Major requirements total 54 hours. This includes 36 hours in the Chemistry core, 6 hours of Biology, 4 hours of Mathematics courses, and 8 hours of Physics courses.

Required Courses for General Education (8 hrs):
- CH 111 General Chemistry I 4 hrs
- MA 121 Calculus and Analytic Geometry I 4 hrs
Required Courses for Major (54 hrs):

**Core (36 hrs):**

- CH 112 General Chemistry II 4 hrs
- CH 211 Organic Chemistry I 4 hrs
- CH 212 Organic Chemistry II 4 hrs
- CH 311 Quantitative Analysis 4 hrs
- CH 312 Instrumental Analysis 4 hrs
- CH 320 Biochemistry 3 hrs
- CH 340 Laboratory in Chemistry 1 hr
- CH 410 Chemistry Seminar 1 hr
- CH 411 Inorganic Chemistry 3 hrs
- CH 412 Physical Chemistry of Biological Systems 4 hrs
- CH 442 Undergraduate Research 4 hrs

**Biology (6 hrs):**

- BIO 474X Introduction to Bioethics 3 hrs
- BIO 475X Topics in Bioethics 3 hrs

**Mathematics (4 hrs):**

- MA 122 Calculus and Analytic Geometry II 4 hrs

**Physics (8 hrs):**

- PHY 111 General Physics I 4 hrs
- PHY 112 General Physics II 4 hrs

Chemistry Major/Pre-Medical Emphasis

Major requirements total 58 hours. This includes 32 hours in the Chemistry core, 18 hours of Biology, and 8 hours of Physics.

Pre-Medical Students:

Biology/Pre-Med or Chemistry/Pre-Med majors automatically become members of The Center for Bioethics and Human Dignity, which serves as a national focus for evangelical approaches to issues in medicine, nursing, and other health care professions. In collaboration with the Christian Medical and Dental Society and other organizations, the center organizes conferences that students may attend for credit, as well as facilitating involvement in public and professional discussion of Christian values in health care. Members receive the international journal *Ethics and Medicine*, the center’s newsletter, and access to resources. This provides our students with an opportunity to prepare for a career in medicine from a distinctively Christian perspective. Also associated with the center are Trinity’s graduate programs in bioethics, the only such opportunities offered in any evangelical school.

Required Courses for General Education (12 hrs):

- BIO 111 General Biology 4 hrs
- CH 111 General Chemistry I 4 hrs
- MA 121 Calculus and Analytic Geometry I 4 hrs

Required Courses for Major (58 hrs):

**Core (32 hrs):**

- CH 112 General Chemistry II 4 hrs
- CH 211 Organic Chemistry I 4 hrs
- CH 212 Organic Chemistry II 4 hrs
- CH 311 Quantitative Analysis 4 hrs
- CH 312 Instrumental Analysis 4 hrs
- CH 320 Biochemistry 3 hrs
- CH 340 Laboratory in Chemistry 1 hr
- CH 410 Chemistry Seminar 1 hr
CH 411 Inorganic Chemistry 3 hrs
CH 412 Physical Chemistry of Biological Systems 4 hrs

**Biology (18 hrs):**
- BIO 340-341 Human Anatomy and Physiology I and II 8 hrs
- BIO 474X Introduction to Bioethics 3 hrs
- BIO 475X Topics in Bioethics 3 hrs

Choose one:
- BIO 310 Microbiology 4 hrs
- BIO 320 Immunology 4 hrs
- BIO 430 Developmental Biology 4 hrs

Any of the above biology courses are strongly recommended as electives

**Physics (8 hrs):**
- PHY 111 General Physics I 4 hrs
- PHY 112 General Physics II 4 hrs

### 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.

### Athletic Training Major

**General Information:**
Acceptance into the Athletic Training Education 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 160, 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 150 hours clinical observation
- Demonstrated knowledge of and adherence to NATA codes of professional ethics and conduct

Students seeking acceptance shall submit a letter of application to the Program Coordinator and two letters of recommendation (one from a faculty member not in the Department of Health Sciences), 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 Education Program: Technical Standards for Admission

The Athletic Training Education 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 Education 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 (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. 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 Education 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 NATABOC certification 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.
- 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.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- 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 National Athletic Trainers’ Association 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 (15 hrs):

- **BIO 111** General Biology 4 hrs
- **MA 285X** Statistics 4 hrs
- **PSY 140** Introduction to Psychology 3 hrs

Choose one:
- **CH 103** Introduction to Chemistry 4 hrs
- **CH 111-112** General Chemistry I and II 8 hrs

Required Courses for Major (59 hrs):

Core (45 hrs)
- **HS 160** Introduction to Health Sciences and Medical Terminology 2 hrs
- **HS 165X** Responding to Emergencies and Sport Safety Training 3 hrs
- **HS 168** Prevention and Care of Athletic Injuries 4 hrs
- **HS 201X** Physiology of Exercise 3 hrs
- **HS 202X** Nutrition 3 hrs
- **HS 211** Guided Field Experience and Skills Assessment I 1 hr
- **HS 212** Guided Field Experience and Skills Assessment II 1 hr
- **HS 261** Advanced Techniques and Assessment of Athletic Injuries I 2 hrs
- **HS 262** Advanced Techniques and Assessment of Athletic Injuries II 2 hrs
- **HS 311** Guided Field Experience and Skills Assessment III 1 hr
- **HS 312** Guided Field Experience and Skills Assessment IV 1 hr
- **HS 351X** Biomechanics 3 hrs
- **HS 360** General Medical Conditions in the Physically Active 3 hrs
- **HS 364** Rehabilitation and Therapeutic Exercise 3 hrs
Biology (11 hrs):
- BIO 340-341 Human Anatomy and Physiology I and II 8 hrs
- BIO 474X Introduction to Bioethics 3 hrs

Psychology (3 hrs):
- PSY 228X Sport and Wellness Psychology 3 hrs

Highly Recommended Electives:
- CH 203 Essentials of Organic Biochemistry 4 hrs
- HPW 203 Performance Training and Ergogenic Aids 3 hrs
- HPW 234 Risk Management 2 hrs
- PHY 111-112 General Physics I and II 8 hrs

NOTE: Students who choose to participate in athletics, complete teacher certification, or double major in Sports 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.

Pre-Physical Therapy Major
Major requirements total 46 hours. This includes 16 hours of Biology, 14 hours of Health Sciences, 8 hours of Chemistry, and 8 hours of Physics.

Required Courses for General Education (12 hrs):
- BIO 111 General Biology 4 hrs
- CH 111 General Chemistry I 4 hrs
- MA 121 Calculus and Analytic Geometry I 4 hrs

Required Courses for Major (46 hrs):

**Biology (16 hrs):**
- BIO 340 Human Anatomy and Physiology I 4 hrs
- BIO 341 Human Anatomy and Physiology II 4 hrs
- BIO 410 Biology Seminar 1 hr
- BIO 474X Introduction to Bioethics 3 hrs
Choose one:
- BIO 112 Plant and Animal Kingdoms 4 hrs
- BIO 310 Microbiology 4 hrs
- BIO 320 Immunology 4 hrs
- BIO 430 Developmental Biology 4 hrs

**Health Sciences (14 hrs):**
- HS 168 Prevention and Care of Athletic Injuries 4 hrs
- HS 261 Advanced Techniques and Assessment of Athletic Injuries I 2 hrs
- HS 262 Advanced Techniques and Assessment of Athletic Injuries II 2 hrs
- HS 364 Rehabilitation and Therapeutic Exercise 3 hrs
- HS 366 Therapeutic Modalities and Pharmacology 3 hrs

**Chemistry (8 hrs):**
- CH 112 General Chemistry II 4 hrs
- CH 203 Essentials of Organic Biochemistry 4 hrs

**Physics (8 hrs):**
PHY111-112 General Physics I and II

Highly Recommended (required by many physical therapy schools):

*CH 211-212 Organic Chemistry I and II
HS 160 Introduction to Health Sciences and Medical Terminology
HS 165X Responding to Emergencies and Sport Safety Training
(MA 285X Statistics

*If taken, the CH 211-212 sequence will substitute for CH 203 above.

Choose one to three:

PSY 335 Human Development: Childhood
PSY 336 Human Development: Adult
PSY 337 Psychology of Adolescence

Recommended (required by some physical therapy schools):

CIS 110 Introduction to Computer Fundamentals
HPW 228X Sport and Wellness Psychology
HS 351X Biomechanics
PSY 310 Abnormal Psychology

Choose one:

COM 112 Speech
COM 350 Forensics I

Choose one:

ENG 210X Business Communication
ENG 240X Writing for the Media I

Clinical Hours
Requirement varies from 500 to 1500 hours among physical therapy programs**

HS 480 Professional Rotation in Health Sciences

**Specified: Volunteer 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. May be taken for HS 480 credit. Registration for credit must occur prior to the clinical experience.

Requirements for acceptance vary among physical therapy schools. By the second semester of the freshman year, students should contact possible physical therapy schools for information regarding prerequisite course work required for admission. Courses may then be selected from the recommended courses.

Pre-Nursing Program
Requirements total 67 hours. This includes 31 hours of natural sciences, 12 hours of social sciences, 12 hours of humanities, 9 hours of biblical studies, and 3 hours of supporting courses. This is a recommended two-year program for students transferring to a bachelor of science nursing program at another institution.

Natural Sciences (31 hrs):

BIO 111 General Biology
BIO 310 Microbiology
BIO 340 Human Anatomy and Physiology I
BIO 341 Human Anatomy and Physiology II
BIO 474X Introduction to Bioethics
CH 103 Introduction to Chemistry
CH 203 Essentials of Organic Biochemistry
MA 285X Statistics

Social Sciences (12 hrs):

PSY 140 Introduction to Psychology
SOC 101 Introduction to Sociology
Electives in Psychology or Sociology 6 hrs

Humanities (12 hrs):
ENG 111 Critical Thinking and Writing 3 hrs
PH 180 Introduction to Philosophy 3 hrs
Electives in Humanities 6 hrs

Biblical Studies (9 hrs):
BI 101 Understanding the Old Testament 3 hrs
BI 111 Understanding the New Testament 3 hrs
BI 210 Biblical Interpretation 3 hrs

Supporting Courses (3 hrs):
HPW 180 Introduction to Health and Wellness 3 hrs

Mathematics and Computer Information Systems Department

The mission of the Department of Mathematics and Computer Information Systems is to:
- 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

Mathematics Major
Requirements total 51 hours. This includes 40 hours of mathematics core and 11 hours of supporting courses. Up to 11 hours count for general education requirements.

Core (40 hrs):
CIS 110 Introduction to Computer Fundamentals 4 hrs
CIS 120 Computer Programming I 3 hrs
MA 121 Calculus and Analytic Geometry I 4 hrs
MA 122 Calculus and Analytic Geometry II 4 hrs
MA 221 Calculus and Analytic Geometry III 4 hrs
MA 285X Statistics 4 hrs
MA 321 Mathematical Statistics 4 hrs
MA 322 Differential Equations 3 hrs
MA 331 Linear Algebra 3 hrs
MA 340 History of Mathematics 4 hrs

Choose one:
MA 411 Modern Algebra 3 hrs
MA 413 Real Analysis 3 hrs
MA 420 Number Theory 3 hrs

Supporting Courses (11 hrs):
Choose one sequence:
CH 111-112 General Chemistry I and II 8 hrs
PHY111-112 General Physics I and II 8 hrs

Choose one:
BUS 411 Financial Management 3 hrs
BUS 424 Management Science 3 hrs
PH 170 Logic 3 hrs
PH 242 Philosophy of Science 3 hrs

Mathematics/Secondary Education Major
Major requirements total 72 hours. This includes 29 hours of core mathematics courses, 3 hours of mathematics electives, and 40 hours of professional education courses.

Required Courses for Major (72 hrs):

Core (29 hrs):
CIS 120 Computer Programming I 3 hrs
MA 121 Calculus and Analytic Geometry I 4 hrs
MA 122 Calculus and Analytic Geometry II 4 hrs
MA 221 Calculus and Analytic Geometry III 4 hrs
MA 321 Mathematical Statistics 4 hrs
MA 322 Differential Equations 3 hrs
MA 331 Linear Algebra 3 hrs
MA 340 History of Mathematics 4 hrs

Electives (3 hrs):
Choose one:
MA 411 Modern Algebra 3 hrs
MA 420 Number Theory 3 hrs

Professional Education Courses (40 hrs):
ED 100 Introduction to Teaching 3 hrs
ED 110 Technology for Teachers 2 hrs
ED 240 Foundations of Education 2 hrs
ED 250 Foundational Field Experiences 0 hrs
ED 260X Educational Psychology/Human Development 3 hrs
ED 306 Reading and Writing Across the Curriculum 3 hrs
ED 330 Introduction to Special Education 3 hrs
ED 360 Fundamentals of Secondary and Middle School Methods 3 hrs
ED 364 Secondary Math Methods 2 hrs
ED 385 Multicultural Field Experience 1 hr
ED 413 Student Teaching in the Secondary School 10 hrs
ED 420 Advanced Seminar in Education 5 hrs
PSY 337 Psychology of Adolescence 3 hrs

Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all appropriate certification tests in order to complete their program. Students are required to comply with all state certification requirements that are in place at the time of application for certification. See specific general education requirements listed in the School of Education.

Computer Information Systems Minor
Requirements total 24 hours. This includes 14 hours of core courses and 10 hours of elective courses.

Core (14 hrs):
CIS 110 Introduction to Computer Fundamentals 4 hrs
CIS 120 Computer Programming I 3 hrs
CIS 160 Computer Hardware 4 hrs
CIS 490 Computer Ethics 3 hrs
Electives (10 hrs):
Choose 10 hours from any other CIS courses. Education majors may include ED 110 (Technology for Teachers) or ED 357 (Advanced Technology for Teachers) or both. Music majors may include MUT 360 (Computers in Music). Music Education majors may include any of these three courses.

