Trinity College 2010-2011 Catalog

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Accreditation
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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 Message from the President

At Trinity International University (TIU), we are committed to academic excellence and a holistic educational experience.

Here are some of our commitments to you:

- We commit to teaching you God’s absolute truth.
- We commit to equip you with a biblical worldview, showing you how to integrate all of God’s truth into your life.
- We commit to prepare you for a successful career.
- We commit to academic quality—to train you for the rigorous work of intellectual inquiry with a focus on lifelong learning.
- We commit to building a Christ-centered community where you will feel both supported and stretched by friends, teachers, and mentors.
- We commit to offering you a liberal arts education, grounding your education in the traditions of the best thinking over the centuries

We believe that your college education should prepare you well for your place of leadership. Though you may think, “but I am not a leader,” we disagree! Leadership is influencing a group of people to accomplish their God-given purpose in a way that contributes to God’s global mission. Everyone can use his or her personal influence for the sake of the Gospel. God asks you to be intentional and strategic in how you use the talents, skills, and resources he has given you.

Global poverty, pandemics, economic turmoil, climate changes, terrorism, conflicts, broken relationships, and untold human suffering—these are all words that represent fear and depression to many. To followers of Christ, they are challenging opportunities to serve him and others. Here at TIU, we have created a learning community that will prepare you to invest your life in worship, love, service, and professional excellence. No matter what God calls you to do with your life and your chosen career, you can make a difference!

Craig Williford (PhD ’95)
President
A Message from the Executive Vice President/Provost

Few decisions in life are more significant than the choice of which university or college to attend. This catalog introduces you to Trinity College, the undergraduate school of Trinity International University in Deerfield, Illinois. I trust that as you read on, 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. Students find that Trinity is the right place for them to learn and grow for many reasons:

Foundational Values
Trinity is unswervingly committed to biblical Christianity. The school is affiliated with the Evangelical Free Church of America and holds to inerrant Scripture as the authority for all that is taught and undertaken at the university. Trinity 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 excellence in education for students in whatever field they are pursuing.

Integration of Faith, Learning, and Life
Trinity takes seriously the responsibility to facilitate 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 and living.

Outstanding Faculty
Trinity has a teaching faculty made up of scholars 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
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 develops among students. Trinity is wonderfully conducive to forming relationships, establishing values, and preparing to make a difference in the world.

We want Trinity to be a place where Jesus Christ is the center of learning, living, and growing as disciples. I hope you will join us as 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, EdD
Executive Vice President/Provost
A Message from the Dean

Welcome to Trinity College. As you make the important decision about where to get your college education, you need all kinds of information. In this catalog you will find information about the many majors, programs, and courses that we offer, as well as academic policies, financial aid, student affairs, community life, and more of what you need to know about Trinity. Higher education, however, is about more than just acquiring information.

A Christian liberal arts education includes experiencing academic programs that equip students to engage the culture from a Christian perspective. Even more, it is an encounter with a total learning experience both inside and outside the classroom. At Trinity we believe in educating the whole person; we expect your experience to be life-shaping. We are committed to help you learn in all areas to think and live maturely in and for Christ. It is my hope that you will sense this spirit as you explore educational opportunities at Trinity.

I invite you to contact my office with your questions. Or, even better, why not come visit Trinity in person to help you discern if this is the Christian learning community to which God is leading you?

Robert Herron, PhD
Dean of Trinity College and Graduate School
About 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 regional centers in Chicago, Illinois, in Davie, Florida, and in 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 regional center in 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–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. The residential undergraduate program in Miami closed in 2000, and the undergraduate and graduate programs were renamed the Trinity International University–Florida Regional Center. In 2002 the College of Arts and Sciences was renamed Trinity College. Trinity Graduate School at the Trinity Law School campus in California closed in 2008.

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 College 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 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 dean of the College.

1962 The 79th Annual Conference renames the seminary Trinity Evangelical Divinity School (TEDS).

1963 Dr. Kenneth S. Kantzer is appointed dean.

1964 Dr. Edward Neteland becomes 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 dean of the College.

1974 Dr. Kenneth M. Meyer is elected TEDS president. 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.

1979 Dr. Warren S. Benson becomes interim dean of Trinity Evangelical Divinity School.

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

Dr. Robert Baptista becomes dean of the College.

1984 Dr. Kenneth M. Meyer becomes president of the College.

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

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

1993 The Miami Campus becomes part of Trinity College of Arts and Sciences.

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.

1997 Trinity Graduate School is established by founding dean Dr. Kenneth S. Kantzer.

Dr. Jeanette L. Hsieh becomes dean of Trinity College and senior vice president for academic affairs. The first class enters Trinity Graduate School. Trinity celebrates its 100th anniversary.

1998 Trinity Law School, in Santa Ana, California, is incorporated into Trinity International University in January.

Dr. Miriam Stark Parent becomes dean of Trinity Graduate School.

2000 The leadership of Trinity Graduate School is given to the academic dean of the College, and Dr. Jeanette L. Hsieh becomes dean of Trinity College and Trinity Graduate School.

2001 Dr. Harold A. Netland becomes interim dean of Trinity Evangelical Divinity School.

2003 Dr. Tite Tiénou is named senior vice president of Education and dean of Trinity Evangelical Divinity School.

2004 Dr. Jeanette L. Hsieh is named executive vice president/provost of Trinity International University.

Dr. James W. Mohler becomes interim dean of Trinity College and Graduate School.

2005 Dr. James Stamoolis is named dean of the College and Graduate School and senior VP for academic affairs.

Donald R. McConnell is named dean of Trinity Law School.
2007  Trinity Graduate School celebrates its 10th anniversary.  
Dr. Gregory L. Waybright resigns as president, and Dr. Jeanette L. Hsieh is named interim president.  
Dr. James Stamoolis resigns as dean of Trinity College and Trinity Graduate School.  
Dr. Steven R. Pointer becomes interim dean of Trinity College.  
Dr. Joyce A. Shelton becomes interim dean of Trinity Graduate School and REACH.  

2008  Trinity Graduate School discontinues its extension programs at the Trinity Law School campus in California.  

2009  Dr. G. Craig Williford becomes president of Trinity International University.  
Dr. Jeanette L. Hsieh resumes her position as executive vice president/provost.  

2010  Dr. Robert Herron is named dean of the College and Graduate School and senior vice president for academic affairs.  

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-versity). 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 to prepare people for ministry. However, cultural influence has eroded most schools’ Christian 
convictions. Such schools no longer give students a Christian understanding of their disciplines or seek to prepare 
students for the demands of living the Christian life. Whereas these schools have a profound impact on students 
and society, they have no common philosophy or values.  
The state of educational environments today is the reason it is so important to have a Christian university—why 
humanity needs to begin again to build great institutions that will explore God’s world while acknowledging that he 
is Lord in the natural and social sciences, humanities, fine arts, and every aspect of experience. It is the reason 
Trinity International University can offer a fine education to undergraduate and graduate students alike—an 
education for service to God in the workplace, family, church, and community.  

Governance  
Preservation of a legacy calls for wise and careful leadership. We are governed by a thirty-one-member Board of 
Regents (eighteen elected by the Evangelical Free Church of America Annual Conference delegates, nine 
appointed by the Board of Regents, three EFCA ex officio, and the TIU president) who carry the responsibility for 
the successful conduct of the school and for cooperation with local congregations of the EFCA. 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 full-time faculty and more than 3,000 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)
Dean: Robert Herron, PhD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Davie, Florida, offers a wide range of majors, including nontraditional options at all three locations. The Florida Regional Center offers cohort clusters at satellite locations throughout the Miami-Dade, Broward, and Palm Beach counties. The South Chicago Regional Center has a classroom building in Dolton. At the Deerfield Campus, Trinity College offers a full range of undergraduate majors, grouped together in five divisions: Division of Biblical, Religious, and Philosophical Studies; Division of Education; Division of Humanities; Division of Science, Technology, and Health; and Division of Social Science. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premed majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degree in Bioethics, Cultural Engagement, and Teaching and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. EXCEL offers similar nontraditional programs at the Florida Regional Center.

Trinity Graduate School (TGS)
Dean: Robert Herron, PhD

Trinity Graduate School offers master’s degree programs in Deerfield, Illinois, and Davie, Florida. 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 at the Florida Regional Center. Concentrations in Mental Health Counseling and in Guidance and Counseling are available. (At the Deerfield Campus, the MA in Mental Health Counseling program is offered through Trinity Evangelical Divinity School.) The MA in Cultural Engagement (MA/CE) is offered on the Deerfield Campus, and emphases in Religious Studies, Bioethics, and Social Entrepreneurship are available. The MA in Bioethics (MA/BIO) is a third program offered by TGS at the Deerfield 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/Master of Arts in Bioethics is offered. Also offered on the Deerfield Campus is the Master of Arts in Teaching (MA/T). 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 program is offered one night a week and on some Saturdays in a cohort-based format to accommodate adults. In addition, in conjunction with Trinity College, dual degrees (Bachelor of Arts/Master of Arts) are offered in Bioethics, Cultural Engagement, and Teaching.

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

Trinity Evangelical Divinity School enrolls nearly 1,600 students. The Deerfield campus is home to about 1,300 of those students, including 500 doctoral students, with about 300 additional students enrolled in seven extension site campuses throughout the Midwest and south Florida. An additional 250 students are enrolled in online distance education courses. At the heart of the divinity school lies the Master of Divinity degree, preparing pastors, teachers, and missionaries for Christian service. TEDS also offers the academic Master of Arts degree with concentrations in archaeology, Christian studies, Christian thought, church history, evangelism, history of Christianity in America, intercultural studies, New Testament, Old Testament and Semitic languages, philosophy of religion, as well as the professional Master of Arts degree with concentrations in counseling ministries, mental health counseling (licensure program), ministry, and urban ministry. TEDS offers the Master of Theology degree program, the Doctor of Ministry, and the PhD with concentrations in educational, intercultural, or theological studies. Particularly unique options include the availability of the full Master of Arts (Christian Studies) degree at seven extension sites, an accelerated Bachelor of Arts/Master of Arts (Intercultural Studies) degree with Trinity College, and a 75-hour Advanced Placement MDiv degree for those with an undergraduate ministry degree.

Trinity Law School (TLS)
Dean: Donald R. McConnell, JD

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculty of the law school reflects 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.

The Locations

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.

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

University Sites
Deerfield Campus
2065 Half Day Road
Deerfield IL 60015
Toll-free phone: 800.586.3435
Phone: 847.317.8000
Fax: 847.317.8097
E-mail: tgsadm@tiu.edu
Website: 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 seventeen 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, and the Communications and Marketing department, which includes Design.

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 a large classroom.

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

The Institutional Services Building, on the east side of campus, contains Facility Services (Maintenance, Grounds, Custodial, Motor Pool, Metra Shuttle Service), the Housing Office, Conference Services, and the director of Campus Safety & Security Services.

Johnson Hall, on the north side of campus, is a women’s dormitory that also houses the School of Human Performance and Wellness faculty offices and the Footnotes tutoring center.