Management Information Systems Minor
Business Majors
Requirements total 24 hours. This includes 17 hours of core courses and 7 hours of elective courses.

**Core (17 hrs):**
- BUS 424 Management Science 3 hrs
- CIS 110 Introduction to Computer Fundamentals 4 hrs
- CIS 120 Computer Programming I 3 hrs
- CIS 310 Database Management Systems 4 hrs
- CIS 490 Computer Ethics 3 hrs

**Electives (7 hrs):**
Choose 7 hours from any other CIS courses.

Nonbusiness Majors
Requirements total 24-27 hours. This includes 23 hours of core courses and 1-4 hours of elective courses.

**Core (23 hrs):**
- BUS 211 Principles of Management of Organizations 3 hrs
- BUS 212 Human Resources Management 3 hrs
- BUS 213 Principles of Marketing 3 hrs
- CIS 110 Introduction to Computer Fundamentals 4 hrs
- CIS 120 Computer Programming I 3 hrs
- CIS 310 Database Management Systems 4 hrs
- CIS 490 Computer Ethics 3 hrs

**Electives (1-4 hrs):**
Choose 1-4 hours from any other CIS courses.

School of Science and Technology Course Descriptions

**Biology**

**BIO 103  Introductory Biology**
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. Four hours.

**BIO 105S  Environmental Biology**
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 May term only. Four hours.

**BIO 111  General Biology**
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 School of Science and Technology only or by consent of the instructor. Prerequisite or corequisite: CH 103 or CH 111 or consent of department. Laboratory fee. Offered spring semester. Four hours.

**BIO 112  Biology: The Plant and Animal Kingdoms**
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 School of Science and Technology only or by consent
of the instructor. Prerequisite or corequisite: CH 111 or consent of department. Laboratory fee. Offered fall semester. Four hours.

BIO 140  Survey of Human Anatomy and Physiology
A study of human anatomy and physiology. Laboratory is included. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Laboratory fee. Offered fall semester. Four hours.

BIO 150  Laboratory Methods in Biology
This course is designed to meet the needs of the student who requires or desires laboratory experience in a particular area of biology additional to that available as part of the regularly offered course work. 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. One to three hours.

BIO 200  Genetics
A study of the basic principles of heredity, including classical, cytological, population, and molecular genetics. Laboratory is included. Prerequisites: BIO 111, 112 and high school algebra. Laboratory fee. Offered spring semester 2004-05 and alternate years. Four hours.

BIO 201X (HS 201X, HPW 201X) Physiology of Exercise
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 340-341 and current Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester. Three hours.

BIO 210  Ecology and Field Biology
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. Four hours.

BIO 220  General Botany
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. Four hours.

BIO 225  Advanced Laboratory Methods in Biology
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 course work. 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. One to three hours.

BIO 250  Advanced Laboratory Methods in Biology
A study of the fundamental and advanced laboratory experience in a particular area of interest in the biology beyond that offered as part of the regularly scheduled course work. 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. One to three hours.

BIO 285X (MA 285X)  Statistics
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. Computer fee. Four hours.

BIO 305  Scientific Applications
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 on demand. One to four hours.

BIO 310  Microbiology
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. Four hours.

BIO 320  Immunology
A study of the cellular and molecular nature of immunoglobulins, humoral and cell-mediated immune responses, immunopathology, immunobiology, and cancer biology. Laboratory is included. Prerequisites: BIO 111, 112 and CH 112. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Laboratory fee. Offered spring semester 2005-06 and alternate years. Four hours.
BIO 330  Animal Physiology
A detailed study of the physiological processes of animals. Laboratory is included. Prerequisites: BIO 111, 112. Laboratory fee. Offered on demand. *Four hours.*

BIO 340-341  Human Anatomy and Physiology I and II
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. Both semesters must be completed in order to apply to major. *Eight hours.*

BIO 350  Topics in Biology
Utilizing the current literature, this course examines an advanced topic in the field of biology. Prerequisites: BIO 111, CH 103, or CH 111 or consent of the instructor. Course may be repeated with different topic. Laboratory fee may be required depending on topic. Offered on demand. *Three to four hours.*

BIO 400  Origins and Evolution
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 2004-05 and alternate years. *Three hours.*

BIO 405  Advanced Scientific Applications
Advanced instructional 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. Offered on demand. *One to four hours.*

BIO 410  Biology Seminar
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 School of Science and Technology or consent of instructor. Offered each spring semester. *One hour.*

BIO 420  Cell and Molecular Biology
A detailed study of the organization, physiology, metabolism, and molecular biology of the cell. Laboratory included. Prerequisites: BIO 111, 112 and CH 112. Laboratory fee. Offered spring semester 2005-06 and alternate years. *Four hours.*

BIO 430  Developmental Biology
A study of the nature of basic developmental processes of animals at the classical, experimental, and molecular level. Prerequisites: BIO 111, 340, 341. Offered fall semester 2004-05 and alternate years. *Four hours.*

BIO 440  Microbial Physiology
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. *Four hours.*

BIO 450  Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand. *One to three hours.*

BIO 460  Comparative Vertebrate Anatomy
A comparative study of the anatomy, morphology, and functions of vertebrates. Laboratory is included. Prerequisites: BIO 111, 112. Laboratory fee. Offered on demand. *Four hours.*

BIO 470  Undergraduate Research
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, 340-341, 420. Instructor's consent by signature required. May be repeated for credit. Laboratory fee may be required. Offered on demand. *One to four hours.*

BIO 474X (PH 474X)  Introduction to Bioethics
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 (BIO 774). Offered fall semester. May substitute Undergraduate Bioethics Institute (offered in July; register in May Term). *Three hours.*

**BIO 475X (PH 475X)  Topics in Bioethics**
Selected courses taught either at the College or at the Trinity Graduate School. May be repeated for credit with a different topic. Prerequisite: BIO 474 or consent of instructor. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference. *One to three hours.*
Courses include:
- Undergraduate Bioethics Institute (offered in July)
- Bioethics Conference Wrap-around (offered in July)
- Bioethics Seminar (offered fall or spring semester by Trinity Graduate School as BIO 780; topics vary)

**Chemistry**

**CH 101   Contemporary Chemistry**
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 each semester. *Four hours.*

**CH 103   Introduction to Chemistry**
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 nonmajors if the student has had substantial background in chemistry. Laboratory is included. Laboratory fee. Offered fall semester. *Four hours.*

**CH 111   General Chemistry I**
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 School of Science and Technology only or by consent of the instructor. Prerequisite: proficiency in algebra, high school chemistry. Laboratory fee. Offered fall semester. *Four hours.*

**CH 112   General Chemistry II**
A continuation of CH 111. Oxidation-reduction, electrochemistry, chemical thermodynamics, organic and biochemistry, and selected groups of elements are studied. Laboratory is included. This course is open to majors in the School of Science and Technology only, or by consent of the instructor. Prerequisite: CH 103 or CH 111 or consent of instructor. Laboratory fee. Offered spring semester. *Four hours.*

**CH 150   Laboratory Methods in Chemistry**
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 course work. 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. *One to three hours.*

**CH 203   Essentials of Organic Biochemistry**
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 2004-05 and alternate years. *Four hours.*

**CH 211   Organic Chemistry I**
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 2004-05 and alternate years. *Four hours.*

**CH 212   Organic Chemistry II**
A continuation of CH 211. Interpretation of NMR and IR spectra is studied. Laboratory is included. Prerequisite: CH 211. Laboratory fee. Offered spring semester 2004-05 and alternate years. *Four hours.*

**CH 305   Scientific Applications**
In depth instructional 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 instructor. Instructor’s consent by signature required. Offered on demand. *One to four hours.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites/Notes</th>
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<tbody>
<tr>
<td>CH 311</td>
<td>Quantitative Analysis</td>
<td>A study of quantitative methods of inorganic analysis. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered fall semester 2005-06 and alternate years. Four hours.</td>
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<tr>
<td>CH 312</td>
<td>Instrumental Analysis</td>
<td>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 spring semester 2005-06 and alternate years. Four hours.</td>
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<tr>
<td>CH 320</td>
<td>Biochemistry</td>
<td>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 2005-06 and alternate years. Three hours.</td>
<td></td>
</tr>
<tr>
<td>CH 340</td>
<td>Laboratory in Chemistry</td>
<td>Laboratory courses in inorganic, organic, organic qualitative analysis, and biochemistry. Prerequisite: CH 311 or consent of instructor. Laboratory fee. Offered fall semester 2004-05 and alternate years. One hour.</td>
<td></td>
</tr>
<tr>
<td>CH 350</td>
<td>Topics in Chemistry</td>
<td>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. One to four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 405</td>
<td>Advanced Scientific Applications</td>
<td>Advanced instructional 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. Offered on demand. One to four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 410</td>
<td>Chemistry Seminar</td>
<td>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. Offered spring semester. One hour.</td>
<td></td>
</tr>
<tr>
<td>CH 411</td>
<td>Inorganic Chemistry</td>
<td>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, 311 or consent of instructor. Offered fall semester 2004-05 and alternate years. Three hours.</td>
<td></td>
</tr>
<tr>
<td>CH 412</td>
<td>Physical Chemistry of Biological Systems</td>
<td>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 spring semester 2004-05 and alternate years. Four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 421</td>
<td>Physical Chemistry I</td>
<td>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. Four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 422</td>
<td>Physical Chemistry II</td>
<td>A continuation of CH 421. Laboratory is included. Prerequisite: CH 421. Laboratory fee. Offered on demand. Four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 442</td>
<td>Undergraduate Research</td>
<td>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. Offered on demand. One to four hours.</td>
<td></td>
</tr>
<tr>
<td>CH 450</td>
<td>Independent Study</td>
<td>Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand. One to four hours.</td>
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</tr>
</tbody>
</table>

**Computer Information Systems**

| CIS 110   | Introduction to Computer Fundamentals | 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 each semester. Four hours. |
CIS 120  Computer Programming I (formerly CIS 111)
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. *Three hours.*

CIS 150  Topics in Computer Applications (formerly CIS 250)
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 each semester. *One hour.*

CIS 160  Computer Hardware
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. Computer laboratory fee. Offered fall semester. *Four hours.*

CIS 170  Computer Operating Systems
A study of the necessity and functions of the operating system. Will be taught in a lab environment which 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. Prerequisite: CIS 160. Computer laboratory fee. Offered on demand. *Four hours.*

CIS 220  Computer Programming II (formerly CIS 112)

CIS 250  Intermediate Topics in Computer Applications
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. *One or two hours.*

CIS 251  Topics in Computer Languages
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. *One hour.*

CIS 260  Computer Networking
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. Prerequisite: CIS 160 and 170. Computer laboratory fee. Offered on demand. *Three hours.*

CIS 310  Database Management Systems (formerly CIS 212)
The application, logical structure, and physical implementation of database systems. The fundamental purpose of this course is to increase student understanding of how data resources can be managed to support information systems in organization. Prerequisite: CIS 120. Computer laboratory fee. Offered spring semester every other year. *Four hours.*

CIS 312  Data Communications Networks
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. *Three hours.*

CIS 320  Data Structures
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. *Three hours.*

CIS 410  Systems Analysis and Design (formerly CIS 311)
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. *Three hours.*

CIS 430  Advanced Topics in Computer Applications
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. *Three hours.*

CIS 445  Internship
Completion of project under supervision of business organization outside the college community. Prerequisite:
junior or senior standing with completion of at least 8 hours of minor requirements. The course may be repeated for credit for a maximum of 12 hours. **Three to six hours.**

**CIS 450 Independent Study**
Specialized study designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand. **One to four hours.**

**CIS 490 Computer Ethics**
The capstone course of the CIS and MIS minors. This is the class where 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 2005-06 and alternate years. **Three hours.**

**Health Sciences**

**HS 160 Introduction to Health Sciences and Medical Terminology (formerly HPW 160)**
An introduction to health professions examining the educational prerequisites, curriculum, credentialing, licensing, working conditions, and organizations through guest lecturers and field trips. The course also 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. **Two hours.**

**HS 165X (HPW 165X) Responding to Emergencies and Sport Safety Training**
Collegiate-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. **Three hours.**

**HS 168 Prevention and Care of Athletic Injuries (formerly HPW 262)**
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 160 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Laboratory fee. Offered spring semester. **Four hours.**

**HS 201X (HPW 201X, BIO 201X) Physiology of Exercise**
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. **Three hours.**

**HS 202X (HPW 202X) Nutrition**
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 fall semester 2005-06 and alternate years. **Three hours.**

**HS 211 Guided Field Experience and Skills Assessment Level I**
The first semester of a sequenced laboratory skills course designed to progress the student through the National Athletic Trainers Association Educational Competencies critical to preparation for the NATA Board of Certification exam. Level I athletic training skills will be assessed. Under the supervision of a clinical instructor, guided experience in administration of an athletic training program, and coverage of practices and games are included. Prerequisite: HS 168. Offered fall semester. **One hour.**

**HS 212 Guided Field Experience and Skills Assessment Level II**
The second semester of a sequenced laboratory skills course designed to progress the student through the National Athletic Trainers Association Educational Competencies critical to preparation for the NATA Board of Certification exam. Level II athletic training skills will be assessed. Under the supervision of a clinical instructor, guided experience in administration of an athletic training program, and coverage of practices and games are included. Prerequisite: HS 211 or consent of the instructor. Offered spring semester. **One hour.**

**HS 261 Advanced Techniques and Assessment of Athletic Injuries I**
The first 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 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent) or consent of instructor. Offered fall semester. Two hours.

HS 262 Advanced Techniques and Assessment of Athletic Injuries II
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. Two hours.

HS 305 Health Sciences Applications
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. Prerequisite: invitation of instructor. Instructor’s consent by signature required. Offered on demand. One to four hours.

HS 311 Guided Field Experience and Skills Assessment Level III
The third semester of a sequenced laboratory skills course designed to progress the student through the National Athletic Trainers Association Educational Competencies critical to preparation for the NATA Board of Certification exam. Level III athletic training skills will be assessed. Development of team leadership skills will be emphasized. Under the supervision of a clinical instructor, guided experience in administration of an athletic training program, and coverage of practices and games are included. Prerequisite: HS 212 or consent of the instructor. Offered fall semester. One hour.

HS 312 Guided Field Experience and Skills Assessment Level IV
The final semester of a sequenced laboratory skills course designed to progress the student through the National Athletic Trainers Association Educational Competencies critical to preparation for the NATA Board of Certification exam. Level IV athletic training skills will be assessed. Development of team leadership skills will be emphasized. Under the supervision of a clinical instructor, guided experience in administration of an athletic training program, and coverage of practices and games are included. Prerequisite: HS 311 or consent of the instructor. Offered spring semester. One hour.

HS 350 Topics in Health Sciences
Utilizing the current literature, this course examines an advanced topic in a field of health sciences. Prerequisites: BIO 111, CH 103 or CH 111-112, or consent of the instructor. Course may be repeated with different topic. Offered on demand. Three to four hours.

HS 351X (HPW 351X) Biomechanics
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, HS 201X, current Community First Aid and CPR certification (or acceptable equivalent), or consent of instructor. Laboratory fee. Offered fall semester. Three hours

HS 360 General Medical Conditions in the Physically Active
This course covers the knowledge, skills, and values that the entry-level certified 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 the pathology of acute and chronic inflammation, common illnesses, and congenital disorders, including diabetes, asthma, and other medical conditions. Prerequisite: HS 168. Offered spring semester. Three hours.

HS 364 Rehabilitation and Therapeutic Exercise (formerly HPW 364)
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. Three hours.

HS 366 Therapeutic Modalities and Pharmacology (formerly HPW 366)
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. Three hours.

HS 410 Health Sciences Seminar
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. Offered every semester. One hour.

HS 450 Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand. One to four hours.

HS 454X (HPW 454X) Measurement, Research, Statistics, and Technology
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 228X (for SWM majors only), and HS 351X, and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester. Three hours.

HS 456X Administration
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 2004-05 and alternate years. Three hours.

HS 470 Undergraduate Research
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 340-341, HS 261-262. 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. One to four hours.

Mathematics

MA 116 Intermediate Algebra
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. Three hours.

MA 118 Finite Mathematics
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 each semester. Four hours.

MA 120 College Algebra and Trigonometry
Inequalities, linear and quadratic functions; polynomials; complex numbers; trigonometric, exponential, and logarithmic functions. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400), or MA 116. Offered fall semester. Four hours.

MA 121 Calculus and Analytic Geometry I
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. Four hours.

MA 122 Calculus and Analytic Geometry II
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. Four hours.
MA 200  Mathematical Concepts
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. Credit obtained in this course is not applicable toward meeting the general education requirement of the college. Offered on demand. Four hours.

MA 221  Calculus and Analytic Geometry III
Includes three dimensional analytic geometry, vectors, partial derivatives, functions of several variables, multiple integrals, vector calculus. Computer fee. Prerequisite: MA 122. Offered spring semester. Four 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 both semesters. Computer fee. Four hours.

MA 321  Mathematical Statistics
Probability theory, random variables, discrete distributions, continuous distributions, sampling theory, correlation and regression, and hypothesis testing. Prerequisite: MA 121. Offered fall semester 2004-05 and alternate years. Four hours.

MA 331  Linear Algebra (formerly MA 231)
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 2005-06 and alternate years. Three hours.

MA 335  Differential Equations (formerly MA 322)
Linear differential systems, nonlinear first-order equations, series methods, and numerical algorithms. Prerequisite: MA 221 and MA 331. Offered fall semester 2004-05 and alternate years. Three hours.

MA 340  History of Mathematics
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 2004-05 and alternate years. Four hours.

MA 350  Topics in Mathematics
Selected topics in Mathematics announced. May be repeated for credit with different topic. Prerequisites: MA 121, 122. Offered on demand. Three to four hours.

MA 411  Modern Algebra
Groups, rings, fields, and Galois theory. Prerequisite: MA 121. Offered on demand. Three hours.

MA 412  Geometry
Topics selected from advanced Euclidean Geometry, differential geometry, and topology. Prerequisite: MA 122. Offered on demand. Three hours.

MA 413  Real Analysis
The real number system, limits continuity and differentiability of real functions, the Riemann integral. Prerequisite: MA 122. Offered on demand. Three hours.

MA 420  Number Theory
Divisibility, primes, congruences, elementary group theory, diophantine equations, applications to cryptography, continued fractions, and algebraic numbers. Prerequisite: MA 120 or MA 121. Offered fall semester 2005-06 and alternate years. Three hours.

MA 450  Independent Study
Research and specialization studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand. Two to four hours.

Physical Science
PS 101  Earth Science
A basic course in concepts of astronomy, meteorology, and geology. Laboratory is included. Offered on demand. Four hours.

PS 150  Laboratory Methods in Physical Science
This course is designed to meet the need of the student who requires or desires a laboratory experience in physical science additional to that available as part of the regularly offered course work. The area of study will vary with the
needs of the student. Prerequisite: at least one introductory course in physical science and consent of the Chemistry Department Chair. Laboratory fee. Offered on demand. *One to three hours.*

**PS 450 Independent Study**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Laboratory fee may be required. Offered on demand. *One to four hours.*

**Physics**

**PHY 111  General Physics I**
A study of mechanics and heat. Laboratory is included. Prerequisite: MA 121 or consent of instructor. Laboratory fee. Offered fall semester 2004-05 and alternate years. *Four hours.*

**PHY 112  General Physics II**
A study of electricity, optics, and wave theory. Laboratory is included. Prerequisites: PHY 111 and MA 121. Laboratory fee. Offered spring semester 2004-05 and alternate years. *Four hours.*

**PHY 150  Laboratory Methods in Physics**
This course is designed to meet the need of the student who requires or desires a laboratory experience in physics additional to that available as part of the regularly offered course work. The area of study will vary with the needs of the student. Prerequisite: at least one introductory course in physics and consent of the Chemistry Department Chair. Laboratory fee. Offered on demand. *One to three hours.*

**PHY 305  Scientific Applications**
In-depth instructional 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 instructor. Instructor’s consent by signature required. Laboratory fee may be required. Offered on demand. *One to four hours.*

**PHY 405  Advanced Scientific Applications**
Advanced instructional 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 on demand. *One to four hours.*

**PHY 450  Independent Study**
Research and specialized studies designed to meet the need of individual students. Prerequisite: consent of the instructor. Laboratory fee may be required. Offered on demand. *One to four hours.*
School of Social Science

The School of Social Science offers opportunities for students to prepare for careers in business, psychology, and sociology.

Departments: Business, Psychology/Sociology

Majors: Business, Psychology, Social Science

Minors: Political Science, Nonprofit Management, Sociology

Courses: Business, Political Science, Psychology, Sociology

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.

Business Major

Requirements total 53 hours for the Accounting, International Business, Management, Marketing, and Human Resources emphases, 56 hours for the Leadership and Organizational Development emphasis, and 57 hours for the Nonprofit/Parachurch and Church emphasis. Of the above totals, 41 hours are a Business Core.

Core (41 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 110</td>
<td>Principles of Economics I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 112</td>
<td>Principles of Economics II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 121</td>
<td>Principles of Accounting I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 122</td>
<td>Principles of Accounting II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 211</td>
<td>Principles of Management of Organization</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Human Resources Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 213</td>
<td>Principles of Marketing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 281</td>
<td>Survey of International Business</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 440</td>
<td>Seminar in Management Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Management Internship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>1 hr</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
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</table>

Emphases (choose one):

**Accounting Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 321</td>
<td>Intermediate Accounting I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Intermediate Accounting II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Management Science</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Highly Recommended (for students preparing for the CPA exam):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 324</td>
<td>Corporation and Partnership Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Advanced Accounting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 326</td>
<td>Cost Accounting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 327</td>
<td>Theory and Practice of Auditing</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Human Resources Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</td>
<td>3 hrs</td>
</tr>
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</table>
### Courses Overview

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 354</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

### International Business Emphasis (12 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 381</td>
<td>International Finance and Financial Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 382</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>BUS 383</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 484</td>
<td>Seminar in International Business</td>
<td>3</td>
</tr>
</tbody>
</table>

### Leadership and Organizational Development Emphasis (15 hrs)

<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>2</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470X</td>
<td>Leadership Dynamics Practicum</td>
<td>1</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one:

- BUS 351 Organizational Development: 3 hrs
- PSY 305 Organizational Psychology: 3 hrs

### Management Emphasis (15 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 381</td>
<td>International Finance and Financial Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Management Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Marketing Emphasis (12 hrs)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 383</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 433</td>
<td>Conceptual Foundations of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Nonprofit/Parachurch and Church Emphasis (16 hrs)

(for students preparing for management within nonprofit or church-related organizations)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</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 370X</td>
<td>Nonprofit Accounting</td>
<td>1</td>
</tr>
<tr>
<td>BUS 372X</td>
<td>Volunteer Management/Board Agency Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Development Funding/Grantsmanship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Highly Recommended for Business Majors:

- CIS 250 Topics: Lotus 1-2-3 and Spreadsheet Analysis 1 hr
- CIS 250 Topics: Database and Systems Layout 1 hr
- CM 170 Introduction to Youth Ministry 3 hrs
- CM 201 Survey of Christian Education 2 hrs
- CM 242 Introduction to Intercultural Ministries 3 hrs
- ENG 210X Business Communications 3 hrs
- HI 221 History of Africa 3 hrs
- HI 231 History of Asia 3 hrs
- HI 241 History of Latin America 3 hrs
- HI 251 History of the Middle East 3 hrs
- HI 352 Modern Europe 3 hrs
- HI 362X Contemporary World Affairs 3 hrs
- MA 118 Finite Mathematics 4 hrs
- MA 120 College Algebra 4 hrs
- MA 121 Calculus and Analytic Geometry 4 hrs
POL 361  International Relations  3 hrs
PSY 210  Life Planning  3 hrs
PSY 230  Crisis Intervention  3 hrs
PSY 300  Personality  3 hrs
PSY 305  Organizational Psychology  3 hrs
PSY 350X  Social Psychology  3 hrs
PSY 355  Group Dynamics  3 hrs
SOC 101  Introductory Sociology  3 hrs
SOC 330  Race and Ethnic Relations  3 hrs

Nonprofit Management Minor
Requirements total a minimum of 25 hours. Certain courses are cross-listed with the Christian Ministries Department.

BUS 211  Principles of Management of Organization  3 hrs
BUS 212  Human Resources Management  3 hrs
BUS 213  Principles of Marketing  3 hrs
BUS 351  Organizational Development  3 hrs
BUS 352  Compensation and Benefits  3 hrs
BUS 353  Management of Change and Strategic Planning  3 hrs
BUS 370X  Nonprofit Accounting  1 hr
BUS 372X  Volunteer Management/Board and Agency Relations  3 hrs
BUS 373X  Development Funding/Grantsmanship  3 hrs

Psychology/Sociology Department

The Psychology/Sociology 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 fallenness 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. Sociology helps the student gain an understanding of the impact of sin on our world and provides 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.

Psychology Major
Requirements total 41 hours. This includes 23 from the Psychology core and 18 of Psychology electives. Up to 7 of the required hours may be used to meet general education requirements.

Core (23 hrs):

PSY 140  Introduction to Psychology  3 hrs
PSY 141  Psychology Seminar  1 hr
PSY 285X  Statistics  4 hrs
PSY 346X  Research Methods and Design  3 hrs
One Developmental Psychology course: PSY335, PSY336, PSY337  3 hrs
One Learning Course: PSY320, PSY372  3 hrs
One Clinical Psychology course: PSY300, PSY310, PSY400 3 hrs
One Integrative course: PSY430, PSY440 3 hrs

**Electives (18 hrs):**

<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>2 hrs</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Human Sexuality</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Contemporary Issues in Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 255</td>
<td>The Psychology of Addiction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 260X</td>
<td>Educational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality Theories*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Learning and Motivation**</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Human Development: Childhood†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 336</td>
<td>Human Development: Adult†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>The Psychology of Adolescence†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 345X</td>
<td>Internship I</td>
<td>2-6 hrs</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 360X</td>
<td>Introduction to Social Work</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive/Behavioral Psychology**</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 374</td>
<td>Physiological Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 435</td>
<td>Psychological Test and Assessment</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and Theology†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 445X</td>
<td>Internship II</td>
<td>2–6 hrs</td>
</tr>
<tr>
<td>PSY 450</td>
<td>Independent Study</td>
<td>2–6 hrs</td>
</tr>
<tr>
<td>PSY 460</td>
<td>Thesis</td>
<td>3–6 hrs</td>
</tr>
<tr>
<td>PSY 470X</td>
<td>Leadership Dynamics Practicum</td>
<td>1 hr</td>
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</table>

**Leadership and Organizational Development Emphasis (21 hrs)**

Course selections must include the following 15 hours plus an additional 6 hours from the selection of psychology electives.