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

The James N. Lew Building, on the west side of campus, contains the Lew Fitness Center.

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 Dean for the Graduate School, the Graduate School secretarial office, and science and computer labs. Offices for the Division of Education are also located in this building. The Petersen Wing of McLennan houses the offices of Enrollment Management, Undergraduate & Graduate Admissions, University Records, and Financial Aid.

Madsen Hall, located on the west side of campus, is a residence hall that also houses the REACH education offices and the Business Department faculty offices.

The Mansion Administrative Building houses the President’s office, the Executive Vice President/Provost’s office, University Advancement, Information Technology, and the Alumni & Parent Relations Office.

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

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

The Quadrangle, or “Quads,” is the graduate housing complex for single students and is a vital part of community life on campus. The buildings are comprised of single rooms and shared bathrooms and lounges.

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

The James E. Rolfling 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 subscriptions. It also houses a computer lab.

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

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

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

The Gregory L. Waybright Center houses offices for Graduate and Undergraduate Student Affairs, including the Dean of Students, the Chaplain’s office, Career Services, Multicultural Development, Student Ministries, and Leadership Development. Also housed in this building are the Hawkins Dining Hall, the White Horse Inn, 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 Affairs Office Monday-Friday from 9:00 a.m. to 4:30 p.m.

Trinity International University:  South Chicago Regional Center 14200 S. Dante Ave. Dolton IL 60419 Phone: 708.201.9200 Fax: 708.201.7980 E-mail: southchicago.trinet@tiu.edu Website: www.tiu.edu/ki/southchicago

The divinity school offers the Master of Arts (Christian Studies), the Master of Arts in Urban Ministry, and the Certificate in Christian Studies at the South Chicago Regional Center. These programs provide the student with a well-structured combination of Bible, theology, and practical ministry courses designed to prepare the student for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. Trinity College offers bachelor degree completion programs in Christian Ministry, Psychology, and Organizational Leadership. The classroom building is located at 14240 Dante Ave., Dolton, Illinois 60419.

Trinity International University:  Florida Regional Center 8190 West State Road 84 Davie, Florida 33324 Phone: 954.382.6400 Toll Free: 877.477.4848 Fax: 954.382.6420 E-mail: gradflorida@tiu.edu Website: www.tiu.edu/florida

The graduate school offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling, in Florida. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admission. The divinity school offers the Master of Arts (Christian Studies).
The California Regional Center in Santa Ana, California, is home to Trinity Law School, which offers a traditional legal education with a Christian perspective. Some courses are taught in modular or weekend formats and, therefore, are attractive to students residing outside the southern California region.

**Trinity International University Mission Statement**

Trinity International University educates men and women for faithful participation in God’s redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning.

1. Trinity offers nonformal opportunities to the public for continuing education, as well as formal degree programs.
2. Believers are called to be God’s co-laborers in God’s ongoing work in our broken world (1 Cor. 3:5-9), as we anticipate the return of the Lord. Wherever or however we serve, we are to be agents of restoration and transformation for the glory of God and the good of the world.
3. We seek to instill in our students the habit of doing academic work with excellence for the glory of God and the good of society.
4. A goal of our education is continuing faithfulness to Christ and his Gospel, to biblical authority, and to Christian doctrine as a guide to ethical living.
5. Habits of learning must be sustained throughout life for individual growth and for effective service in a changing world. These habits of learning characterize the TIU community of learners—faculty, staff, students, and graduates.

**Trinity International University Statement of Faith**

Trinity International University holds to the doctrinal position of the Evangelical Free Church of America.

EFCA Statement of Faith, Adopted by the Conference on June 26, 2008

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

1. We believe in one God, Creator of all things, holy, infinitely perfect, and eternally existing in a loving unity of three equally divine Persons: the Father, the Son and the Holy Spirit. Having limitless knowledge and sovereign power, God has graciously purposed from eternity to redeem a people for Himself and to make all things new for His own glory.
2. We believe that God has spoken in the Scriptures, both Old and New Testaments, through the words of human authors. As the verbally inspired Word of God, the Bible is without error in the original writings, the complete revelation of His will for salvation, and the ultimate authority by which every realm of human knowledge and endeavor should be judged. Therefore, it is to be believed in all that it teaches, obeyed in all that it requires, and trusted in all that it promises.
3. We believe that God created Adam and Eve in His image, but they sinned when tempted by Satan. In union with Adam, human beings are sinners by nature and by choice, alienated from God, and under His wrath. Only through God’s saving work in Jesus Christ can we be rescued, reconciled and renewed.
4. We believe that Jesus Christ is God incarnate, fully God and fully man, one Person in two natures. Jesus—Israel’s promised Messiah—was conceived through the Holy Spirit and born of the virgin Mary. He lived a sinless life, was crucified under Pontius Pilate, arose bodily from the dead, ascended into heaven and sits at the right hand of God the Father as our High Priest and Advocate.
5. We believe that Jesus Christ, as our representative and substitute, shed His blood on the cross as the perfect, all-sufficient sacrifice for our sins. His atoning death and victorious resurrection constitute the only ground for salvation.
6. We believe that the Holy Spirit, in all that He does, glorifies the Lord Jesus Christ. He convicts the world of its guilt. He regenerates sinners, and in Him they are baptized into union with Christ and adopted as heirs in the family of God. He also indwells, illuminates, guides, equips and empowers believers for Christ-like living and service.

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

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

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

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

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

“I’ve met people at Trinity who have pushed me to dream big—to dream to do something big—to think outside the box. It feels like a family here. I’m encouraged to take bold steps.”

Stephen Wilson, Philosophy/Pre-Law

Trinity College Mission Statement

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

To accomplish this mission, 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 falleness are studied. Students are encouraged to interact with their professors, student development personnel, or chaplain when such situations occur.

Academic Majors
For a description of each academic major, see pages 73-75. The indented items are specific emphases within programs.

Athletic Training
Biblical Studies
Biology
Biology/Pre-Medical
Biology/Secondary Education
Business
  Accounting
  Entrepreneurship
  General Business
  Human Resources
  Management
  Marketing
  Ministry and Nonprofit Management
  Organizational Leadership
  Social Entrepreneurship
Chemistry
Chemistry/Pre-Medical
Christian Ministries
  Broad Field
  Children’s Ministries
  Counseling/Social Services
  Intercultural Ministries
  Pastoral Ministries
Youth Ministries
  Communication
  Elementary Education
  English
  English/Communication
  English with Secondary Education Certification
  General Studies
  History
  History: Military History Emphasis
  History/Social Science with Secondary Education Certification
  Humanities
  Mathematics
  Mathematics with Secondary Education Certification
  Music
    Arts Administration
    Church Music/Worship
    Contemporary Music
    Music and Missions
    Performance
    Piano Pedagogy
    Psychology
    Theory/composition
Music Education/K-12  
Philosophy  
Physical Education/K-12 with Health Endorsement  
Pre-Physical Therapy  
Psychology  

Faculty  
Student-Faculty Ratio 12:1  
More than three-quarters of full-time faculty hold earned doctorates.

Innovative Programs  
Accelerated BA/MA (Intercultural Studies) Degree  
BA/MA Bioethics Dual Degree  
BA/MA Cultural Engagement Dual Degree  
BA/MA Teaching (Secondary) Dual Degree  
Bioethics Minor  
The Center for Bioethics and Human Dignity  
Christian Ministries Minor  
Coaching Minor  
Computer Information Systems Minor  
Digital Design Minor  
Fitness Specialist Minor  
Health Education Minor  
Intercultural Ministries Minor  
Internship Program  
Management Information Systems Minor  
Military History Emphasis and Minor  
Political Science Minor  
Pre-Law Program  
Pre-Nursing Program  
REACH (Adult Degree Completion Program)  
REACH to Teach  
Religious Studies Minor

Off-Campus Study  
American Studies Program (Washington, DC)  
Au Sable Institute of Environmental Studies  
Australia Studies Centre  
China Studies Program  
Christian Center for Urban Studies (CCUS)  
Consortium Student Visitor Program  
Contemporary Music Center (Martha’s Vineyard, MA)  
Daystar University (Kenya)  
Focus on the Family Institute (Colorado Springs)  
INSIGHT Program for Visiting Students  
Jerusalem University College (Israel)  
Latin American Studies Program (Costa Rica)  
Los Angeles Film Studies Center  
Middle East Studies Program (Egypt)  
Russian Studies Program  
Scholars’ Semester in Oxford (England)  
Uganda Studies Program  
Washington Journalism Center

Admissions Requirements  
For more detail see “Undergraduate Admissions” on page 49.  
• 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  
Nearly 90 percent of 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 www.tiu.edu/college/financialaid/.

Student Affairs  
At the heart of each member of the Student Affairs 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 Affairs is intentional about providing a positive, cocurricular environment with numerous on and off-campus opportunities. Our aim is to foster an encouraging atmosphere that radiates love and unity, while affirming each individual’s unique identity in the body of Christ, all within the context of supporting the academic rigors of a Christian liberal arts education.

Whether assisting Trinity students with a housing need, cheering on our athletes, promoting healthy living and spiritual formation, or forming supportive relationships, Student Affairs staff seeks to be available to all students and
to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency.

The Student Affairs Office in the lower level of the Waybright Center houses the offices of the Senior Vice President for Student Affairs/Dean of Students, the Associate Dean of Students, the Assistant Dean of Students, and the Chaplain. The following offices are also located in the Waybright Center: Career Services, College Activities, Multicultural Development, Leadership Development, and Student Ministries. The Athletics Department is located in the Kenneth M. Meyer Sports Complex; the Counseling Center and Health Services are located in Owens Hall.

For further information on Community Life Expectations, please see our Student Handbook.

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 Kenneth M. Meyer Sports Complex contains a full gymnasium and a weight room with free weights and cardiovascular machines. The Lew Fitness Center offers aerobic and weight machines for use by students, staff, faculty, and their guests. College Park Athletic Club, adjacent to the campus, has a special Trinity rate and provides exercise machines, various exercise classes (including spin classes and Pilates), indoor tennis, and racquetball.

Intercollegiate Athletics
Trinity is a member of the Chicagoland Collegiate Athletic Conference (CCAC), the Mid-States Football Association (MSFA), the National Association of Intercollegiate Athletics (NAIA), and the National Christian College Athletics Association (NCCAA). Intercollegiate competition for men includes cross-country, golf, baseball, basketball, football, and soccer. Women compete in cross-country, golf, basketball, soccer, softball, and volleyball.

Career Services
The Career Services Office provides a variety of services designed to facilitate career planning and development for both students and alumni. The goal of the staff is to help each individual identify personal skills and interests, to guide students in developing those skills, and then to partner with them in marketing themselves to potential employers. Once full-time employment is secured, the Career Services Office maintains a relationship with alumni and assists in job transitions, résumé revisions, and other professional career issues as needed. Through their e-Classifieds online advertisement listings, Career Services also assists students in service learning, locating internships, and securing part-time employment. The Career Services Office also houses and processes Service Learning Credit records. The Career Services Office is located in the lower level of the Waybright Center.

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 are responsible for monitoring their own progress toward the chapel credit requirements, as well as being aware of the remaining opportunities for chapel credit. Students are able to track their chapel credit online at MyTrinity > Chapel. Questions regarding chapel attendance should be directed to the Undergraduate Student Affairs Office (located in the lower level of the Waybright Center). Commuter students may be approved to attend fewer chapels / small groups based on their driving distance from campus.

Students, faculty, and staff meet together for regular chapels every Monday, Wednesday, and Friday at 11:00 a.m. Under the supervision of the Chaplain, chapel services are led by students, staff, and faculty. In all services, 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. 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.

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

Health Services
Health Services is available to all Trinity students, their spouses, and dependents for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for lab tests, but all walk-in office visits with a registered nurse are free. Our campus physician comes for 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. Immunization forms may be downloaded from MyTrinity > Student Affairs > Health Services. 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.

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

New Student Orientation
The Student Affairs Office facilitates the fall and spring New Student Orientation programs. Faculty, staff, and administration welcome the students each semester and help them get acclimated to their new surroundings by advising them on class selection, sharing the core values and mission of the university, and dedicating the students to God’s care.

Publications
The Student Directory is a pictorial publication containing information about Trinity College students, faculty, and administrators. It can be accessed online by enrolled students at MyTrinity > Directory.

The Trinitarian, the Trinity College yearbook, preserves the history of Trinity College, its staff, and its faculty each year and can be purchased by any Trinity College student.
Room Reservations
Official on-campus student groups have access to campus facilities. Student group representatives work with the Student Affairs Office to reserve a room. Please contact the Student Affairs Office at 847.317.7069 or studev@tiu.edu to reserve a room.

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 what 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 lifelong 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 twenty-one years of age or older
5. Married students

Students living in Residence Halls are required to participate in one of the dining hall residential meal plans unless they are living in Senior Privileged housing. The college does not permit coed 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 Assistant Dean of Students to be considered for off-campus approval.

Services to Students with Disabilities
In compliance 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 Assistant Dean of Students acts as the institution's ADA coordinator, assisting students with disabilities in obtaining auxiliary aids and services.

The Assistant 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 Dean. Requests for aids, services, or academic
adjustments should be submitted in writing with appropriate supporting documentation of the relevant disability to
the Assistant Dean of Students at the earliest possible time. The Assistant Dean of Students’ Office is located in the
lower level of the Waybright Center.

Student Ministries
The Student Ministries Office, located in the Waybright Center, exists to create spaces and opportunities for
students to learn a “way of life in Christ Jesus.” For us, this is the way of transforming grace, the way of mission
and kingdom service, the way of biblical wisdom, and the way of reconciled relationships. Each initiative within
Student Ministries seeks to facilitate understanding of the authentic Christian life and to provide opportunities where
faith can be put into practice. The biblical foundation for our office comes from Acts 1:8: “You will receive power
when the Holy Spirit comes upon you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria,
and to the ends of the earth” (NIV). As such, it is our privilege to serve the cause of Christ on campus, in our local
community, and throughout the world.

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

- Creation Care: Working with environmental issues
- FaithAlive: Tutoring youth in North Chicago
- Renovate: Spanish-speaking children’s ministry
- Refugee Ministry: working with recent immigrants and refugees
- GWAYO’s Club 550: Serving at-risk children and teens through a youth group setting
- Habitat for Humanity: Providing hands-on service while eliminating substandard housing in Lake County
  through construction projects and fundraisers
- Trinity Together: Planning various one-time events in partnership with outside organizations in order to
  foster community on Trinity’s campus
- Loving the Lonely: Reaching out to a generation that is often forgotten through weekly visits to the
  Winchester Nursing Home.

A student cabinet of ministry leaders, along with the 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 Community Partnerships may receive Service Learning Credit. (For more
information on Service Learning, see “Requirements for Graduation.”)

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

Global Partnerships
Our mission program partners with four domestic communities (within the United States) and four international
communities around the world. In an attempt to promote longevity within short-term missions, we are committed to
long-term partnerships that are rooted in mutual respect and cultural understanding. Trinity students can participate
in trips to our partner locations at various times throughout the academic year. Preparation includes six weekly
meetings, where students are given instruction in cross-cultural and compassion ministry, the theology of mercy
and justice, evangelistic outreach, team dynamics, and prayer. At present, our mission program partner
communities are located in Chicago, New York, Texas, Utah, El Salvador, Zambia, India, and France. Students
who participate in these outreach trips may receive Service Learning credit.

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

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

**Campus Recreation**
Campus Recreation works to promote an engaged lifestyle by providing venues and opportunities for students to stay physically active during college. Campus Recreation provides intramural and recreational opportunities for the Trinity student body, such as flag football, intramural basketball, broomball, Homecoming “Dorm Wars,” rock climbing, bike trips, camping trips, and various tournaments.

**College Union**
College Union (CU) serves the Trinity student body by providing events and activities that entertain, energize, and add excitement to Trinity’s campus. College Union strives to enhance the campus community with events and activities that foster an environment that gives students the opportunity to build relationships with other students while cultivating school pride and loyalty. Memories make up a large part of the college experience, and College Union provides perfect opportunities for memories to be made. The College Union Office is located in the lower level of the Waybright Center.

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

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

**Kappa Delta Pi**
Kappa Delta Pi, an international honor society in education, is a network of more than 520 chapters with 60,000 members around the world. It is organized to promote scholarship and excellence in education. Its membership is intergenerational, and members include undergraduate and graduate students, university faculty 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 scholarship awards. Membership is by invitation only upon recommendation by the Division of Education. In order to be eligible for membership, candidates must have passed Gate 1: Admission to the Division of Education, declared a major in education, have a cumulative GPA of 3.50 after 30 hours, have an ED GPA of 3.75 after 12 hours of ED-prefix course work, and have no dispositional concerns or notifications.

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

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

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

Student Ministries
- Discipleship Cabinet: Student leadership team creating different on-ramps for students to engage with God.
- Community Impact Cabinet: Students leading weekly outreach/service teams in the local community
- Mission Cabinet: The mission cabinet exists to advocate for global concerns and to encourage a Christ-centered response to spiritual and physical needs. This is accomplished through the promotion and execution of our own short-term mission program, the hosting of our annual Global Christian Week conference, and the facilitation of special events focused on issues of social justice (e.g. Invisible Children, 10,000 Villages, Acting on AIDS, etc).
- FAT (Faithful, Available, Teachable): A weekly student led worship service meeting on Thursday nights at 9:30 p.m. in the Chapel
- AOA (Acting on AIDS): A student group advocating on behalf of the HIV/AIDS pandemic
- WMC (Women’s Ministry Council): A student leadership team that encourages women in leadership and growth through events, guest speakers, and seminars

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. The choir’s vision is “One Body, One Voice, One God.”

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

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

Yearbook
The yearbook staff is an outlet for creative students to learn more about their university, gain leadership skills, and further their technical, business and creative writing skills. The countless ways to participate include interviewing, researching and writing articles, proofreading, taking and editing photos, creating layouts, selling ads and fundraising, and maintaining the photo database and yearbook website.

Community Life Expectations

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

Practices that are specifically forbidden in Scripture are prohibited, such as dishonesty, theft, drunkenness, sorcery, premarital sex, abortion, adultery, homosexual acts, use of pornography, obscene speech, gossip or slander, racism, and infringement on the rights of others. Some of our Community Life Expectations are specified in Scripture as sinful behaviors, while others reflect a prayerful, contemporary application of biblical principles to our specific context. Though some are inherently sinful (whether enrolled at TIU or not), other listed behaviors are not. These acts become sinful because, when performed while enrolled at TIU, they entail the breaking of a promise made to other members of the community. In adhering to these expectations, we strive together to nurture a growth environment where individual freedoms are balanced with the needs of others, where both the liberties of the “strong” and the consciences of the “weaker brother/sister” are respected.

Students violating any of the Community Life Expectations, listed in the Student Handbook (available online at MyTrinity > Handbooks), or any other University policies, will be subject to disciplinary action as outlined in the Student Handbook. Students are expected to abide by other procedural rules and regulations as announced. Community Life Expectations, and all other University policies, apply to students during an academic semester, on or off campus, including all breaks, as well as before and during May Term. During the summer and winter semester breaks, 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.

The following list, though not exhaustive, defines some of the activities found in our Student Handbook that are not permitted for Trinity students. 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. Students may also be asked to undergo drug or alcohol testing available at Condell Medical Center. Any student refusing to submit to these tests will be held in violation of our expectations.

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

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.
For further information on Community Life Expectations, please see our Student Handbook.

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 MyTrinity > Information Technology 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 e-mail and browsing web pages, providing such use complies with these Terms and Conditions and does not, at the University’s discretion, utilize excessive capacity of resources or, in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Student Affairs 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:

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

Official notifications made by University offices are increasingly made using e-mail, rather than by paper memos sent through the University mail services. E-mail used for such notifications will be delivered to the recipient's University e-mail account. Employees and students are expected to read their University e-mail 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:

- 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:

- 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 & Parent Relations Office
Trinity has more than 21,000 alumni serving the Lord and the body of Christ today in 100 countries throughout the world. The Alumni & Parent Relations Office exists to keep these alumni connected to TIU while also engaging parents of current students in the Trinity community. Such services as events, reunions, alumni chapter startups, conferences, seminars, the alumni webpage, and special campus, regional, and international gatherings serve to further relationships between alumni and Trinity, as well as between parents and Trinity. Trinity Magazine is published on a regular basis, with a portion dedicated to alumni updates. Two college awards are presented by the Alumni & Parent Relations Office: the annual Alumni Association 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 community also supports TIU through financial gifts to the University, prayer, and volunteer help. The Alumni & Parent Relations Office is located in the Mansion. For more information, contact the Alumni & Parent Relations Office at 847.317.8138. The alumni website is TrinityTown.

Campus Safety & Security Services
Campus Safety & 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 Campus Safety & Security Services immediately at x6400 (847.317.6400).

Student Safety
The safety of our students is of highest 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, including removal from campus. Additionally, hazing, harassment, and hateful communication of any kind will not be tolerated. These actions are detrimental not only to the individuals involved but also to the campus community as a whole and, as such, 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, Campus Safety & 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 Campus Safety & Security Services website: www.tiu.edu/tiu/security/campussecurityreport. Alternatively, a hard copy of the report may be printed at the Campus Safety & Security Services website, or you may request a hard copy from the Campus Safety & Security Services of Trinity International University.

Vehicles
Any motor vehicle parked on campus during business hours must display a Trinity parking permit, available from Campus Safety & Security Services.

1. Temporary permits are available free of charge for those who will have a vehicle on campus for less than one month total per semester, campus guests and permit holders temporarily using a different vehicle. 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 Campus Safety & Security Services. Anyone expecting guests is responsible to obtain a temporary parking permit for them.