**Core (15 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td>2 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 420X</td>
<td>Advanced Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 470X</td>
<td>Leadership Dynamics Practicum</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3 hrs</td>
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</table>

**Electives (6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Six hours from Psychology electives</td>
<td>6 hrs</td>
</tr>
</tbody>
</table>
**Sociology Minor**
Requirements total a minimum of 25 hours:

**Core (10 hrs):**  
- SOC 101 Introduction to Sociology 3 hrs  
- SOC 285X Statistics 4 hrs  
- SOC 330 Race and Ethnic Relations 3 hrs

**Electives (15 hrs):**  
Fifteen hours of electives in Sociology; 9 hours must be at 300 or 400 level

**Other Social Science Programs**

**Social Science Major**
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 Business, Education, History, Human Performance and Wellness (excluding HPW 180, 401 and activities courses), Political Science, Psychology, and Sociology
- 15 hours (6 hours at 300-level or above) in second choice of above departments
- 12 hours (3 hours at 300-level or above) in third choice of above departments
- 12 hours (3 hours at 300-level or above) in any of the remaining departments listed above

**Political Science Minor**
Requirements total a minimum of 24 hours. This includes 9 hours of core courses and completion of Track A (16 hours) or Track B (15 or 16 hours). Three of the hours meet general education requirements.

**Core (9 hours):**
- POL 111 Introduction to Political Science 3 hrs

Choose one:
- POL 250 American Government 3 hrs  
- POL 252 Comparative Government 3 hrs

Choose one:
- POL 330X Public Policy 3 hrs  
- POL 361 International Relations 3 hrs  
- POL 382 Political Theory 3 hrs

**Electives (choose one, 15 or 16 hrs):**

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 School of Social Science for approved political science–related courses (16 hrs).

Track C: Choose from the following: IDS 200, any political science elective course from Trinity or Au Sable Institute catalog. See Director of School of Social Science for approved political science–related courses at Au Sable (15 or 16 hrs).

**School of Social Science Course Descriptions**

**Business**

**BUS 110 Principles of Economics I: Macroeconomics**  
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. Offered fall semester. Three hours.

**BUS 112 Principles of Economics II: Microeconomics**  
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 spring semester. Three hours.
BUS 121  Principles of Accounting I
An introduction to principles and procedures, including basic concepts of the accounting cycle and related activities. Offered fall semester. Three hours.

BUS 122  Principles of Accounting II
A continuation of BUS 121. Prerequisite: BUS 121. Offered spring semester. Three hours.

BUS 170X (PSY 170X) Leadership Dynamics (formerly IDS 140)
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. Two hours.

BUS 201  Introduction to Business Law
A consideration of the general principles of law as applied to commercial situations. Emphasis on contracts, negotiable instruments, personal and real property, and trade regulations. Prerequisite: Sophomore standing. Offered spring semester. Three hours.

BUS 211  Principles of Management of Organization
An analysis of the responsibility for the design and control of the organization within the broader social context in which it exists. Review of the functions of planning, organizing, decision making, and control. Special attention given to Christian responsibility in the managerial process. Offered fall semester. Three hours.

BUS 212  Human Resources Management
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. Three hours.

BUS 213  Principles of Marketing
Analysis of the determination of the organizations, products, prices, channels of distribution, and strategies of communication. Study of the influence of the domestic and international marketplace on business decisions. Offered spring semester. Three hours.

BUS 281  Survey of International Business
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. Three hours.

BUS 303  Topics in Management
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 211. Three hours.

BUS 311  Intermediate Macroeconomics
Study of the concepts of national income determination. Attention to the functional relationships between aggregate economic variables. Review of the methods of governmental economic policy. Prerequisites: BUS 110, 112, MA 118 or 120 or 121. Offered on demand. Three hours.

BUS 312  Intermediate Microeconomics
An intermediate-level approach to the determination of prices under various market conditions. Determination of factor prices and topics in welfare economics. Application of microeconomics problems. Prerequisites: BUS 110, 112, MA 118 or 120 or 121. Offered on demand. Three hours.

BUS 313  Topics in Economics
Selected topics as announced, including such fields as Public Finance, Labor Economics, and Current Issues. Prerequisites: BUS 110, 112. Offered on demand. Three hours.

BUS 321  Intermediate Accounting I
Theory and analysis of evaluation of assets and their relation to revenue, cost, and other expenses for income measurement. Creditor and owner equity theory and practice. Prerequisite: BUS 122. Offered fall semester 2004-05 and alternate years. Three hours.

BUS 322  Intermediate Accounting II
A continuation of BUS 321. Prerequisite: BUS 321. Offered spring semester 2004-05 and alternate years. Three hours.

BUS 323  Individual Income Taxation
An introduction to principles and procedures, including basic concepts of federal income taxation for individuals. The course reflects legislative, judicial and administrative changes in the federal income tax code. Prerequisites: BUS 121, 122. Offered fall semester 2005-06 and alternate years. Three hours.
BUS 324  Corporation and Partnership Taxation
An introduction to principles and procedures, including basic concepts of federal income taxation of corporations, partnerships, and estates. Emphasis is placed on corporation formation, corporate operating activities and corporate liquidations, divisions, and reorganizations. Prerequisites: BUS 121, 122. Offered spring semester 2005-06 and alternate years. Three hours.

BUS 325  Advanced Accounting
An in-depth study of business combinations, consolidated financial statements, foreign currency transactions, partnerships, and nonprofit accounting. Prerequisites: BUS 121, 122. Offered fall semester 2005-06 and alternate years. Three hours.

BUS 326  Cost Accounting
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 & CMA examinations. Prerequisites: BUS 121, 122. Offered fall semester 2004-05 and alternate years. Three hours.

BUS 327  Theory and Practice of Auditing
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 121, 122. Offered spring semester 2004-05 and alternate years. Three hours.

BUS 329  Topics in Accounting
Selected topics as announced. Course may be repeated with different topic. Prerequisites: BUS 121, BUS 122, or permission of instructor. Computer fee may be required for some topics. Three hours.

BUS 332  Topics in Marketing
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 213, or permission of instructor. Computer fee for some topics. Three hours.

BUS 333  Sales Principles and Practices
Study and analysis of the role of sales within the corporation. Organization and practice of the sales function, sales strategies, methods, and application. Case studies and application. Prerequisite: Permission of instructor. Offered fall semester. Three hours.

BUS 334  Advertising
Analysis of the principles and effects of advertising. Development of corporate advertising strategy and design. Advertising and public relations. International advertising. Extensive case studies. Prerequisite: BUS 213 or permission of instructor. Offered spring semester 2004-05 and alternate years. Three hours.

BUS 350  Topics in Human Resources
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 212. Offered on demand. Three hours.

BUS 351  Organizational Development
Theory and practice of the structure and development or organization. Stages of development and personnel relationships. Extensive case study and applications. Prerequisite: BUS 212 or permission of instructor. Offered spring semester 2005-06 and alternate years. Three hours.

BUS 352  Compensation and Benefits
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. Application and case studies. Prerequisite: BUS 212 or permission of instructor. Offered fall semester 2005-06 and alternate years. Three hours.

BUS 353  Management of Change and Strategic Planning
Theory, analysis, and application of intervention methods and procedures to effect change within the organization. Leadership roles in effecting change. Prerequisite: BUS 212 or permission of instructor. Offered spring semester 2004-05 and alternate years. Three hours.

BUS 354  Labor Relations
History and survey of the labor movement. Labor/management relations, contracts, and negotiations. International aspects of labor relations. Case studies and application. Prerequisite: BUS 212 or permission of instructor. Offered spring semester 2005-06 and alternate years. Three hours.

BUS 370X (CM 370X)  Nonprofit Accounting
Theory and analysis of evaluation of assets and their relation to revenue, cost, and other expenses for income measurement. Creditor and owner equity theory and practice. Prerequisite: BUS 122. Offered fall semester 2005-06 and alternate years. Three hours.
BUS 372X (CM 372X)  Volunteer Management/Board and Agency Relations
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 2004-05 and alternate years. Three hours.

BUS 373X (CM 373X)  Development Funding/Grantsmanship
Theory, practice, and management leadership in fund-raising for the nonprofit organization. Includes a survey of laws, regulations, and ethics in fund-raising, 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 2004-05 and alternate years. Three hours.

BUS 381  International Finance and Financial Systems
A study of international financial capital in the global economy, focusing on borrowing, lending, and investing in foreign countries. The implications of international business financing are analyzed from both short-term and long-term perspectives, considering both direct and indirect effects. Structure and operation of foreign stock markets, evaluation of foreign securities, and the impact of multinational flows on market liquidity are presented. Portfolio management practices and constraints in different countries are examined and evaluated. Prerequisite: BUS 281. Offered fall semester 2004-05 and alternate years. Three hours.

BUS 382  International Trade
Theory and practical applications of international trade under both perfect and imperfect market conditions. International trade in resources, products, and assets will be analyzed from both static and dynamic perspectives, using modern trade models. The implications of trade blocs such as NAFTA and EU will be critically examined. The practical application of trade models and case studies will be used to explain the implications of import-export transactions on firms’ profits. Prerequisite: BUS 281 or permission of Instructor. Offered fall semester 2004-05 and alternate years. Three hours.

BUS 383  International Marketing
Examination of marketing strategies to achieve firms’ marketing plans, in a global economy. Students will examine current marketing practices, and develop a marketing plan for improving the international marketing of selected product or service lines. Case studies will be used extensively. Prerequisite: BUS 281 or permission of Instructor. Offered fall semester 2004-05 and alternate years. Three hours.

BUS 411  Financial Management
Study of financial practices of institutions. Emphasis on methods available to optimize the acquisition and utilization of funds. Attention to the analysis of cash flow and capital expenditure policy. Prerequisites: BUS 110, 112, 121, MA 118 or 120 or 121. Offered fall semester. Three hours.

BUS 424  Management Science
Introduction of the mathematical model approach to the solution of management problems. Elementary aspects of decision theory under conditions of certainty and uncertainty. Prerequisites: BUS 112, MA 118 or 120 or 121 and MA 285X with departmental approval. Offered spring semester. Three hours.

BUS 433  Conceptual Foundations of Marketing
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 213 and junior or senior standing. Offered spring semester 2005-06 and alternate years. Three hours.

BUS 440  Seminar in Management Policy
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 110, 121, 211, 212, 213, and senior standing. Offered each semester. Three hours.

BUS 445  Management Internship
An integration of a business theory with practical corporate experience in a local industry. The purpose will be to gain insight into the corporate structure through teaching and discussion with the corporate staff and executives. Particular topics for the program will be determined by the product and function of the corporation involved. Prerequisites: BUS 110, 121, 211, 212, 213, permission of instructor, junior or senior standing, and permission of department chair. Offered each semester. Three to six hours.

BUS 450  Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered each semester. One to four hours.

BUS 470X (PSY 470X)  Leadership Dynamics Practicum
An advanced application course in leadership dynamics. Students will practice and evaluate personal leadership
techniques and practices. Prerequisite: Senior status, consent of either business or psychology department chair. Offered spring semester. **One hour.**

**BUS 484  Seminar In International Business**
A survey of the current trends in international business. Students may have opportunities to study, on-site business and economic centers around the world. Findings of the forces driving the international business are critically evaluated. Prerequisite: Permission of the Instructor. Offered fall semester 2005-06 and alternate years. **Three hours.**

**BUS 490  Seminar in Business and Management Ethics**
An integration of Christian ethics with the disciplines of economics/management. Issues, conflicts, and harmonization. Prerequisite: junior or senior standing. Offered spring semester. **One hour.**

**Political Science**

**POL 111  Introduction to Political Science**
A survey of concepts and theories of politics and government, including an examination of some of the enduring questions of conflict and cooperation within and between nation states. Offered spring semester. **Three hours.**

**POL 250  American Government**
This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles are specifically considered. Special attention is also paid to the historical development of governmental institutions in America. Offered fall semester. **Three hours.**

**POL 252  Comparative Government**
A study of different governmental systems and political life in selected European and Third-World nations. Offered on demand. **Three hours.**

**POL 255  Constitutional Law**
An examination of the American constitutional system with special emphasis given to the role of judicial institutions and the impact of Supreme Court decisions. Offered spring semester 2006-07 and every third year. **Three hours.**

**POL 330X (HI 330X) Public Policy and Administration**
This introduction to public analysis combines political science and historical perspectives on the policy-making process. Focus is on the federal government, social regulatory policies enacted during the twentieth century and the decision-making processes of key policy-makers. Students will consider the analytical devices with which public policies are understood and assessed. Specific public policies and policy decisions will be studied within their historical context; these case studies will serve as laboratories for examining the policy-making process. **Three hours.**

**POL 350  Topics in Political Science**
A seminar focusing on a selected topic in political science. May be repeated for credit if topic varies. **Three hours.**

**POL 361  International Relations**
An analysis of the foreign policies of the major powers and their interaction, major variables in international politics (resources, military power, institutions, etc.), techniques of international political relations (diplomacy, propaganda, war, economics), and an examination of global and regional international agencies. Offered on demand. **Three hours.**

**POL 362X (HI 362X) Contemporary World Affairs**
A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. Offered on demand. **Three hours.**

**POL 375  Topics in Law and Government**
A seminar focus on a selected topic such as church and state relations or the First Amendment and American democracy. May be repeated for credit if topic varies. Offered on demand. **Three hours.**

**POL 382  Political Theory**
The development of Western political thought through the study of major theorists from Plato to the present. Offered on demand. **Three hours.**

**POL 445  Internship**
Practical, supervised field experience in law, government, or public service. Offered on demand. **Two to four hours.**

**POL 450  Independent Study**
Research and specialized studies designed to meet the need of individual students. Prerequisite: consent of instructor. Offered on demand. **One to four hours.**

**Psychology**

**PSY 140  Introduction to Psychology**
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. Offered each semester. Three hours.

PSY 141  Psychology Seminar
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. One hour.

PSY 170X (BUS 170X) Leadership Dynamics (formerly IDS 140)
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 each year. Two hours.

PSY 210  Life Planning
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 each semester. Three hours.