   Rental trucks or trailers require parking permits and may be parked temporarily where designated by Campus Safety & Security Services. Drivers are encouraged to review campus parking regulations and to contact Campus Safety & Security Services with any questions related to parking matters.

2. Parking permit restrictions are in effect for faculty/staff lots from 8:00 a.m. to 5:00 p.m., Monday-Friday, year round, except on official University holidays. Apartment lots are enforced 24 hours a day, seven days a week, year round. Dorm lots, the main road, and the commuter lot are enforced 24 hours a day, seven days a week, throughout the academic year.
3. Vehicles parked on Trinity’s campus are responsible to comply with the Trinity Motor Vehicle Regulations, a copy of which may be obtained at the Security gatehouse or viewed online at [www.tiu.edu/tiu/security/vehicleregulations](http://www.tiu.edu/tiu/security/vehicleregulations). Vehicles that have received three citations may be immobilized or towed off campus at the owner’s expense.

4. Individuals using bicycles on campus must register them with Institutional and Auxiliary Services. These permits are issued free of charge. Unregistered bicycles and bicycles left in unauthorized areas are subject to confiscation and appropriate disposal by the university.

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

**Counseling Center**

The Trinity International University Counseling Center exists to serve the university and the community by offering services that address healing, growth, and life formation. The Center simultaneously participates in an educational mission to prepare helping professionals through quality Christian training. The Trinity Counseling Center integrates God’s truth and grace with psychological principles in the context of the client-counselor relationship. We believe that this relationship is key to achieving wholeness and balance in life.

Staffed by professionally trained practitioners, the Trinity Counseling Center 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 Counseling Center is located in the lower level of Owens Hall 800, next to the Sports Complex.

**Dining Services**

Students living in residence halls that are not a part of Privileged Housing are required to participate in one of the dining hall residential meal plans each semester.

**Residential Unlimited Access Meal Plan**

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

**Residential Block Meal Plans**

Residential block meals are to be used at the Hawkins Dining Hall with limited meal exchange options at the White Horse Inn. 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 munch money, which can be used at the 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 residential block meals from the fall semester to a residential block meal plan in the spring semester. Three disadvantages to the residential block plans offset their 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 residential block meal plan for the spring semester; all unused meals and munch money for the academic year expire at the end of the spring semester.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Meals per Semester</th>
<th>Munch Money</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 210</td>
<td>210</td>
<td>$50</td>
<td>• All undergraduate students are eligible.</td>
</tr>
<tr>
<td>Block 140</td>
<td>140</td>
<td>$50</td>
<td>• All undergraduate students are eligible.</td>
</tr>
</tbody>
</table>
| Block 100       | 100                | Not included | • Student teachers are eligible for the Block 100 plan during either fall or spring semester.  
                     |                    |              | • Students who purchase a Block 210 or Block 140 plan in the fall are eligible for a Block 100 in the spring. |
| Commuter Plan   | 10                 | Not included | • All undergraduate students who are living in TC Senior Perks housing are eligible.  
                     |                    |              | • All apartment residents are eligible.                                     |
| Additional meals| Blocks of 20       | Not included | • All commuter students are eligible.                                       |
|                 |                    |              | • All graduate students are eligible.                                       |
|                 |                    |              | • All students who purchased a Block 210, 140, or 100 are eligible.          |
Commuter Meal Plan
The Commuter Meal Plan offers ten meals at the Hawkins Dining Hall with limited meal exchange options at the White Horse Inn. It is limited to students who are approved to live in Senior Privilege Housing, in the TIU Apartments, or off campus. Munch Money is not included with this plan. Additional meals in increments of ten meals may be purchased from Student Accounting.

Points
When points are purchased, food service credit is added to a TIU ID Card and can be used at the Hawkins Dining Hall and White Horse Inn. Points may be purchased in increments of $50 at the Student Accounting Office or at Trinity Dining Services in the Waybright Center. For every $50 that is purchased, an additional $5 will be added to it. Points are good for both the fall and spring semesters but need to be used before the last day of the spring semester. After the spring semester, the unused points are forfeited.

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

Facilities Services
The Facilities Services Department supports and enhances a positive learning, working, and living environment for Trinity by providing essential services in a manner that reflects the centeredness of Christ in all things. Facilities Services is comprised of the custodial, maintenance, grounds, motor pool, shuttle, and locks and keys functions. Facilities Services, and any other person authorized by the same, will at any time have the right of free access into University spaces for inspection, repairs, or alterations. If students see a need for any maintenance work in a campus facility, they should submit a request by using the online work order submission form found at fixit.tiu.edu.

Facility emergencies that place property at risk or endanger people, such as flooding, exposed electric, and power outages, should be reported immediately by calling x7135 (847.317.7135) during business hours (M-F, 8:30 a.m. to 4:00 p.m.) or to Campus Safety & Security Services at x6400 (847.317.6400) outside of regular business hours and holidays.

Emergency and routine reports can also be made in person at the Facilities Services Department during business hours, which is located in the Institutional Services Building on the south side of campus.

Mail Services
The Mail Services Department offers many of the same services as a post office: receiving and sending mail; sale of postage; USPS certification, registration, delivery confirmation, and insurance; and USPS Priority and Express Mail; as well as Federal Express to both international and domestic locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until leaving school permanently. Students should inform Mail Services of the names of all individuals (self, spouse, children) who will be receiving mail in their box. Mailbox assignments are normally made at registration. Students should check their mailbox a few times a month or risk the box being closed. If a student does not attend registration or fails to receive a mailbox assignment there, a mailbox can be obtained at the Mail Services Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration, he or she should call Mail Services at x8170 (847.317.8170) or mailservices@tiu.edu.

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 offering students, faculty, and alumni a wide variety of course materials, ministry-related supplies, gifts, apparel, and Trinity merchandise. The bookstore employs an expert staff who specializes in ensuring that students receive the correct course materials at affordable prices and guaranteeing a wide selection of used textbooks. Beginning with the fall semester of 2010, selected textbooks can also be rented. Students are encouraged to also shop online at www.trinitybookstore.com to purchase textbooks prior to the start of the term making the textbook ordering process fast and easy. The bookstore staff is committed to giving courteous, personal, prompt, and informed service to each of its customers. To contact the bookstore, visit the store website at www.trinitybookstore.com, send an e-mail to bookstore@tiu.edu, or call 800.456.READ (7323).
Personnel

“My professors are here for me. They are my mentors and role models, always challenging me and giving me good advice. They’ve pushed me to challenge myself always—to believe that I can do it. I can’t imagine being anywhere else.”

Eyerusalem Nikodimos, Business/Accounting

President’s Executive Council

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

Craig Williford (PhD ’95)
President

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

David Hoag, PhD
Senior Vice President for University Advancement

Robert Herron, PhD
Senior Vice President for Academic Affairs
Dean, College and Graduate School

Jeanette L. Hsieh, EdD
Executive Vice President/Provost

Roger L. Kieffer, MS
Senior Vice President for Enrollment
President’s Advisory Cabinet

The Advisory Cabinet includes members of the Executive Council and the following individuals:

**J. Michael Picha, MBA**
Senior Vice President of Business and Finance
Chief Financial Officer

**Tite Tiénou, PhD**
Senior Vice President of Education and Dean of Trinity Evangelical Divinity School

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

**Gary Cantwell, BFA**
Vice President of Communications and Marketing

**Margaret R. Conner, MA**
Associate Dean of Nontraditional Education (Undergraduate)
Board of Regents of Trinity International University

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

Rodney D. Adam (BA ‘76)
Tucson, Arizona
Professor of Medicine & Immunobiology
University of Arizona College of Medicine

Gregory Barrett (BA ‘71)
Rockford, Illinois
Attorney/Partner, Barrett & Gilbert LLP

Scott Carter
Lake Forest, Illinois
Executive Vice President, Goldline International, Inc.

Howard A. Dahl (MA ‘77)
Fargo, North Dakota
President & CEO, Amity Technology, LLC

James Gilbert (BA ‘71)
Gettysburg, Pennsylvania
President, PHIReTech LLC

Maureen Girkins
Douglas, Michigan
President and CEO, Zondervan

Steve Goold (DMin ‘95)
Minneapolis, Minnesota
Senior Pastor, New Hope Church

Charlene Kalebic
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

Robert Kleinschmidt, Chair (attended ‘76-’79)
Medina, Minnesota
CAO & CFO, Carlson Hotels Worldwide

Carole H. Lehn
Maplewood, Minnesota
Former Vice President of Finance, West Group

Paul Mang
Chicago, Illinois
Principal, McKinsey & Company

Rodney G. Nelson
Maple Grove, Minnesota
Headmaster, RiverTree School

Thomas Nelson (DMin ‘98)
Leawood, Kansas
Senior Pastor, Christ Community Evangelical Free Church

W. R. “Smokie” Norful, Jr.
Naperville, Illinois
Pastor/Publisher/Recording Artist, Victory Cathedral Worship Center

Neil Nyberg (BA ‘74)
Battle Creek, Michigan
VP & Chief Ethics and Compliance Officer, Kellogg Company, Retired

Richard A. Parker (MDiv ‘76)
Gainesville, Florida
Pastor

Edmond Soliday
Valparaiso, Indiana
Indiana State Representative

Susan Ruud Stover
Racine, Wisconsin
VP and Corporate Secretary, Ruud Lighting, Inc.

James Tahmisian
Santa Maria, California
Psychologist, Dr. James A. Tahmisian, Inc.

W. Charles Thor
Arlington Heights, Illinois
Development Partner, The Daly Group

Henry Van Dixhorn
Lincolnshire, Illinois
General Partner, College Park Athletic Club

G. Craig Williford (PhD ‘95)
Deerfield, Illinois
President, Trinity International University
Ex Officio Members

William Hamel (MDiv '72)
Minneapolis, Minnesota
President, Evangelical Free Church of America

Rob Harrell
Austin, Texas
Chair, Board of Directors
Evangelical Free Church of America

Steven Hawn
Woodbury, Minnesota
Designated Representative of the Board of Directors
Evangelical Free Church of America

Quintin Stieff
West Des Moines, Iowa
Moderator, Board of Directors
Evangelical Free Church of America

Trinity College Academic Administration

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

G. Craig Williford (PhD '95)
President, Trinity International University

Robert Herron, PhD
Senior Vice President for Academic Affairs
Dean, College and Graduate School

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

Joyce Shelton, PhD
Associate Dean, Graduate School

Margaret R. Conner, MA
Associate Dean of Nontraditional Education (Undergraduate)

Gregory C. Carlson, PhD
Director, Division of Biblical, Religious, and Philosophical Studies
Chair, Department of Christian Ministries

Karen Wrobbel, EdD
Director, Division of Education
Chair, Department of Education

Don Hedges, PhD
Director, Division of Humanities
Chair, Department of Music

Angelo G. Rentas, MS
Director, Division of Science, Technology, and Health
Chair, Department of Biology

Timothy M. Robinson, EdD (MA ’83)
Director, Division of Social Science
Chair, Department of Psychology

Samir Massouh, MA (MA ’79, MDiv ’82)
Chair, Department of Biblical Studies

Wendy Martin, PhD
Chair, Department of Business

Dori Karlesky, PhD
Chair, Department of Chemistry

Kristin Lindholm, PhD
Chair, Department of Communication

Lois Fleming, MA
Chair, Department of English

Karl Glass, MS, ATC/L
Chair, Department of Health Sciences
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, PhD**
Associate Professor of Music
1998
BMus, Wheaton College
MM, PhD, University of North Texas

Dr. Alcorn teaches music history, world music, and strings at Trinity where she also works with the Honors Program and is a member of the Trinity Orchestra. She serves in the northern suburbs as a string clinician and accompanies for several area choirs and voice studios. Dr. Alcorn’s research specialization is the American pipe organ and she has been an active member and National Councilor for the Organ Historical Society and American Organ Archives. She is a contributor to the *New Grove Dictionary of American Music* and has published and presented papers related to the American pipe organ for numerous professional journals and organizations.

**David L. Anderson, EdD**
Associate Professor of Business
2010
BA, Wheaton College
JD, George Washington University
MBA, University of Michigan
MS, Northwestern University
EdD, Harvard University

Dr. Anderson previously worked as a Lead Technology Analyst focused on security and project management at BlueCross/BlueShield of Illinois in Chicago. Prior to this position, he worked as a Project Management Specialist at Hewitt Associates, a Strategic Technology Planner at ISSC/IBM Corporation, a Corporate Information Access Planner at the Continental Bank, and a Senior Consultant at Andersen Consulting in Chicago. Dr. Anderson has previously taught at DePaul University, Northwestern University, Loyola University, the University of Chicago, and Wheaton College, and is a member of the Ohio, District of Columbia, federal, and the US Supreme Court Bars. He has published a textbook, casebook, and security guidebook, and is also a contributor to a number of professional journals.
**Paul Bialek, PhD**  
Associate Professor of Mathematics  
1995  
BS, MS, PhD, University of Illinois at Urbana-Champaign  

Prior to coming to Trinity, Dr. Bialek taught as a visiting assistant professor of mathematics at Westmont College in Santa Barbara, California. He also served as a mathematics instructor at the College of Wooster in Ohio and as a teaching assistant at the University of Illinois. Dr. Bialek's research interests include the history of mathematics, number theory and the Swiss mathematician Leonhard Euler, especially the translation of Euler’s works from Latin to English. Besides Latin, he has studied Spanish, New Testament Greek, Old Testament Hebrew, Chinese, French and Russian. He coauthored articles in *Transactions of the American Mathematical Society*, *International Mathematics Research Notices* and *Canadian Mathematical Society Conference Proceedings*. Dr. Bialek is a member of the Mathematical Association of America, the Association of Christians in the Mathematical Sciences, and the Associated Colleges of the Chicago Area, for which he served as Chair of the Mathematics Division in 2001-02. Since 2001, he has graded AP Calculus exams for the College Board.

**John B. Cannon, PhD**  
Assistant Professor of Chemistry  
2008  
BS, Duke University  
PhD, Princeton University  

After a postdoctoral fellowship at the University of California at San Diego, Dr. Cannon served in faculty positions at Northern Illinois University and Cleveland State University (Ohio), followed by a research chemist position at American Cyanamid Company’s Veterinary Research Division. He recently retired from a twenty-year career as a pharmaceutical scientist at Abbott Laboratories, where he focused on formulation development, lipid-based drug delivery systems, topical formulations, and transdermal drug delivery. He is a member of the American Association of Pharmaceutical Scientists, the American Scientific Affiliation, and Sigma Xi. Dr. Cannon has published numerous journal articles and book chapters in chemistry and pharmaceutics and is currently coauthoring a book on drug delivery. Dr. Cannon is interested in the relationship of the physical and life sciences to the Christian faith, particularly aspects of Intelligent Design.

**Gregory C. Carlson, PhD**  
Professor of Christian Ministries  
2007  
BA, Grace University  
MACE, Talbot School of Theology, Biola University  
PhD, University of Nebraska  

Before coming to Trinity, Dr. Carlson was global training director for Awana Clubs International. He was ordained in 1978 and has served as a youth pastor, pastor, adult education/family pastor and in a variety of roles in teaching and ministry. Areas of research and teaching interest include youth ministry, family ministry, ministry skill development and educational psychology. He has authored and edited a variety of books including *Rock Solid Teacher: Discover the Joy of Teaching Like Jesus* (Gospel Light), and *Understanding Teaching Effective Biblical Teaching for the 21st Century* (Evangelical Training Association). He was contributing author for *Four Perspectives on Children's Spiritual Formation and Foundations of Christian Formation and Development* (both published by Broadman-Holman Academic). Dr. Carlson is an associate instructor with Walk Thru the Bible. He conducts seminars in the areas of teaching, family ministry, leadership, youth ministry, Christian education and Bible in a variety of venues, including teaching in China, India, West Africa, Russia and Jamaica. Dr. Carlson also currently directs the Division of Biblical, Religious, and Philosophical Studies.
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.

*Margaret R. Conner, MA
Associate Dean for Nontraditional Education
2005
BS Suffolk University
MA Boston College

Prior to coming to Trinity, Ms. Conner was Associate Campus Executive Officer at Roosevelt University, Schaumburg Campus, and previously Assistant Dean of the Undergraduate College and the School for Continuing and Professional Studies at Bentley College in Massachusetts. Her interests include adult students, program development and learning theory.

Michael Cooper, PhD
Associate Professor of Religion and Contemporary Culture
Director, Master of Arts in Cultural Engagement
2002
BED, Texas A&M University
MA, Columbia Biblical Seminary and School of Missions
PhD, Trinity Evangelical Divinity School

Before coming to Trinity, Dr. Cooper was a missionary in Central and Eastern Europe for thirteen years. He is a member of the American Academy of Religion and the Evangelical Missiological Society. He has contributed numerous articles and chapters dealing with Christian engagement of Western society and the revival of Pagan religions. His publications are in Missiology, Journal of Nature, Religion and Culture, Sacred Tribes Journal, Mission Studies, Global Missiology, Common Ground Journal, and Christian Education Journal, and he has presented academic papers to the Center for Studies on New Religions, Midwest American Academy of Religion, Evangelical Missiological Society and Evangelical Ministries to New Religions. He is a research fellow of the Western Institute for Intercultural Studies and editor of Sacred Tribes Journal, as well as an academic advisor for the Lausanne Committee’s Issue Group addressing new spiritualities in a postmodern world.

Suzanne DeLaCruz, EdD
Assistant Professor of Education
2006
BA, Valparaiso University
MA, University of Illinois
EdD, Loyola University

Dr. DeLaCruz joined Trinity after thirty years serving as an educator in urban, suburban, and rural public schools: fifteen years as a middle and high school reading and language arts teacher and fifteen years as an elementary and middle school principal. Her main academic interests revolve around curriculum and instruction issues, particularly in the areas of literacy development and best practices, and organizational leadership.
Chris Firestone, PhD
Associate Professor of Philosophy
1999
BA, BS, University of Illinois at Urbana-Champaign
MA, Trinity Evangelical Divinity School
PhD, University of Edinburgh

Dr. Firestone came to Trinity with experience in teaching and research in Hong Kong and Scotland. At Trinity, he has worked at developing the “Trinity Debates” (an annual debate on perennial problems in philosophy and theology) and the “Trinity in Romania” program (an annual apologetics and outreach trip for faculty and students). His most recent books are *Kant and the New Philosophy of Religion*, coedited with Stephen R. Palmquist (Indiana University Press, 2006), *Theology at the Transcendental Boundaries of Reason* (Ashgate Publications Ltd., 2007), and *In Defense of Kant’s Religion*, coauthored with Nathan Jacobs (Indiana University Press, 2008). Dr. Firestone is a member of the American Academy of Religion, the Society of Christian Philosophers, and the North American Kant Society.

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 guides study tour programs in Europe and is the advisor of the student newspaper.

Steven D. Fratt, PhD
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.

Karl J. Glass, MS, ATC/L
Associate Professor of Health Science
Athletic Training Education 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 Emeritus of English
1973
BA, MA, PhD, Southern Illinois University

In recent years Dr. Graddy’s professional concerns have centered on course revision and improved methods of evaluation. From this work one new course emerged (on Milton’s Paradise Lost and Wordsworth's Prelude), as well as an array of new assignments, instructional materials, and teaching modules in Critical Writing, Studies in Poetry, Shakespeare, and Contemporary Critical Theory. He was an invited panelist for an honors colloquium at Northeastern Illinois University and a presenter at the Deerfield Hellenic American Academy’s “Literary Evening Honoring Novelist Nikos Kokonis.” His essay on that author’s Arcadia, My Arcadia, was reprinted in the Greek-American Review.

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.

Don Hedges, PhD
Professor of Music
1999
BS, Faith Baptist Bible College
MM, PhD, Indiana University

Dr. Don Hedges is director of the Division of Humanities and Associate Professor of Music at Trinity College, where he teaches music theory and aural skills, directs musical theater, and supervises church music interns. After completing a bachelor’s degree in music composition (Faith Baptist Bible College) and an MM and PhD in music theory (Indiana University), Dr. Hedges served for five years as Associate Pastor for Music and Worship at Richview Baptist Church in Toronto. Before coming to Trinity, he taught music at North American Baptist College (now Taylor University College) and Christian worship at Edmonton Baptist Seminary (Edmonton, Alberta). Dr. Hedges lives in Lindenhurst, Illinois with his wife Pamela and their four children.

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

Dr. Heller completed his graduate work at the University of Minnesota (Twin Cities) in Social Psychology, with a minor in Statistics. Before coming to Trinity in 2004, he also worked for two years with adolescents in a psychiatric hospital. Dr. Heller specializes in Social Psychology, focusing on the psychology of religion and close interpersonal relationships. Recently, he has supervised several students on independent research on perceptions of affection and respect in the context of close romantic relationships. He regularly attends conferences on the teaching of psychology.
Chrystal Ho Pao, PhD
Associate Professor of Biology
2006

BA, University of California Berkeley
PhD, Harvard University

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

*Jeanette L. Hsieh, EdD
Executive Vice President/Provost
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 she joined the faculty at Judson College, where she taught educational psychology and served as director of Teacher Education. In 1997 Dr. Hsieh came to Trinity and served as the dean of the College and Graduate School before her appointment as executive vice president/provost. She served briefly as interim president. Prior to coming to Trinity, Dr. Hsieh served as chair of the Education Department at Wheaton College, and 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.