PSY 220  Interpersonal Skills Training
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. Prerequisite: PSY 140. Offered each semester. Three hours.

PSY 228X (HPW 228X) Sport and Wellness Psychology
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 fall semester 2004-05 and alternate years. Three hours.

PSY 230  Crisis Intervention
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: PSY 220. Offered fall semester. Three hours.

PSY 240  Human Sexuality
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 fall semester. Three hours.

PSY 250  Contemporary Issues in Psychology (formerly PSY 270)
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. Three hours.

PSY 255  The Psychology of Addiction
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. Three hours.

PSY 260X (ED 260X) Educational Psychology (formerly PSY 301)
Consideration of the psychological foundations of learning. Emphasis is placed on the physical, social, and psychological development of children and adolescents. Offered each semester. Three hours.

PSY 280  Introductory Statistics
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 is not applicable toward meeting the general education requirement of the college or for meeting major requirements in biology, sociology, psychology, or business. Offered each semester. Computer fee. Three hours.

PSY 285X (MA 285X) Computer Applications in Data Analysis
An examination of the use 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. One hour.
PSY 285X (MA 285X)  Statistics
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. Computer fee. Four hours.

PSY 300  Personality Theories
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. Three hours.

PSY 305  Organizational Psychology
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 2004-05 and alternate years. Three hours.

PSY 310  Abnormal Psychology
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. Three hours.

PSY 320  Learning and Motivation
A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to Christian living, counseling, and education are also considered. Prerequisite: PSY 140. Offered fall semester. Three hours.

PSY 335  Human Development: Childhood
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 2004-05 and alternate years. Three hours.

PSY 336  Human Development: Adult
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 2005-06 and alternate years. Three hours.

PSY 337  The Psychology of Adolescence
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. Three hours.

PSY 346X (SOC 346X) Research Methods and Design (formerly PSY 340)
This course introduces students to research methods in the social sciences. The course guides students, as researchers, in making good choices in applying research methods to reach quality conclusions. It also guides students, as research consumers, in evaluating research reports and coming to quality decisions by recognizing research methods strengths and limiting liabilities. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and PSY 285X. Offered spring semester. (Not open to students with credit in PSY 340.) Three hours.

PSY 350X (SOC 350X) Social Psychology
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 2005-06 and alternate years. Three hours.

PSY 355  Group Dynamics
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 on demand. Three hours.

PSY 360X (SOC 360X) Introduction to Social Work
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 2004-05 and alternate years. Three hours.

**PSY 372 Cognitive Behavioral Psychology**
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 2004-05 and alternate years. Three hours.

**PSY 374 Physiological Psychology**
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 2004-05 and alternate years. Three hours.

**PSY 400 Therapeutic Psychology**
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 2005-06 and alternate years. Three hours.

**PSY 420X (SOC 420X) Advanced Interpersonal Skills Training**
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. Prerequisites: PSY 140, 220, and invitation of the instructor. Offered each semester. Three hours.

**PSY 430 Psychology of Religion**
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 behavior as well as moral behavior. Offered spring semester 2005-06 and alternate years to students with a minimum of 9 hours of psychology coursework and junior or senior standing. Three hours.

**PSY 435 Psychological Tests and Assessment**
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. Three hours.

**PSY 440 Integration of Psychology and Christian Faith**
A discussion seminar on (1) foundational integrative methodologies regarding the discipline of psychology and Christian faith, (2) topics of general interest such as lifestyle, counseling, parenting, and leadership. Emphasis will be on practical applications to situations confronting the Christian today. Offered spring semester 2004-05 and alternate years to students with a minimum of 15 hours of psychology coursework. Three hours.

**PSY 450 Independent Study**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand. Two to six hours.

**PSY 460 Thesis**
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. Permission of department required. Three to six hours.

**PSY 470X (BUS 470X) Leadership Dynamics Practicum**
An advanced application course in leadership dynamics. Students will practice and evaluate personal leadership techniques and practices. Prerequisite: senior status, consent of either business or psychology department chair. Offered spring semester each year. One hour.

**Sociology**

**SOC 101 Introductory Sociology**
A study of the basic structures of human society including social forces that hold groups together or pull them apart. Social institutions such as family, education, religion, and political economic systems are examined using sociological tools of analysis. Offered fall semester. Three hours.
SOC 221  Marriage and the Family
Marriage and the family in historic and contemporary society, including the changes in family structure, function, and roles. The problems of dating, courtship, and marriage in modern American society are presented and related to biblical principles. Offered fall semester 2004-05 and alternate years. Three hours.

SOC 222  Social Problems
A study of the principles of social disorganization and the application of these principles to an analysis of selected social problems. Offered spring semester. Three hours.

SOC 231  Cultural Anthropology
An introduction to the principles of cultural anthropology. Includes the cross-cultural analysis of such topics as religion, language, family, economics, and political systems and an introduction to culture and personality studies, structural-functional analysis, and cultural ecology. Offered spring semester 2005-06 and alternate years. Three hours.

SOC 250  Special Topics in Sociology
An exploration of current topics in society and the discipline as addressed by sociological theory and research. Offered on demand. Three hours.

SOC 285X (MA 285X)  Statistics
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. Computer fee. Four hours.

SOC 324  Criminology
A study of individual and community factors as they relate to cause and correction. Theories in their historical context will be integrated with the present-day perspective of prevention and treatment. The roles of the church, the courts, the governments, and other community agencies will be considered. Prerequisite: SOC 101. Offered spring semester 2004-05 and alternate years. Three hours.

SOC 230  Race and Ethnic Relations (formerly SOC 330X)
This course provides a sociological perspective on intergroup relations between different ethnic groups. Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. Offered each semester. Three hours.

SOC 335  Urban Sociology
An examination of the urbanization process, the dynamics of the urban "explosion" and its implications worldwide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of urban policies designed to address those problems are also considered. Students are given firsthand exposure to the urban environment. Prerequisite: SOC 101. Offered fall semester 2005-06 and alternate years. Three hours.

SOC 346X (PSY 346X)  Research Methods and Design
This course introduces students to research methods in the social sciences. The course guides students, as researchers, in making good choices in applying research methods to reach quality conclusions. It also guides students, as research consumers, in evaluating research reports and coming to quality decisions by recognizing research methods strengths and limiting liabilities. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and SOC 285X. Offered spring semester. (Not open to students with credit in PSY 340.) Three hours.

SOC 350X (PSY 350X)  Social Psychology
A study of the interrelationships between the individual and social groups. Topics included are 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 2005-06 and alternate years. Three hours.

SOC 360X (PSY 360X)  Introduction to Social Work
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 2004-05 and alternate years. Three hours.

SOC 420X (PSY 420X)  Advanced Interpersonal Skills Training
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. Prerequisites: PSY 140, 220, and invitation of the instructor. Offered each semester. Three hours.
REACH

"Trinity was quite a distance in travel from my home; nevertheless, it was the 'perfect' school. It provided education in a Christian environment– each class began with prayer."

Vickie Trotter, REACH alumna (BA '00)

Relevant Education for the Adult Christian (REACH)

Since 1983, Trinity has supplied adults with a means of completing their undergraduate degree through its REACH program. During that time, the school has helped hundreds of satisfied students reach their goals.

REACH degree programs offer an opportunity for adults to complete a Bachelor of Arts degree in Communication and Organizational Leadership, Christian Ministry, or Elementary Education. A total of 126 semester hours are required for the completion of a bachelor's degree. Students may start with some or no previous college experience and build their degree by selecting from several accelerated, lock-step clusters of courses and electives, along with prior learning assessment.

Accelerated Education Degree Programs

The REACH degree programs are designed to meet the following objectives:

- Provide adult students a flexible means of completing their entire undergraduate degrees in a reasonable time frame without forcing students to abandon work or family responsibilities.
- Cater to adult needs for relevance, convenience, and vocational advancement without compromising academic excellence within a Christian liberal arts context.
- 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 clusters that proceed one course at a time in a lock-step fashion. 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 perhaps a minor. They may also take individual classes offered as electives and seek assessment of credit for prior learning.

Standard Framework

- REACH is designed to be a nonresidential program.
- Classes meet one time per week for a four-hour block.
- Students take one course at a time in a lock-step fashion.
- Students generally stay with the same group of people through an entire cluster, forming a cohort.
- Class groups begin when a cohort of between 12 and 22 can be formed. They do not follow traditional semesters.
- Students attend class throughout the year with periodic breaks but no long “summer vacation.”
- Classes may be subdivided into study groups expected to accomplish group tasks in addition to individual work.
- Quantitative courses such as Math, Accounting, Finance, and Statistics are allotted more in-class time due to greater need for help from instructors.
- Primary emphasis is placed on building widely transferable skills rather than preparing individuals for specific job functions.
- Skills that cross the curriculum are deemed just as important as content specific to courses (e.g., writing, speaking, problem solving, decision making, information literacy, critical thinking.)
- Lecture is minimized, leaving time for integrative activities and student input. Prior learning is valued and drawn from to enhance the educational environment.
Accreditation and Memberships
Trinity International University’s Trinity College, and with it the REACH program, is accredited by the North Central Association of Colleges and Schools. Trinity is also an approved school by the Illinois State Board of Education. Trinity is a member institution of the Christian College Consortium, the Council of Christian Colleges and Universities, the Christian Adult Higher Education Association, the National Association of Intercollegiate Athletics, the Northern Illinois Intercollegiate Athletic Conference, the Association of Christian Continuing Education Schools and Seminaries, the Resources for the Education of Adults in the Chicago Area, the Council for Adult and Experiential Learning, and the Learning Resources Network.

Admission
Because students often enter Trinity with prior course work, different clusters have different admission requirements. The primary goal of the admission requirements is to ensure that students enter equipped for success.

In order to fairly treat the diversity represented by adult learners, admission criteria may be adjusted by an admissions committee when questions of qualification arise.

Standard Admission Requirements
The standard requirements for admission to REACH course work, no matter how many credits are transferred from other institutions, are as follows:

- Attainment of at least 23 years of age before beginning course work
- Proof of high school graduation or GED certification
- Original transcripts from all previous college/university study indicating an overall cumulative grade point average of 2.0 (using 4.0 scale)
- At least two years of significant work, volunteer, or parenting experience
- Two letters of recommendation assessing professional abilities, character, and capacity for university-level study
- At least 500 on the Test for English as a Foreign Language (TOEFL) exam by applicants for whom English is not their first language

Admission for Those Transferring Fewer than 15 Semester Credits (General Cluster I only)
Students transferring fewer than 15 credits may be admitted only to General Cluster I of the REACH program and only by satisfying one of the following criteria in addition to the standard admission requirements:

- Satisfactory score on a university designed assessment tool, or
- Minimum ACT score of 19 or SAT score of 900 on tests taken no more than 5 years previously, or
- Graduation from high school in the top quartile (75th percentile or better) with a GPA no less than 2.5 (on a 4.0 scale). If this last option is chosen, high school graduation can be no more than 10 years previous. In addition, transcripts must show at least three English courses, Algebra, Geometry, two Social Studies courses, two Science courses, and two courses in Language or Fine Arts.

Admission to General Cluster II, III, IV, or Electives
Beyond the standard admission requirements, additional requirements for admission to General Cluster II, III, IV, or electives, include

- Completion of at least 25 transferable credits from an accredited college or university (transfer credit must represent “C” or better work) or from Trinity
- ENG 110 College Writing or equivalent with a “C” or better

Admission to the Communication and Organizational Leadership Major
In addition to the standard admission requirements, a student entering the Communication and Organizational Leadership major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university (transfer credit must represent “C” or better work) or from Trinity
- ENG 110 College Writing or equivalent with a “C” or better
Admission to the Christian Ministry Major
In addition to the standard admission requirements, a student entering either the Christian Ministry major or the Interpersonal and Group Communication major must meet the following criteria:

- Completion of at least 42 transferable credits from an accredited college or university (transfer credit must represent “C” or better work) or from Trinity
- ENG 110 College Writing or equivalent with a “C” or better
- At least 6 credits in Biblical Studies, with 3 hours related to New Testament and 3 hours related to Old Testament
- Christian Ministry candidates must be actively involved in some ministry of a local church and be recommended to the program by a pastor in that same church

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 58 transferable credits from an accredited college or university (transfer credit must represent “C” or better work) or from Trinity
- ENG 110 College Writing or equivalent with a “C” or better
- A passing score on the Illinois Test of Basic Skills (#096)
- Submission of an acceptable “Letter of Intent to Teach”
- Recommendation for admission to the Education major by the Education faculty after a personal interview

Admission to the REACH to Teach Certification Program
Individuals with a bachelor’s degree from a regionally accredited institution may be admitted to the REACH to Teach Certification Program if they meet the standard REACH admission requirements and the following criteria:

- Attainment of at least a 2.5 GPA on all previous college course work
- ENG 110 College Writing or equivalent with a “C” or better
- A passing score on the Illinois Test of Basic Skills (#096)
- Submission of an acceptable “Letter of Intent to Teach”
- Recommendation for admission to the Education major by the Education faculty after a personal interview
- Those seeking secondary certification must also achieve a passing score on the appropriate ISBE Subject Matter Knowledge test (i.e., secondary English, mathematics, biology, or history)

General Education
The following general education requirements are to be completed by all REACH students prior to graduation:

IDS 105R Foundations for Adult Learning (3 hrs)*

Biblical Studies (6 hrs)
- Old Testament (3 hrs)
- New Testament (3 hrs)

Psychology (3 hrs)
- General Psychology or Developmental Psychology

Social Sciences (6 hrs)
- Choose at least 2 fields: Anthropology; Economics and Business; Education; Political Science; Psychology, Sociology; Health and Wellness

Humanities (12 hrs)
- Choose at least 4 fields: Art, English, Foreign Language, History, Literature, Music, Philosophy. May also be met through taking HI 101R, 102R, and 103R.