Nathan Jacobs, MA
Assistant Professor of Biblical Studies
2009

BA, Trinity College
MA, Trinity Evangelical Divinity School
PhD (ABD), Calvin Theological Seminary

Prof. Jacobs has taught previously at Calvin College, Kuyper College, and Calvin Theological Seminary. His research interests include patristic theology, medieval and Reformed scholasticism, and Enlightenment philosophy. He is contributor to Kant and the New Philosophy of Religion (Indiana University Press, 2006) and is coauthor with Chris L. Firestone of In Defense of Kant’s Religion (Indiana University Press, 2008). He is currently coediting with Dr. Firestone God and the Enlightenment: Retrieving the Sacred in Modern Thought (University of Notre Dame Press, forthcoming). Prof. Jacobs is a member of the American Academy of Religion and the American Philosophical Association.
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
Professor of Education
Director of Graduate Programs in 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 under-resourced urban schools. Currently, she is studying the role of university-school partnerships in teacher education. Her primary interests include intercultural communication and diversity issues. She serves on the editorial board of the International Journal of Multicultural Education as professional book review editor and is a member of the Council on Anthropology in Education and the American Educational Research Association.

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

Kristin Lindholm, PhD
Associate Professor of English
1994

BA, MA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, University of Illinois

Dr. Lindholm teaches how human communication occurs in a variety of contexts. She specializes in how people communicate about health-related concerns in interpersonal and organizational settings. Dr. Lindholm has coauthored several papers and book chapters, and she has received four awards for her achievements in education. She is a member of the National Communication Association.
Wendy L. Martin, PhD
Professor of Business
2006
BS, University of Colorado
MBA, University of Michigan
PhD, University of Illinois at Chicago
Before beginning her career in teaching, Dr. Martin enjoyed a career in consumer goods marketing management at Procter & Gamble and Schering-Plough Healthcare Products. She joined Trinity after teaching for twelve years at another Christian college. Her primary research interest focuses on marketing for ministries, while her additional research efforts on intergenerational family businesses have yielded several awards, including best papers and the designation as a Family Business Research Scholar.

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
Professor Massouh has 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*. Professor Massouh was selected to the Chicago Tribune “All Professor Team” of small universities. He has also specializes in Islam, and history of the cinema.

Laurie Matthias, EdD
Assistant Professor of Education
2007
BS, Bob Jones University
MEd, EdD, Regent University
Dr. Laurie Matthias enjoys drawing upon her twenty-plus years in middle and high school English classrooms to prepare Trinity’s teacher candidates in both the traditional and graduate programs. Her areas of interest in teaching include the philosophical foundations for educational choices, classroom management, differentiation, and qualitative research. In addition to those topics, she also enjoys exploring the integration of faith and learning and global partnerships in Christian higher education. Outside the Division of Education, Dr. Matthias serves the Trinity community on the Committee for Comprehensive Education and the Admissions Committee. Additionally, one of her favorite activities on campus is leading a Life Together Group with a group of female students.

Carmen T. Mendoza, PhD
Associate Professor of English/Communication
1985
BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University
Dr. Mendoza received the Bachelor of Arts in Spanish and English from Asbury College Wilmore, Kentucky; the Master of Arts in linguistics from Northeastern Illinois University; and the PhD from Loyola University, Chicago. Born and raised in Santa Cruz, Bolivia, Dr. Mendoza draws on her experience of cultural-linguistic transition and broad interests in language, culture and communication; learning; social cognition; narrative identity and complex cultural identity for her teaching and supervision of the university’s learning center. Her research and writing focus on narrative identity, complex cultural identity and their links to moral processes.
William J. Moulder, PhD  
Professor of Biblical Studies  
1975  
BA, Columbia Bible College  
MDiv, Trinity Evangelical Divinity School  
PhD, St. Andrews University  

During his thirty-five years of teaching at Trinity College Dr. Moulder has also taught at Moffat College (Kijabi, Kenya), Union Biblical Seminary (Puna, India), North Park Seminary (Chicago), Torch-Trinity Graduate School of Theology (Soeul, Korea), Cornerstone Christian College (Cape Town, S. Africa), and Trinity Evangelical Divinity School. He teaches regularly in the REACH program and in Trinity Graduate School. His many articles cover a number of topics in both Old Testament and New Testament. Special interests include NT Christology, art and theology, spiritual and sports, social justice, and Christian formation.

Steven R. Pointer, PhD  
Associate Dean, Trinity College  
Professor of History  
Director of Trinity’s Honors Program  
1985  
BA, Duke University  
MA, Trinity Evangelical Divinity School  
PhD, Duke University  

Dr. Steven Pointer has been the interim academic dean of the college at TIU for the past two years. He is also professor of history and has taught here since 1985. Prior to Trinity, he taught at Western Kentucky University, Trinity Christian College, and Wheaton College. Twice in the last decade he has also been a visiting professor at Westmont College. He has published many articles, essays and one book in the fields of American and English church history, with a special interest in Puritanism. He serves on the board of the Conference on Faith and History and also as book review editor for the history journal *Fides et Historia*. He is passionate about Duke basketball, brass and choral music, and touring through Europe (with and without students!).

Stephen C. Posegate, DMA  
Associate Professor of Music and Conductor of Symphonic Band  
2003  
BME, Wheaton College  
MEd, University of Alaska/Anchorage  
MM, Indiana University  
DMA, 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.

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

Prior to coming to Trinity, Dr. Raquel taught at East Texas Baptist University, Nunez College, New Orleans Baptist Seminary, and Xavier University in New Orleans. She also has experience working in three different international churches in youth ministry, discipleship ministry, and prison ministry. Dr. Raquel has taken missions trips to Kazakhstan, France, Mexico, Brazil, and Ecuador, as well as 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 and has conducted research at the Center of New Testament Textual Studies in New Orleans.

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 the green alga *Bracteacoccus cinnabarinus*; (2) Identification, cloning, and characterization of the isocitrate lyase gene in *Bracteacoccus cinnabarinus*. He has a special interest in creationism and is available for presentations. Professor Rentas is the director of the Division of Science, Technology, and Health.

Michael D. Reynolds, DMin
Associate Professor of Christian Ministries
2006
Executive Director and Associate Academic Dean, South Chicago Regional Center
BS, Illinois State University
MAR, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary
Prior to his appointment as an associate professor at Trinity College, Dr. Reynolds served in both traditional and nontraditional programs as an affiliate professor of psychology and sociology. He also held an appointment as affiliate professor of pastoral theology at Trinity Evangelical Divinity School. He has taught courses in preaching, counseling, sociology, education and urban ministry at Trinity’s Deerfield campus, at its regional centers, and at various extension sites. He has special interests in mentoring and urban leadership development. Dr. Reynolds research interests include the study of theological issues in the urban setting. He was the senior editor of the Urban Devotional Bible published by Crossways in 2007. He has also been a senior pastor for more than sixteen years.

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.

Karen Rogers, EdD
Assistant Professor of Education
2008
BA, Wheaton College
MA, University of Illinois
EdS, EdD, Northern Illinois University
Dr. Rogers joins the staff at Trinity after more than thirty years of experience serving as an English/communications teacher and later as division head of English/Fine Arts, associate principal, and principal in Township High School District 214. During this time, she acted as coordinator for the Cooperative Teacher Education Program, a student teaching partnership with the University of Illinois. Her dissertation explored the dynamics of reciprocal
empowerment as applied to administrators and teachers in the high school setting. Areas of primary academic and research interest include organizational structure, leadership, and school improvement.

**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 throughout the United States and overseas and has taught courses in music theory, conducting, piano, composition, church music, and jazz. He has had several of his choral arrangements published and is on the editorial board of *Creator*, a magazine for church musicians. Dr. Satre is an active performer on the piano and organ, as well as the principal organist at the Moody Church in Chicago.

**Joyce A. Shelton, PhD**
Associate Dean, Graduate School
Professor of Biology
1988

BS New Mexico State University
PhD, University of New Mexico School of Medicine

Dr. Shelton’s predoctoral research was in immunology and developmental biology. Prior to coming to Trinity she also did postdoctoral research at Northwestern University in the areas of biochemistry, immunology, and reproductive biology and has publications in these areas. She also has interests in the field of Bioethics. She has served as the director of The Undergraduate Bioethics Institute at the International Conference on Bioethics for a number of years and is on the editorial board of the *Journal of Ethics and Medicine*. While at Trinity she has been chair of the Health Sciences Department, director of the School of Science and Technology, and interim dean of Trinity Graduate School and REACH and is currently serving as associate dean of TGS.

**Phyllis J. Smith, MA**
Assistant Professor of Education
2005

BS, Illinois State University
MA, Roosevelt University

Prior to coming to Trinity, Professor Smith spent more than thirty years at the elementary and middle school levels as a teacher, mentor, and designated administrator. In addition to her teaching, she has served as a middle school and high school youth director and as a vocalist in a touring gospel group. She is a member of the National Alliance of Black School Educators and the Association for Supervision and Curriculum Development. Her areas of interest include brain-based learning, musical multiple intelligence, and diversity issues.

**Jana Sundene, MA**
Associate Professor of Christian Ministries
1990

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

Before coming to Trinity, Professor Sundene served as an associate director of youth at Garden Grove Community Church in California and at Willow Creek Community Church in Illinois. She is a founding member of the Association of Youth Ministry Educators and is an active board member. Her research and writing interests are in the areas of spiritual formation, leadership development, small groups and ministry communication. Professor Sundene does training seminars and speaks for on-campus organizations, local churches, and conferences. She has done short-term missions work and taught courses in such places as the Philippines, El
Salvador, Poland, and Mexico. Professor Sundene is active in mentoring students and was recently awarded the President’s Prize for Excellence in Teaching.

Joshua Thomas, PhD  
Assistant Professor of Human Performance and Wellness  
2005  
BA, Northwestern College-Iowa  
MS, Iowa State University  
PhD, Iowa State University  
Dr. Thomas specializes in biomechanics but enjoys teaching a variety of courses in the discipline of exercise science. His research interests include the influences of kinematic and kinetic variables on the lower extremity during running. He is currently serving as the chair of the Human Performance and Wellness Department and gives particular leadership to the Sport and Wellness Management major.

Timothy J. Voss, MS  
Associate Professor of Human Performance and Wellness  
1990  
BA, Trinity College  
MS, University of Illinois  
Professor Voss oversees the teacher certification programs for Physical Education/K-12 with Health Education Major, as well as the Health Education minor, Coaching minor, Fitness Specialist minor, and Outdoor Education/Camp Administration minor. He is also a certified lifestyle counselor in weight control and stress management. Professor Voss is also an active member and presenter in the Christian Society for Sport and Leisure Studies (CSKLS).

Clifford E. Williams, PhD  
Professor of Philosophy  
1982  
BA, Wheaton College  
PhD, Indiana University  
Dr. Williams came to Trinity in 1982 after teaching at St. John Fisher College in Rochester, New York, for fourteen years. He taught at Wheaton College from 1998 to 1999. He is author of The Life of the Mind: A Christian Perspective (Baker Academic, 2002), Singleness of Heart: Restoring the Divided Soul (Eerdmans, 1994), plus other books and articles. At Trinity he is faculty advisor for the college’s arts journal, The Trillium. Dr. Williams is also an historian of current hobo culture and has published One More Train to Ride: The Underground World of Modern American Hoboes (Indiana University Press, 2003). He is a member of the Society of Christian Philosophers and the Philosophy of Time Society.