College Writing (6 hrs)
Science (3 hrs)
Biology, Geology, Astronomy, Chemistry, Physics, or Earth Sciences. Must have significant lab or fieldwork component.

Math or Computer Science (3 hrs)

Intercultural Study (3 hrs)
Students must give evidence of exposure and sensitivity to diverse cultures. They may accomplish this through any of the following means. Choose one:
1. Travel or internship, with learning documented through a life learning paper.
2. Domestic intercultural study or work, with learning documented through a life learning paper.
3. One year of college-level foreign language study.
4. Approved course emphasizing intercultural studies, such as:
   - Culture and Communication
   - Urban Sociology
   - Acts from a Sociological and Cross-Cultural Perspective
   - Race & Ethnic Relations

*NOTE: IDS 105R must be completed as the first course in the REACH program for all incoming degree-seeking students. During the course, writing will be assessed and students will be directed as to which writing courses, if any, must be completed within the first 26 hours of their REACH experience.

Graduation Requirements
To be eligible to receive the Bachelor of Arts degree from Trinity International University through the REACH program, a student must meet the following requirements:

- 126 semester hours of credit. Included in this figure are those hours required in general education and the student's major field of study.
- A cumulative Trinity grade point average of 2.00. Also, general education and major requirements must each be completed with a minimum GPA of 2.00.
- Successful completion of the REACH general education requirements.
- Acceptance into a major and fulfillment of the requirements of that major.
- Demonstrate adequate skill in composition on a university-designated writing assessment or successfully complete ENG 111 (Critical Thinking and Writing) with a "C" or better.
- Complete at least 30 of the last 45 credits at Trinity. Hours completed through Credit by Examination do not count toward these 30 hours.

Graduation Time Frame

<table>
<thead>
<tr>
<th>Number of credits earned at time of entry into the program</th>
<th>Number of years to complete</th>
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<tbody>
<tr>
<td>0-25 credits</td>
<td>7 years</td>
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<tr>
<td>26-58 credits</td>
<td>5 years</td>
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<tr>
<td>59+ credits</td>
<td>3 years</td>
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REACH General Clusters
Those students who come to Trinity with general education deficiencies are encouraged to take one or several of the General Clusters in order to meet their requirements. These clusters are designed to provide a solid liberal arts foundation in a convenient package. Cohort groups will be formed by students who intend to go through the entire course sequence. Once a cohort group is formed, however, other students may drop into individual courses to fulfill elective requirements.

General Cluster I
IDS 105R Foundations for Adult Learning 3 hrs, 5 wks
ENG 111 Critical Thinking and Writing 3 hrs, 5 wks
HI 101R History of Western Culture I 4 hrs, 7 wks
BI 120R  Understanding the New Testament  3 hrs, 5 wks
HI 102R  History of Western Culture II  4 hrs, 7 wks
SOC 221R  Marriage and Family  3 hrs, 5 wks
HI 103R  History of Western Culture III  4 hrs, 7 wks
HPW 200R  The Wellness Lifestyle  3 hrs, 5 wks
TOTAL  27 hrs, 46 wks

**General Cluster II**

PSY 402R  Adult Development  3 hrs, 5 wks
ENG 115R  Writing and Research  3 hrs, 5 wks
BIO 300R  Environmental Conservation  3 hrs, 5 wks
SOC 335R  Urban Sociology  3 hrs, 5 wks
ENG 305R  Argumentation and Persuasive Speaking  3 hrs, 5 wks
BI 314R  Torah  3 hrs, 5 wks
HI 362R  Contemporary World Affairs  3 hrs, 5 wks
ENG 355R  Literature and Ideas  3 hrs, 5 wks
TOTAL  24 hrs, 40 wks

**General Cluster III**

HI 121R  U.S. History I  3 hrs, 5 wks
BIO 145R  Human Biology  4 hrs, 7 wks
POL 250R  American Government  3 hrs, 5 wks
HI 340R  History of Christianity  3 hrs, 5 wks
PH 350R  Asian Religious Thought  3 hrs, 5 wks
PS 101R  Earth Science  4 hrs, 7 wks
ENG 222R  Studies in Fiction  3 hrs, 5 wks
ENG 235R  Children’s Literature  3 hrs, 5 wks
TOTAL  26 hrs, 44 wks

**General Cluster IV**

IDS 100R  Introduction to Christian Thinking and Living  3 hrs, 5 wks
BI 110R  Understanding the Old Testament  3 hrs, 5 wks
BI 210R  Biblical Interpretation  3 hrs, 5 wks
CM 275R  Teaching the Bible  3 hrs, 5 wks
TOTAL  12 hrs, 20 wks

**REACH Majors**

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 all courses that constitute the major.

**Communication and Organizational Leadership Major**

COM 300R  Group Communication  3 hrs, 5 wks
PSY 315R  Life Assessment  3 hrs, 5 wks
COM 410R  Theories in Communication  3 hrs, 5 wks
COM 310R  Interpersonal Communication  3 hrs, 5 wks
COM 420R  Organizational Communication  3 hrs, 5 wks
BUS 440R  Leading and Managing  4 hrs, 7 wks
COM 421R  Technology and Communication  3 hrs, 5 wks
COM 400R  Culture and Communication  3 hrs, 5 wks
COM 480R  Values Communication  4 hrs, 7 wks
COM 455R  Applied Communication Case Study  3 hrs, 5 wks
TOTAL  32 hrs, 54 wks
### Christian Ministry Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
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<tr>
<td>PSY315R</td>
<td>Life Assessment</td>
<td>3 hrs</td>
<td>5 wks</td>
</tr>
<tr>
<td>BI 420R</td>
<td>Progress of Redemption I</td>
<td>4 hrs</td>
<td>7 wks</td>
</tr>
<tr>
<td>BI 425R</td>
<td>Practical Application of Biblical Hermeneutics</td>
<td>3 hrs</td>
<td>5 wks</td>
</tr>
<tr>
<td>BI 421R</td>
<td>Progress of Redemption II</td>
<td>3 hrs</td>
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<td>BUS 440R</td>
<td>Leading and Managing</td>
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<td>BRS 325R</td>
<td>Doctrine and Evidence</td>
<td>3 hrs</td>
<td>5 wks</td>
</tr>
<tr>
<td>PSY375R</td>
<td>Foundations of Christian Counseling</td>
<td>3 hrs</td>
<td>5 wks</td>
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<td>BI 432R</td>
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</tr>
<tr>
<td>CM 446R</td>
<td>Reflective Internship in Christian Ministry*</td>
<td>3 hrs</td>
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<td></td>
<td>Electives</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>50 hrs</strong></td>
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</tbody>
</table>

*CM 446R may be taken at any time after the student has taken at least 25 credits in the major. In addition to the listed courses in the major (41 credits), students must complete an additional 9 elective credits in the area of Bible, Biblical and Religious Studies, Christian Education & Missions, Greek, or Hebrew. Other courses from departments other than those listed may fulfill this elective requirement on appeal if the student can demonstrate that the course directly aids ministry.*

### Elementary Education Major

((Elementary Certification with Middle School Endorsement)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 100R</td>
<td>Introduction to Teaching</td>
<td>3 hrs</td>
</tr>
<tr>
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</tr>
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<td>Multicultural Field Experience</td>
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</tr>
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<td>ED 331R</td>
<td>Reading: Literacy Development and Assessment</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 341R</td>
<td>Concepts and Methods of Teaching Science and Health K-9</td>
<td>2 hrs</td>
</tr>
<tr>
<td>MA 200R</td>
<td>Mathematical Concepts</td>
<td>4 hrs</td>
</tr>
<tr>
<td>ED 343R</td>
<td>Concepts and Methods of Teaching Social Studies K-9</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 345R</td>
<td>Elementary Math Methods</td>
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<tr>
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<td>Integrating the Arts in Instruction K-9</td>
<td>2 hrs</td>
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<td>Classroom Management</td>
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<td>ED 422R</td>
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</tr>
<tr>
<td>ED 401</td>
<td>Student Teaching in the Elementary School</td>
<td>10 hrs</td>
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<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>53 hrs</strong></td>
</tr>
</tbody>
</table>

*Students majoring in Elementary Education must meet all Illinois state general education requirements in addition to Trinity’s general education requirements.*

### REACH to Teach Illinois Certification Program

College graduates who want to be certified to teach elementary or secondary school in Illinois may enroll in REACH to Teach, a program that offers required education courses in a nontraditional mode. Participants may remain in their current employment until the final professional semester when they do their student teaching. Additional credits beyond the professional core supplied by REACH to Teach may be required to meet the State of Illinois general education and major field requirements. State requirements must be completed prior to student teaching. School of Education personnel will review college transcripts to determine if additional courses must be completed for certification.
Elementary Certification with Middle School Endorsement/K–9 (53 hrs)

<table>
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<td>53 hrs</td>
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Secondary Certification with Middle School Endorsement/6–12 (40 hrs)
*(available only in Biology, History, English, and Mathematics)*

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<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
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<tr>
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<td>ED 306R</td>
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<tr>
<td>ED 330R</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337R</td>
<td>The Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 360R</td>
<td>Fundamentals of Secondary and Middle School Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 361</td>
<td>Teaching Biology (biology cert. only)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 362</td>
<td>Teaching of Language Arts and Literature (English cert. only)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 363</td>
<td>Teaching History and Social Studies (history cert. only)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 364</td>
<td>Teaching Secondary &amp; Middle School Math Methods (math cert. only)</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 385R</td>
<td>Multicultural Field Experience</td>
<td>1 hr</td>
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<tr>
<td>ED 413</td>
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<tr>
<td>TOTAL</td>
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</table>

**REACH Course Descriptions**

The first 2-3 alpha characters of a course number indicate the department of study, the first numeric character indicates the division level (1 and 2 are lower-division courses; 3 and 4 are upper-division courses) and the “R” prefix or suffix to the numeric characters indicates that the course is designed for nontraditional adult students and is taught in an accelerated format. An “XX” preceding the course number indicates that the appropriate academic department designation will be added to the transcript.

**XX 100R Prior Learning Assessment**

Life Learning Paper (LLP) or Business and Professional Training (BPT) documentation petitioned and approved for lower-division academic credit toward the appropriate academic division. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. **Credit variable.**
XX 350R  Prior Learning Assessment
Life Learning Paper (LLP) or Business and Professional Training (BPT) documentation petitioned and approved for upper-division academic credit toward the appropriate academic division. The PLA documentation summarizes the prior learning that has taken place through formal education, technical training, and other learning experiences. 

Credit variable.

BI 110R  Understanding the Old Testament
A survey of the various types of literature in the Old Testament, examining samples of each and applying methods of interpretation common to all Old Testament literature and specific to each genre. Satisfies Old Testament biblical studies requirement. 

Three hours.

BI 120R  Understanding the New Testament
An overview of the various types of literature in the New Testament (gospel, historical narrative [Acts], letter, and apocalypse), the methods of study appropriate to each with application to specific texts and to New Testament content. Satisfies New Testament biblical studies requirement. 

Three hours.

BI 210R  Biblical Interpretation
This course is designed to acquaint the student with a basic understanding of the principles of biblical interpretation, as well as with the primary tools of biblical research. The student will then apply these principles and tools to the study of a selected New Testament epistle. Satisfies New Testament biblical studies requirement. 

Three hours.

BI 305R  The Prophetic Voice
The prophetic books of the Old Testament along with the Revelation of St. John will be surveyed. Special attention will be given to the role and message of the prophets in ancient Israel, as well as to the implications of that message to life today. 

Three hours.

BI 312R  Life of Christ
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 topics of Messiahship, kingdom of God, discipleship, and controversy. Prerequisite BI 120R or permission of the dean. Satisfies New Testament biblical studies requirement. 

Three hours.

BI 314R  Torah
A study of the first five books of the Old Testament with special attention given to the theology and typology implicit in the early narratives, the covenant, and the civil and cultic law of the Hebrew people. The beginnings of God’s redemptive plan will be explored. Satisfies Old Testament biblical studies requirement. 

Three hours.

BI 318R  The Epistles and the Practical Christian Life
The practical outworking of Christian theology and piety in terms of character, ethics, worldview, and church community in contemporary society will be discussed in light of the Pauline and general epistles. Students will be challenged to come to terms with the consequences of belief in day-to-day life in the church and society, just as the early church was challenged by these great apostolic letters. 

Three hours.

BI 400R  Romans
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. Satisfies New Testament biblical studies requirement. 

Three hours.

BI 405R  New Testament Theology
An in-depth study of the central tenets of the Christian faith with emphasis on the doctrines of God, the church, sin, and salvation. Satisfies New Testament biblical studies requirement. 

Three hours.

BI 415R  Theological Issues
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. 

Three hours.

BI 420R  Progress of Redemption I (OT)
A study of God’s plan of redemption as it progressively unfolds in the Bible. This theme is traced through the Old Testament to discover God’s purpose and methods in dealing with his people. Satisfies Old Testament biblical studies requirement. 

Four hours.

BI 421R  Progress of Redemption II (NT)
A continuation of the study of God’s plan of redemption as it progressively unfolds in the New Testament record. How God acts in human history is seen in the life of Christ and how God speaks is observed through the epistolary records. Finally the progress of redemption and process of revelation are brought together in the climax of history. Satisfies New Testament biblical studies requirement. 

Three hours.
BI 425R  Practical Application of Biblical Hermeneutics
Principles of biblical hermeneutics are applied to various genres, styles, and types of biblical writing. Particular emphases are placed on critical analysis, interpretation, and application of selected passages. Three hours.

BI 430R  The Book of Acts
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. Satisfies New Testament biblical studies requirement. Three hours.