Peter L. Wright, EdD  
Assistant Professor of Education  
2007  
BA, Trinity College  
MSEd, Northern Illinois University  
MSEd, EdD, National College of Education  
EdD, National Louis University  
Following graduation from Trinity College, Dr. Wright enjoyed working for thirty-two years in the public schools of Waukegan, Illinois, and Vernon Hills, Illinois, as an elementary classroom teacher, school psychologist (K-12), special education coordinator, and IEP database supervisor. Prior to becoming a full-time faculty member, he taught at National-Louis University and at TIU in the College, Graduate School, and REACH program as adjunct faculty. His dissertation was based on a ten-month family journey around the United States studying the
impact of family dynamics on living and learning, how personal learner characteristics influence the teaching/learning process, and the influence of experiential education. His current research interests include studying human learning, specifically in college students, and studying the impact on college students as they socially interact with exceptional peers. He is also interested in working within educational systems to encourage positive change for all students, helping understand and teach exceptional students, brain-based learning, and the application of educational psychology to increase learning for all students.

Karen Wrobbel, EdD
Associate Professor of Education
2003
BA, Biola University
MA, Wheaton Graduate School
EdD, University of Minnesota

Dr. Wrobbel taught missionary kids (MKs) and other international students in Christian schools in Spain and Venezuela for more than twenty years before joining Trinity’s faculty. Her school experience extends across the grade levels and includes teaching self-contained elementary classrooms, various subjects at the middle and high school levels, and administration. She continues to be actively involved with international educators and regularly presents workshops at the international Christian education conferences of the Association of Christian Schools, International. Her expertise and research interests include intercultural communication, languages and education, and the education of MKs and other global nomads. Dr. Wrobbel’s articles have appeared in several publications, including Missiology, Evangelical Missions Quarterly, and Christian School Education. Dr. Wrobbel currently directs the Division of Education.

*Administrators with faculty status.

Affiliate Faculty, Deerfield Campus

Affiliate faculty members are generally those persons with annual part-time contractual responsibilities at Trinity in either teaching or administration; however, they also have major commitments to another employer, which prohibit them from full participation in daily campus life. They are appointments of the Dean of the College.

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 U.S., he was named one of the short-term mission coordinators of the Evangelical Free Church Mission. In this role, he has led mission teams to Hong Kong, Mongolia, and the Czech Republic, trained several hundred English as a Foreign Language (EFL) teachers, and coauthored training manuals, devotional books, and EFL curricula.

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

Dr. Moore pastored at churches in Illinois and Indiana before coming to Trinity, where he now serves as associate dean in the Divinity School. He has also been director of administration for the Doctoral Programs and assistant dean of the Graduate School. Dr. Moore currently teaches in the Division of Biblical, Religious, and Philosophical Studies and in Interdisciplinary Studies. He has authored numerous published articles and curricula and has taught at public schools in Illinois and Indiana. Personal interests include engaging world-and-life view issues in the Wesleyan theological tradition and serving in the local church.
Don Scherrer, PhD
Affiliate Professor in Human Performance and Wellness
2001
BS, MEd, University of Illinois
PhD, Texas A & M University

Dr. Scherrer retired after serving thirty-four years on the faculties of the University of Illinois Chicago, Chicago State University, and Texas A&M University. He joined the Trinity International University faculty in the fall of 2001 and served six years, mostly in the Department of Human Performance and Wellness. His areas of expertise include exercise physiology, measurement and evaluation, and research methods. For the last three years, he has taught part-time for the Department of Biological Sciences. Beginning in the fall of 2010, he will be the coach of the men's golf team, a sport that has recently been added to the athletic program. Dr. Scherrer continues to be active in a leadership role with the Illinois Association for Health, Physical Education, Recreation, and Dance.

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

Harold J. Baxter, PhD
Associate Professor Emeritus of English, 1989-2009
BA, Houghton College
BD, Evangelical School of Theology
ThM, Eastern Baptist Seminary
MA, Old Dominion University
PhD, Florida State University

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

Stanley T. Bristol, EdD
BA, Wheaton College
MA, Northern Illinois University
EdD, Northwestern University

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

William E. Graddy, PhD
Professor Emeritus of English, 1973-2010
BA, MA, PhD, Southern Illinois University

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

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

Paul A. Twelker, EdD
Professor Emeritus of Psychology, 1984-2004
BA, San Diego State University
MA, EdD, University of California–Los Angeles
Adjunct Faculty, Deerfield Campus

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

Donald Balasa, JD, MBA
*Lecturer in Political Science, 2005*
BA, Northwestern University
MBA, University of Chicago
JD, Northwestern University Law School

Charles Bilodeau, MSED
*Lecturer in Education, 2000*
BS, Milliken University
MSED, Northern Illinois University

Kenneth Botton, PhD
*Lecturer in Biblical and Religious Studies, 2009*
BA, University of New Mexico
MDiv, Talbot Theological Seminary
MA, PhD, Trinity Evangelical Divinity School

RoseMary Cairo, MA
*Lecturer in Psychology, 2008*
BA, DePaul University
MA, Roosevelt University

Reed Castele, MA
*Lecturer in Sociology, 2009*
BA, University of Arizona
MA, Trinity Evangelical Divinity School

Miriam Charter, PhD
*Lecturer in French, 2009*
BA, Prairie Bible College
BEd, University of Calgary
MDiv, Canadian Theological Seminary
PhD, Trinity Evangelical University

Beth Clemmensen, MBA
*Lecturer in Business, 2007*
BA, University of Illinois
MBA, Northwestern University

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

Timothy Eckert, MA
*Lecturer in Christian Ministries, 2009*
BA, Shippensburg State University
MA, Columbia International University
PhD student, Trinity Evangelical Divinity School

Andrew Euler, MRE
*Lecturer in Christian Ministries and Interdisciplinary Studies, 2008*
BEd, University of Alaska, Fairbanks
MRE, Grand Rapids Seminary

Angela Ferguson, MS
*Lecturer in Health Science, 2003*
BS, Ohio Northern University
MS, University of Illinois

Margarette Firman, MSW, LCSW
*Lecturer in Psychology, 2005*
BA, Trinity College
MSW, University of Illinois Chicago

Linda Fratt, MA
*Lecturer in Humanities, 2008*
BA, Westmont College
MSLS, University of Southern California
MA, Trinity Evangelical Divinity School

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

Cheryl Guth, MA
*Lecturer in Christian Ministries, 2008*
BA, Wheaton College
MA, Trinity Evangelical University
PhD student, Trinity Evangelical University

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

Robert Hartman, MA
*Lecturer in Philosophy, 2008*
BA, University of Wisconsin, Eau Claire
MA, Trinity International University

Karen Harwood, MS
*Lecturer in Humanities, 2009*
BS, University of Wisconsin
MS, California State University

Dennis Humphrey, MA
*Lecturer in Psychology, 2010*
BA, Roberts Wesleyan College
MA, Trinity Evangelical Divinity School
PhD student, Trinity Evangelical Divinity School

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

Charlene Kalebic, JD
*Lecturer in Political Science and Business, 2005*
BA, Augustana College
JD, Loyola University of Chicago Law School
Ruth Kauffmann, PhD
*Lecturer in Spanish, 2009*
BA, Goshen College
MA, University of Illinois
MEd, University of Illinois
PhD, University of Chicago

Shante Kee, MS
*Lecturer in Biology, 2005*
BA, Ashland University
MS, Ohio State University

Timothy Kennett, MA
*Lecturer in Communication, 2010*
BA, Wheaton College
MA, Trinity International University

Wayne Kijanowski, MDiv
*Lecturer in Computer Information System, 2001*
BA, Northeastern University
MDiv, Trinity Evangelical University

Wayne Kriemelmeyer, PhD
*Lecturer in Sociology, 2009*
BS, Indiana University
PhD, Northwestern University

Melissa Lowrance, MEd
*Lecturer in Education, 2007*
BS, Greenville College
MEd, National-Louis University

Miriam Lythberg, MS
*Lecturer in Health Sciences, 2009*
BA, Augustana College
MS, University of Bridgeport

David Magee, JD
*Lecturer in Business, 2009*
BA, Valparaiso University
MA, Northwestern University
JD, University of Arizona College of Law

Sheilah Mahan, MS
*Lecturer in Psychology, 2006*
BA, University of Iowa
MS, Seattle Pacific Christian University

Jo Ella Martin, MA
*Lecturer in Education, 2004*
BA, MA, National-Louis University

Therese McGee, PhD
*Lecturer in Psychology, 2001*
BA, Bradley University
MA, Wheaton College
PhD, Trinity International University

Dawn McNeal, PhD
*Lecturer in Business, 1984*
BA, Trinity College
MA, PhD, University of Georgia

Christopher McNiven, MA
*Lecturer in Psychology/Sociology, 2003*
BS, Houghton College
MA, Trinity Evangelical Divinity School

Alan Molby, MSEd
*Lecturer in Education, 2006*
BSEd, Drake University
MSEd, Northern Illinois University
EdD, Northern Illinois University (ABD)

Peg Moneypenny, MEd
*Lecturer in Education, 1997*
BS, Frostburg State University
MEd, National-Louis University

J. Daniel Monroe, MSW
*Lecturer in Psychology, 2002*
BA, Northeastern Illinois University
MSW, Jane Addams College of Social Work

Julie Riddick Osterhaus, MA
*Lecturer in Education, 2006*
BA, Trinity College
MA, Northeastern Illinois University

John Ostrander, MA
*Lecturer in Human Performance and Wellness, and Education, 2009*
BA, University of Wisconsin
MA, Aurora University

Alice Ott, PhD
*Lecturer in Humanities, 2008*
BA, Ohio University
MDiv, Trinity International University
PhD, Trinity International University

Anthony Peterson, PhD
*Lecturer in Education, 2010*
BA, Trinity International University
MA, Northern Illinois

Robert Pirsein, PhD
*Lecturer in Business, 2008*
BA, MA, Marquette University
PhD, Northwestern University

Jeffrey Price, MBA
*Lecturer in Business, 2004*
BA, DePauw University
MBA, University of Michigan

Lori Ratliff, MA
*Lecturer in Education, 2007*
BA, Trinity College
MA, Webster University

Anthony Raymond, MBA
*Lecturer in Computer Information Systems, 2008*
BA, Northwestern College
MBA, University of Phoenix

Nadeen Rust, BA
*Lecturer in Education, 1993*
BA, University of Illinois

Robert Shears, MBA
*Lecturer in Business, 2006*
BS, Illinois State University
MBA, Roosevelt University
Todd Sikora, MA  
*Lecturer in Education, 2004*  
BA, Trinity College  
MA, Northeastern University

Jason Stangelle, MDiv  
*Lecturer in Biblical and Religious Studies, 2010*  
BS, Truman State University  
MDiv, Trinity Evangelical Divinity School  
PhD student, Trinity Evangelical Divinity School

Jennifer Strehler, MS  
*Lecturer in Mathematics, 2006*  
BS, Illinois State University  
MS, University of Tennessee

Beth Ann Swinson, BA  
*Lecturer in Music, 1998*  
BA, University of Kansas

Charles Taylor, MA  
*Lecturer in Biology, 2006*  
BA, North Park College  
MA, Northeastern University

Matthew Tebbe, MDiv  
*Lecturer in Christian Ministries, 2009*  
BA, Depauw University  
MDiv, Trinity Evangelical Divinity School

R. Christopher Teichler, MM  
*Lecturer in Music, 2000*  
BM, Wheaton Conservatory of Music  
MM, Northwestern University

Anne Tohme, MDiv  
*Lecturer in Biblical and Religious Studies, 2008*  
BA, John Brown University  
MDiv, Trinity Evangelical Divinity School

Mark Williams, PhD  
*Lecturer in History, 2010*  
BA, LeTourneau University  
MA, Gordon-Conwell theological Seminary  
PhD, Trinity Evangelical Divinity School

Kimberly Woodward, MS  
*Lecturer in Human Performance and Wellness, 2005*  
BA, Illinois State University  
MS, Illinois State University

Sidney Yeomans, DBA  
*Lecturer in Business, 2005*  
BS, Iowa State University  
MBA, Auburn University  
DBA, Nova Southeastern University

David Zumwalt, MA  
*Lecturer in Computer Information System, 2006*  
BA, Trinity College  
MS, Northern Illinois University
Undergraduate Admissions

“The friends I have here have touched my life so deeply—it is obvious that God placed us in each other’s lives. They’ve encouraged me to have the confidence to be who I am.”