BI 432R  Acts from a Sociological and Cross-Cultural Perspective
This course examines the book of Acts with special emphasis on the Apostle Paul’s missionary journeys. Paul’s journeys are used as a basis for the study of different cultures and worldviews. Students analyze the relationship of the gospel and the church to culture, for the consideration of the issues involved in communicating the gospel in today’s multiethnic and multiclass society. Satisfies New Testament biblical studies requirement. Three hours.

BIO 145R  Human Biology
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. Satisfies Science general education requirement. Four hours.

BIO 300R  Environmental Conservation
An ecological approach to the study of conservation of natural resources as related to current environmental problems. Significant fieldwork is required. Satisfies Science general education requirement. Three hours.

BRS 325R  Doctrine and Evidence
The major doctrines of the historic Christian faith are explored looking closely at their varied expressions in the diverse Christian communions. Critical examination of theological issues and supporting evidence will be central to the content. Three hours.

BUS 230R  Consumer Finance
A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, medical care, housing, and budgeting; and an introduction to insurance and investment. Ethical issues concerning consumerism, stewardship, and capitalistic values will be considered, as will relevant macroeconomic principles. Offered on demand. Three hours.

BUS 400R  Human Resource Development
This course will emphasize the importance of training and development in organizations. The primary issues involved in analyzing needs, developing curriculum, and implementing a training program will be studied and discussed. Offered on demand. Three hours.

BUS 440R  Leading & Managing
A study of leadership skills and organizational management. Emphasis will be placed on both visionary and situational leadership. Simulation activities will assist in learning about various topics such as leadership styles, management by objectives, appraisal of self and others, conflict resolution, and negotiation. Four hours.

BUS 442R  Servant Leadership Concepts
Drawing from both Scripture and contemporary leadership literature, students will evaluate the notion of “servant as leader” and look at possible models for its implementation within contemporary organizations. Offered on demand. Three hours.

BUS 447R  Negotiation and Conflict Resolution
Using simulation, case studies, and fieldwork assignments, this course focuses on the development of the communication and management skills essential for successfully resolving conflict or negotiation situations within the workplace. Structural issues contributing to dysfunction will also be investigated. Offered on demand. Three hours.

BUS 480R  Business Ethics
An examination of values and ethical decision making with an emphasis on the integration of faith and practice. The analysis of situations calling for moral thinking and reflection on one’s own life is the key element of the course. Three hours.

CM 275R  Teaching the Bible
A study of the 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. Three hours.
CM 325R Evangelism in a Postmodern World
Prevailing cultural, sociological, and philosophical trends in North America are explored with the goal of examining how these trends are impacting the church and its evangelistic mission. Students will critically examine various approaches to evangelism and church growth in light of the prevailing culture. Three hours.

CM 330R Discipleship Across the Lifespan
The central church mission of “making disciples” will be analyzed in light of current trends in social and developmental psychology. Interpersonal communication and educational theory will also be examined and applied. Three hours.

CM 446R Reflective Internship in Christian Ministry
A capstone course for the Christian Ministry 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. Three hours.

CH 200R Chemistry for the Consumer
A study of the fundamental concepts of chemistry with particular application to the substances in our everyday world. Material to be covered will include atomic structure, chemical bonding, nuclear energy, chemical reactions, and an introduction to organic chemistry. Laboratory is included. Satisfies Science general education requirement. Three hours.

CIS 230R Applied Computer Technology
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, spread sheets, word processing, data bases, multimedia and Internet design and research. Lab fee will be charged. Satisfies Computer Science general education requirement. Three hours.

COM 140R Introduction to Public Relations
An analysis of public relations theory and practice, focusing on public relations environments, audiences, and message strategies. Offered on demand. Three hours.

COM 300R Group Communication and Decision Making
A study of how people communicate and make decisions in a group context. Emphasis is placed on principles of communication, personal relationships, and resolving conflict. Three hours.

COM 310R Interpersonal Communication
An examination of the foundations of interpersonal communication. Relational skills, learning theory, and personality styles will be studied. These concepts will be applied in such contexts as business and Christian ministry. Three hours.

COM 330R Gender and Communication
Students will examine current research regarding differences and similarities in female and male verbal and nonverbal communication patterns in a variety of settings, including marriage and work. Offered on demand. Three hours.

COM 400R Culture and Communication
The nature of culture and the ways in which cultures vary are explored. An examination of the relationship between culture and the individual forms the basis for recognizing potential problems and abilities in cross-cultural communication. The relationship of the gospel and the church to culture are analyzed as a basis for considering the issues involved in the communication of the gospel. Satisfies Intercultural Study general education requirement. Three hours.

COM 410R Theories of Communication
Students will understand a wide variety of general and contextual theories of communication and how these theories relate to the study of interpersonal and group communication. Students will also develop a framework for understanding communication from a Christian worldview. Three hours.

COM 420R Organizational Communication
An examination of communication systems within an organization. Attention is given to the effects of communication systems on organizational learning, dialogue, diversity, power, and conflict. A comparative approach is used to study communication within different types of organizations, specifically churches and businesses. Three hours.

COM 421R Technology and Communication
Students will examine the nature of interpersonal and group communication in the context of a global technological society. They will consider the effects of technology on communication in the workplace and in personal relationships. Three hours.
COM 455R  Applied Communications Case Study
Each student will prepare a case study using various means of data collection to identify and analyze a problem, to evaluate various solutions, and to make a recommendation regarding a communications-related topic in an organization in which they are currently involved. Each student will give two oral presentations on their case study. Three hours.

COM 480R  Values Communication
An examination of values formation, ethical decision making, and the communication of values. Moral developmental theory is discussed and students examine their own values in light of Scripture. Analysis of situations calling for moral thinking and reflection on one's own life is the key element of the course. Four hours.

ED 100R  Introduction to Teaching
A survey course designed to provide students with a basic understanding of the teaching profession through experiences and activities focused on four broad categories: teachers and teaching; students and schools; schools and society; and the foundations of American education. Special emphasis is given to multicultural issues in education. Three hours.

ED 110R  Technology for Teachers
The utilization of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Students will become familiar with application software and will create lessons and units that integrate technology. Lab fee will be charged. Two hours.

ED 240R  Foundations of Education
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. Students work throughout the course to develop their own educational philosophy. Two hours.

ED 280R  Fundamentals of Elementary and Middle School Methods
A research-based, comprehensive, and practical introduction to elementary and middle school methods, including units on brain-based learning, cooperative learning, middle school philosophy, interdisciplinary thematic units, and lesson planning. Three hours.

ED 260R  Educational Psychology/Human Development
Consideration of the psychological foundations of learning. Emphasis is placed on the physical, cognitive, social, and psychological development of children and adolescents. Three hours.

ED 306R  Reading and Writing Across the Curriculum
An introduction to key issues in reading research and instructional practice with special focus on teaching methods that develop strategic reading of content area texts. Designed to give students the background needed to develop a comprehensive reading and writing program within specific content areas. Three hours.

ED 330R  Introduction to Special Education
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. A minimum of six hours of field experience required (requires three visits to special education classrooms). Three hours.

ED 331R  Reading: Literacy Development and Assessment
Advanced application of the theory and methodology of elementary and middle school reading instruction, including whole language philosophy as well as units on ESL readers, assessment issues, and diagnosis of classroom reading problems. Three hours.

ED 341R  Concepts & Methods of Teaching Science & Health K-9
This course is an extension of ED 340R. A study of the methods of teaching science and health in the elementary school with particular emphasis on the topics, organization, and administration of science and health education programs. Two hours.

ED 343R  Concepts and Methods of Teaching Social Studies K-9
A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Limited to elementary education majors. Two hours.

ED 345R  Elementary Math Methods
This course is an extension of MA 200. Content includes a study of the methods of teaching elementary math concepts, grades K–6. Emphasis is placed on a diagnostic approach to math instruction and development and to a sound theory of the acquisition of math concepts at the early grades. Two hours.
ED 349R  Integrating the Arts in Instruction K-9
This course focuses on the integration and utilization of art, music, and drama to enhance learning in the elementary classroom. Two hours.

ED 360R  Fundamentals of Secondary and Middle School Methods
An orientation to secondary education with emphasis on brain-based and constructivist learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning. Three hours.

ED 361R  Teaching Biology in the Secondary and Middle School
A course encompassing the current subject-specific methods and approaches used in teaching biology in the secondary and middle school. Course work includes development of curriculum incorporating content, scientific method, and laboratory exercise. Two hours.

ED 362R  Teaching of Language Arts and Literature in the Secondary and Middle School
Study of problems and methods of teaching language skills and literature in the secondary school. Prerequisite: Students must be proficient in grammar and usage and must submit a satisfactory writing sample before being allowed to enroll in the course. Writing samples will be judged by the staff of both English and Education Departments. Two hours.

ED 363R  Teaching History and Social Studies in the Secondary and Middle School
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. Two hours.

ED 364R  Secondary and Middle School Math Methods
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. Required of all elementary mathematics concentration majors and all secondary mathematics majors. Includes a field component. Prerequisites: ED 280 or ED 360. Two hours.

ED 385R  Multicultural Field Experience
This course offers the opportunity to connect theory with experience as students consider educational practice in culturally diverse settings. Students learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through course reading and discussion and then develop a firsthand awareness of key issues through their field placements. A minimum of 36 clock hours of field experience as a teacher apprentice in a multicultural classroom setting is required. One hour.

ED 401R  Student Teaching in the Elementary School
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Student is progressively involved in the total school program as he or she demonstrates the ability to handle the responsibilities. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the appropriate content area test. Must be taken in the same semester with ED 421R and ED 422R. Attendance required at scheduled feedback session. Ten hours.

ED 413R  Student Teaching in the Secondary School
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Student is progressively involved in the total school program as he or she demonstrates the ability to handle the responsibilities. All students must meet the requirements for student teaching outlined in the School of Education Handbook, which includes passing the appropriate content area test. Must be taken in the same semester with ED 421R and ED 422R. Attendance required at scheduled feedback session. Ten hours.

ED 421R  Classroom Management
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. Two hours.

ED 422R  Advanced Seminar in Education
A discussion of current critical issues in American education, this course is designed to support the goals of the student teaching 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 student teaching. Three hours.

ENG 111R  Critical Thinking and Writing
Intensive practice in academic writing, with emphasis on the writing process. Students will enhance skills in idea development and in the effective organization and expression of ideas in various expository contexts. Some grammar and word usage will be included. Partially satisfies REACH general education requirement in College Writing or humanities. Three hours.
ENG 115R Writing and Research
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. Partially satisfies REACH general education requirement in College Writing or humanities. Three hours.

ENG 222R Studies in Fiction
Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111R or equivalent. Three hours.

ENG 235R Children's Literature
A survey and critical study by genre of literature for children and adolescents. Three hours.

ENG 305R Argumentation and Persuasive Speaking
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. Three hours.

ENG 355R Literature and Ideas
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. Three hours.

ENG 400R Writing Fiction
Analysis and practice of fiction writing techniques that culminates in the development of a portfolio of short stories. Classes follow a workshop format. Does not satisfy College Writing requirement. Three hours.

ENG 441R Business Writing
A practice-oriented approach to contemporary business writing, with emphasis on case studies simulating a broad range of business settings. Attention will be given to topics such as current issues in intercultural communication. Does not satisfy College Writing requirement. Three hours.

HI 101R History of Western Culture I
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. Satisfies Humanities general education requirement. Four hours.

HI 102R History of Western Culture II
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. Satisfies Humanities general education requirement. Four hours.

HI 103R History of Western Culture III
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. Satisfies Humanities general education requirement. Four hours.

HI 121R United States History I
A study of the political, social, and economic development of the United States from the discovery of America to Reconstruction. Three hours.

HI 340R History of Christianity
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. Three hours.

HI 362R Contemporary World Affairs
A broad survey of the domestic and world scene since 1945, with emphasis on current developments and patterns for the future. Three hours.

HI 375R Topics in American History
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, Civil War, Civil Rights, Sports in America, Chicago History, Vietnam War. May be repeated for credit if topic concentration differs. Three hours.

HPW 200R The Wellness Lifestyle
A study of attitudes and behaviors that enhance the quality of life and maximize one’s potential for personal growth and health management. Topics include exercise, nutrition, stress, mental and emotional health, prevention and
control of disease, substance use and abuse, accident prevention and safety, community health, environmental health, human sexuality, family life education, and the aging process. Three hours.

IDS 100R Introduction to Christian Thinking and Living
This course is an introduction to living and thinking as a Christian in the world of ideas and lifestyle. It focuses on the concept of “worldview” as a vision of and for life. May be used as an elective in the REACH Christian Ministry major. Three hours.

IDS 105R Foundations for Adult Learning
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. Three hours.

MA 101R Mathematical Analysis
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. Prerequisite: DS 100R or sufficient score on math placement test. Satisfies Math general education requirement. Three hours.

MA 200R Mathematical Concepts
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. Credit obtained in this course is not applicable toward meeting the general education requirement of the college. Four hours.

MA 302R Middle School Math Methods
Course addresses the curriculum of middle school (grades 5–8) mathematics, methods of teaching concepts, and writing of materials. Three hours.

MA 333R Applied Business Statistics
A course designed to help students analyze and interpret quantitative data. Application of statistical concepts to business-related process control, quality control and research will all be explored. Satisfies Math general education requirement. Three hours.

PCS 100R Mathematical Foundations
Covers whole numbers, fractions, decimals, percentages, and ratios. Also included are basic algebra, factoring polynomials, linear equations, graphing, and problem solving. Serves as preparation for MA 101R. May not be applied toward general education requirement. Two hours.

PCS 105R Critical Reading and Writing for College
This course is designed to help students practice the critical skills in reading that are central to academic writing and discussion. The course provides students the opportunity to read, discuss, apply, integrate, and critique material from various academic disciplines and offers instruction in committing their thoughts to writing. May be required for entry into ENG 111 (Critical Thinking and Writing) depending on writing assessment score. May not be applied toward general education requirement. Two hours.

PH 350R Asian Religious Thought
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. Three hours.

POL 250R American Government
This course surveys the structure, function, and principles of federal, state, and local government. National and state constitutional principles are specifically considered. Special attention is also paid to the historical development of governmental institutions in America. Three hours.

PS 101R Earth Science
A basic course in concepts of astronomy, meteorology, and geology. Laboratory/field work is included. Satisfies Science general education requirement. Four hours.

PSY 300R Personality
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, Skinner, Perls, Erikson, Sullivan, and Allport. Personality assessment, current personality research, and philosophical approaches to theory building will also be discussed. Prerequisite: Introduction to Psychology or permission of dean. Three hours.
PSY 315R  Life Assessment
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. *Three hours.*

PSY 337R  The Psychology of Adolescence
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. Applications will be encouraged for students who plan to work with adolescents. Satisfies Psychology general education requirement. *Three hours.*

PSY 375R  Foundations of Christian Counseling
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. *Three hours.*

PSY 402R  Adult Development
A study of human development encompassing late adolescence through old age. Physical, perceptual, cognitive, social, and emotional changes will be considered along with major issues and life decisions faced during adulthood. Satisfies Psychology general education requirement. *Three hours.*

SOC 221R  Marriage and the Family
Marriage and the family in historic and contemporary society, including the changes in family structure, function, and roles. The problems of dating, courtship and marriage in modern American society are presented and related to biblical principles. *Three hours.*

SOC 330R  Race and Ethnic Relations
This course provides a sociological perspective on intergroup relations between different ethnic groups. Cultural-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined. Satisfies Intercultural Study general education requirement. *Three hours.*

SOC 335R  Urban Sociology
An examination of the urbanization process, the dynamics of the urban “explosion,” and its implications worldwide. Particular attention is given to subcultural groupings and to the social and subcultural interactions that characterize the urban experience. The inherent problems of urban growth and the enactment of urban policies designed to address those problems are also considered. Students are given first-hand exposure to the urban environment. Satisfies Intercultural Study general education requirement. *Three hours.*
Official Policies

“My favorite part of theater at TIU is the unity of the cast. We pray together at every practice. We are all working together for the common goal.”

Catie Whiting (Class of 2004)

Academic Integrity
The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) the use of one’s God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and (3) relationships within our community are to be nurtured in an environment of trust.

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

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

Any student who breaks the standard of academic integrity by cheating or plagiarism will be dealt with severely by the faculty and staff and will be reported to the Associate Dean of Students. This may result in a failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

Acceptable Use Policy Summary for Technology and Telecommunication Systems
The following summarizes major points contained in the Acceptable Use Policy. Students are responsible for abiding by the complete text contained within the “Terms and Conditions for University Technology and Telecommunications Systems - Acceptable Use Policy.” Please visit our web site at http://tiunet.tiu.edu/it/policy/content/conduct/trinity_aup.pdf or request a copy from the Dean of Students office. This policy supercedes 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 email 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 Services 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 email and access to Worldwide Web pages

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

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

You may not use University computers, networks, system resources, and phones:

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

Additionally, you may not use University computers, networks, and system resources:
• For unauthorized browsing or exploring, or making other unauthorized attempts to view data, files, or directories belonging to TIU or to other users
• To transmit, use, or serve unauthorized software
• To violate copyrights of documents or media
• For misuse of message boards or any web-based community
• For computer tampering or unauthorized alteration of data, identification, or credentials
• For introducing deviant software (viruses, worms, etc.) into the University network and systems

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

Auxiliary Aids and Services for Students with Disabilities
In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of the College to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Associate Dean of Students, acting as the institution’s ADA coordinator, assists students with disabilities in obtaining auxiliary aids and services. The Associate Dean of Students in consultation with the Academic Department Chair or School Director and 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 of the College.

It is the policy of the College 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, emotional diagnostic tests, or other professional evaluations to verify the need for auxiliary aids, services, or academic adjustments.

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

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the Dean of Students, should direct their complaints to the Executive Vice President/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 Act as it pertains to copying both course materials and material for personal use are available through the Dean of the College’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 you become aware of a violation of this policy, you 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 student’s right to privacy by limiting the transfer of their records without their consent. “Educational records” are defined as those records, files, documents, and other materials directly related to a student that are maintained by Trinity, or by a person acting for Trinity, in the normal course of business. The Records Office has a full copy of the Act should you desire to review it in full.

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

1. Private notes and other materials created by Trinity’s personnel, provided they are not revealed to another individual.
2. Medical, psychiatric, or similar records created or maintained by a physician, psychiatrist, psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student’s choice may review such records).
3. Law enforcement records, which are kept separate from education records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student access to such records is at the sole discretion of the individual who maintains these materials.)

It should also be noted that the Act specifically indicates that the legislation does not alter the confidentiality of communications otherwise protected by law. To ensure that the school does not compromise the rights of individuals enjoyed prior to the enactment of the legislation, students and alumni will not be permitted access to materials of an evaluative nature that were received or placed in files prior to November 19, 1974.

Additionally, as provided by the Act, students shall not have the right to see confidential letters and statements of recommendation placed in educational records prior to January 1, 1975, provided that they are used only for the purposes for which they were intended. The Act further stipulates that students do not have the right to see financial records of their parents.

As provided by the legislation, students may voluntarily waive their rights of access to confidential recommendations on or after January 1, 1975, in three areas: admissions, job placement, and receipt of awards. Under no circumstances, however, can a student be required to waive this right.
The legislation also makes clear that the parent or legal guardian of a dependent student, as defined for Federal Income Tax purposes, has a right to information about his or her child without the school’s having to seek the student’s consent. Thus, upon the written request of a parent or legal guardian of a dependent student, the school will honor this right to the extent that it is required by law.

As provided by the Act, the school retains the right to publish at its discretion the following categories of information with respect to each student presently or previously attending the school: the student’s name, address, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, class level, honors, certificates, degrees and dates conferred, and the most recent previous educational agency or institution attended by the student. Students have a right to inform the school within a reasonable period of time that any or all of this so-called “directory information” should not be released without their prior consent. Requests by the student to suppress from public distribution the above-mentioned information are to be made annually.

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

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

A. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:

1. Other university officials, including faculty, who have legitimate educational interests
2. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record
3. Those representatives of the federal government and the state who are identified in the “Act,” provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
4. Those who serve in connection with the student’s application for, or receipt of, financial aid
5. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
6. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
7. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
8. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
9. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
10. In connection with a health or safety emergency
11. Information that has been designated as “directory information"
12. To the parent of a student who is not an eligible student or to the student
13. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime
B. Records (usually only transcripts) released to any organization, agency, or individual at a student’s request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.

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

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

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student’s request be made in writing and, where appropriate, in person. On request, the student may be required to identify him- or herself in filing a request prior to having access to his or her records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has 45 days from the time of request until it must comply with the request.

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

**Firearms**

For the safety of all concerned, campus regulations require that no firearms or fireworks are to be kept on the campus. Weapons of any kind are not permitted on campus. You may contact the Student Development Office for clarification on specific items. Violators of this regulation will face disciplinary action, which may include dismissal without refund.

**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 Development Office will be glad to assist you in any such matters and has available for all students a written copy of the official grievance procedures to be followed.

**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.

**Posters and Notices**

All items posted on the college side of campus by students must be approved and stamped by the Student Development Office Manager. If posted on the seminary side of campus, items must be approved by the Student Services Office.

**Referenda and Petitions**

Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Student Senate. All referenda and petitions must be submitted to the Dean of Students and approved by the President’s Advisory Cabinet before being distributed or circulated. All items posted on campus by students must be approved and stamped by the Student Development Office.

**Soliciting**

No soliciting is permitted on campus and violations of this should be reported to the Dean of Students.
Vehicles
Any motor vehicle parked on campus during business hours must display a Trinity parking permit, available from Security Services. Parking restrictions are in effect from 8:00 A.M. to 5:00 P.M., Monday through Friday, except resident parking lots, which are always restricted. Temporary permits are available without charge for visitors and for students who will be using a vehicle for less than one month. Apartment residents having two vehicles on campus must obtain Trinity parking permits for each, and the second vehicle must be parked only in areas specified by Security Services. Dorm residents are authorized to have only one vehicle registered on campus. Anyone expecting guests is responsible to obtain a temporary parking permit for them.

Unlicensed or inoperable vehicles may not be stored at Trinity and may be removed from campus at the owner’s expense. Vehicles that have received two warning citations to obtain a Trinity permit also may be towed off campus at the owner’s expense. Rental trucks or trailers require parking permits and may be parked temporarily where designated by Security. Drivers are encouraged to review campus parking regulations and to contact Security with any questions related to parking matters.

Due to parking space constraints, a limited number of freshmen are allowed to have a motor vehicle on campus. Information on other transportation options is available in the Student Development Office in the Lew Center.
Enrollment Summary

“Trinity provided a place where my childhood Christianity and training grew and blossomed into a kingdom worldview full of expanded perspectives, opportunities, and increased understanding.”

William Smith (BA ’71, MDiv ’73), Superintendent for Midwest District, Evangelical Free Church

### Fall 2003 On-campus Enrollment:

#### Traditional Students
- Freshman women: 111
- Freshman men: 115
- Sophomore women: 82
- Sophomore men: 96
- Junior women: 92
- Junior men: 86
- Senior women: 116
- Senior men: 92
- Readmits: 15
- Nondegree seeking: 15
- Extension: 7

*Total Traditional Students: 827*

#### REACH Students
- Women: 234
- Men: 89

*Total REACH Students: 323*

#### EXCEL Students
- Women: 196
- Men: 82

*Total EXCEL Students: 278*

*Total Enrollment: 1,428*

### States Represented

- Illinois: 60.3%
- Wisconsin: 10.9%
- Michigan: 4.0%
- Ohio: 3.3%
- Minnesota: 2.8%
- California: 2.1%
- Iowa: 2.0%
- Arizona: 1.9%
- Indiana: 1.5%
- Colorado: 1.2%
- All others: 10.0%
### Trinity College Academic Calendar

“I believe that my years at Trinity and majoring in Youth Ministry helped me have an effective ministry today. Trinity gave me the tools and mentor relationships to grow in my dependence on Christ.”

Kristin Rubow Yount (BA ’99), Teacher in a poor and underresourced community

Reference should be made to the current [Student Handbook](#) or to the [Internet Academic Calendar](#) for specific dates and deadlines for registration, exams, adding/dropping classes, and special seminars and lectures.

<table>
<thead>
<tr>
<th>Fall</th>
<th>2004</th>
<th>2005</th>
<th>2006 (projected)</th>
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<tbody>
<tr>
<td>Faculty Workshop</td>
<td>Aug 19-20</td>
<td>Aug 18-19</td>
<td>Aug 17-18</td>
</tr>
<tr>
<td>Student Orientation &amp; Registration</td>
<td>Aug 21-24</td>
<td>Aug 20-23</td>
<td>Aug 18-21</td>
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<tr>
<td>First Day of Class</td>
<td>Aug 25*</td>
<td>Aug 24*</td>
<td>Aug 23*</td>
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<tr>
<td>Labor Day (Mon) No Classes</td>
<td>Sept 6</td>
<td>Sept 5</td>
<td>Sept 4</td>
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<tr>
<td>Quad A Ends</td>
<td>Oct 13</td>
<td>Oct 12</td>
<td>Oct 11</td>
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<tr>
<td>Fall Break</td>
<td>Oct 14-17</td>
<td>Oct 13-16</td>
<td>Oct 12-15</td>
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<tr>
<td>Quad B Begins</td>
<td>Oct 18</td>
<td>Oct 17</td>
<td>Oct 16</td>
</tr>
<tr>
<td>University Day of Prayer (No classes)</td>
<td>Oct 26</td>
<td>Oct 25</td>
<td>Oct 24</td>
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<tr>
<td>Thanksgiving Recess</td>
<td>Nov 24-29</td>
<td>Nov 23-28</td>
<td>Nov 22-27</td>
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<tr>
<td>Last Day of Classes</td>
<td>Dec 10</td>
<td>Dec 9</td>
<td>Dec 8</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec 13-16</td>
<td>Dec 12-15</td>
<td>Dec 11-14</td>
</tr>
</tbody>
</table>

*All Monday AM and PM classes meet in lieu of Wednesday classes.

<table>
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<th>2006</th>
<th>2007 (projected)</th>
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<td>Jan 8-9</td>
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<td>Jan 12*</td>
<td>Jan 11*</td>
<td>Jan 10*</td>
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<tr>
<td>M. L. King Day (Mon) No Classes</td>
<td>Jan 17</td>
<td>Jan 16</td>
<td>Jan 15</td>
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<td>Quad A Ends</td>
<td>Mar 2</td>
<td>Mar 1</td>
<td>Feb 28</td>
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<tr>
<td>Spring Break</td>
<td>Mar 3-13</td>
<td>Mar 2-12</td>
<td>Mar 1-11</td>
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<tr>
<td>Quad B Begins</td>
<td>Mar 14</td>
<td>Mar 13</td>
<td>Mar 12</td>
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<tr>
<td>University Day of Prayer (No classes)</td>
<td>April 6</td>
<td>April 5</td>
<td>April 4</td>
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<tr>
<td>Easter</td>
<td>Mar 24-29</td>
<td>April 13-18</td>
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<tr>
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<tr>
<td>Final Exams</td>
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<tr>
<td>Bacc &amp; Commencement (Fri-Sat)</td>
<td>May 13-14</td>
<td>May 12-13</td>
<td>May 11-12</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Summer</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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