Samara Vielhak (BA ’05), Elementary Education

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.
- Choose college prep courses.
- Keep your grade point average high.
- Start to explore your college options by surfing the Web for more college facts.
- Become involved in a variety of activities.

**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 about college options.
- 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 Firsthand 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 special visits 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 e-mail 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 five Sneak Preview events: Fall Sneak Previews (October & November), Honors Sneak Preview (January), Winter Sneak Preview (February), and Spring Sneak Preview (April). Each event is slightly different, but all of them include the following:
• Opening welcome session
• Welcome breakfast
• College chapel service
• Campus and dorm tours
• Class visit
• Lunch on campus
• Campus Life Fair
• Interaction with Admissions staff

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-Friday, 9:00 a.m.–4:00 p.m., and can include your choice of the following options: meetings with faculty, coaches, directors, financial aid, admissions counselor, a campus tour, class visit, 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 e-mailing 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/college/admissions/apply.

Pastor’s Recommendation: Please have a youth pastor or church leader who knows you personally complete the form. The form can be submitted online or printed and given to your youth pastor. 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 319.337.1313 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. For the ACT, Trinity recommends, but does not require, students to take the writing portion. Only the Math and Critical Reading sections of the SAT score will be considered for admission.

Financial Aid: Trinity requires the Free Application for Federal Student Aid (FAFSA). This form should be completed by April 1st 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, but it is not necessary to complete an application.
Admission Requirements
Trinity prepares Christian young people to dream big about their chosen path of study and future profession. Therefore, we evaluate an applicant’s academic promise, motivation, and Christian commitment. Admission to Trinity is available to those who have:

- A high school diploma or successful completion of the GED
- A minimum 2.5 high school GPA on a 4.0 scale
- A recommended minimum of college prep courses in the following:
  - English: four years
  - Science (including one lab science): two years
  - Social Studies: two years
  - Foreign Language, Music, Art: two years
  - Mathematics (including Algebra and Geometry): two years
- A minimum ACT score of 19 and/or SAT score of 900
- Provided a favorable recommendation from a pastor
- Submitted an application with the $25 application fee

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. 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 Division of Education prior to enrollment.

Visiting Student: A student not pursuing a degree program but desiring to be admitted for part-time studies (a maximum of 6 hours of credit per semester or one course per May Term session). A simplified admission procedure is used. 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 welcome at Trinity. Approximately one-third of the new students each year are transfers. A graduate of a Bible institute or community college with a breadth of courses may wish to consider the General Studies major, an interdisciplinary program that allows entrance to advanced areas of study.

Once accepted to 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 grades earned from an accredited college or Bible institute ("C" includes C-, C, C+). Though practicing a fairly liberal transfer policy, the university reserves the right to accept only courses that are equivalent in content, objectives, and extent to those offered by Trinity. Students may receive credit for subjects not offered at Trinity when approved by the Associate Dean and validated by the University Registrar.

A maximum of 64 semester hours from two-year-degree granting institutions are transferable. There is no maximum of allowable transfer semester hours from four-year degree-granting institutions. 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

College Tuition and Other Expenses

Tuition Per Semester 2010-2011
Tuition (full-time academic standing begins at 12 credit hours per semester)
1-11 hours, per hour $957.00
12-18 hours, per semester $11,485.00
Credit hours over 18 per hour $479.00

Audit, students with full-time academic status No charge
Audit, students less than full-time academic status, per hour $65.00

May Term, per hour $319.00
May Term, audit per hour $65.00
Online Summer Course, per hour $350.00

Board
Residential Unlimited Access meal plan $1,745.00
Residential Block 210 meal plan $1,745.00
Residential Block 140 meal plan $1,595.00
Residential Block 100 meal plan $1,280.00
Additional Residential Block Meals (20) $80.00
Commuter Block ten-meal plan $77.00

The Block 100 meal plan is available to clinical practitioners. Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block 210 or Block 140 meal plan during the fall semester.

The Commuter Block 10 Meal Plan is available to students who are approved to live in Senior Privilege Housing or off campus.

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)
Carlson, Johnson & Madsen Halls
Single $2,530.00
Double $2,085.00
Trinity Hall
Single $2,995.00
Double with Living Room $2,385.00
Double without Living Room $2,190.00

May Term Room (Double) $300.00

Fees
Comprehensive Fee $170.00
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 $957.00
Audit, per hour $65.00

Fees
Comprehensive Fee (6-11 hours) $85.00
General Instructional Fee (6-11 hours) $15.00
(in addition to Science, Health Science, HPW, Computer, and Music fees)
Health Insurance
Trinity offers a health insurance plan for students. All college 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.

Student Account Payment Charges
Deferral Fee
Students not participating in the traditional Trinity Alternative Payment Plan (TAPP) will be charged a deferral fee of one percent per month for any outstanding balance on their student account.

Failure to Finalize Payment Arrangements Fine
Payment arrangements must be made no later than two weeks after the beginning of each semester. A $200 fine is assessed to registered students who have not paid-in-full or enrolled in a payment plan with the Student Accounting Office.

Payment Plan Fees
A $50 fee is charged each semester to students participating in a payment plan. This fee covers the cost of administering the payment plan and is factored into the payment agreement. A $40 fine is assessed for any payment that is more than five days past due.

Returned Check Fee
A $23 fee is charged for any check returned by the bank due to non-sufficient funds, a closed account, a stopped payment, or any other reason as listed by the bank.

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 & Transport Fee — This fee is charged to athletes at the end of November to cover the cost of apparel and transportation for the current academic year: $250.00/sport

Audit Fee — There is no charge for full-time students. (Course fees are still required.) Part-time students per hour: $65.00

Comprehensive Fee — This fee is used for SGA, Student Affairs events, student leadership events, Career Services, placement activities, and technological advances, and to provide each student with a yearbook.

Full-time students: $170.00
Part-time students: $85.00

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

Science/ Health Science Laboratory Fees: $150.00

Computer Laboratory Fees (per course, for each course requiring computer use): $50.00

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 Application Fee — This fee includes the cost of the diploma, evaluation of application for degree, and other graduation expenses. This fee is charged in the semester for which the student submitted the Graduation Application form to the Records Office. This fee is nonrefundable: $90.00

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

Late Registration Fee — Assessed to students who register during the Late Registration period: $60.00
Music Fees

Private Music Lessons
Half-hour lesson (1 credit hour): $300.00
One-hour lesson (2 credit hours): $600.00
(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

Voice & Piano Class Fee: $150.00
(for MUZ 160, MUZ 161, MUZ 162, MUZ 261, and MUZ 262)

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

Instrumental Techniques Course Fee: $50.00
(for MUE 345, MUE 346, MUE 347 and MUE 348)

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

Transcripts — All transcripts are sent via U.S. Mail. If other service is requested (e.g., FedEx) there will be an additional charge. Detailed ordering information and request forms are available on the Records Office website: https://www.tiu.edu/tiu/records/transcriptinfo.

Standard: transcript sent out within seven business days upon arrival of request: $5.00

Vehicle Registration — Students bringing a motor vehicle on campus must register the vehicle with Security Services. Freshmen vehicle stickers are available on a limited basis.

Freshmen (those who qualify), per semester: $80.00
Sophomores, per semester: $60.00
Juniors, per semester: $40.00
Seniors, per semester: $20.00
Students only taking evening classes: No Fee

Trinity International University 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 approximately 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). The priority deadline for filing is April 1 of 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 up to $18,000 each year and renewable for up to four 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 Church Match Grant Program, Trinity will match dollar for dollar, up to $1,000, 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 Direct 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 e-mail or phone:

Trinity International University
Financial Aid Office
2065 Half Day Road
Deerfield IL 60015

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, federal Direct Loans, federal Direct 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 during freshman year
   1.8 during sophomore year
   2.0 at the start 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 after each semester. 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 the required cumulative grade point average after one semester at their own expense.

   B. Quantitative Standard
   Students are reviewed and notified after each semester. 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.

4. Appeal Process
A student may choose to appeal the removal of their financial aid. If an appeal is submitted, it must be addressed to the Director of Financial Aid and the following criteria must be met:
A. The appeal must be submitted in writing.

B. The appeal must contain the following statement:

“I understand that if my financial aid appeal is approved and my financial aid reinstated for the semester, I must achieve Satisfactory Academic Progress standards by the end of the current semester to continue receiving financial aid. If this standard is not met, I will, under no circumstances, be allowed to receive financial aid at Trinity International University until these standards are met.”

C. The appeal must contain the student’s signature.

If these criteria are not met, the appeal will not be considered. The Committee on Financial Aid to Students will review the appeal, and the Financial Aid Office will contact the student once a decision is made.

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 April 1 date. Awards will continue for students who complete their application after the April 1 date, but funds may be limited.

Steps to Apply

1. Complete the Free Application for Federal Student Aid (FAFSA). Complete the application as soon as possible after January 1 at www.fafsa.gov. Trinity International University school code: 001772

2. Review and Return your Award Letter. Once you receive your award letter, you may accept or reject any portion of the financial aid offer by circling (A) for accept or (R) for reject. Please return your award letter stating your intention to our office within thirty days of receipt.

3. Complete a Direct Loan Master Promissory Note. If this is the first time that you are requesting a Direct Loan while at Trinity, you will need to complete a Master Promissory Note. Please visit the Direct Lending website at www.studentloans.gov to complete a Master Promissory Note.

4. Complete Direct Loan/Perkins Loan Entrance Counseling. Federal regulations require that you complete entrance counseling before a Direct or Perkins loan can be applied to your student account. Entrance counseling provides information about how to manage your student loans both during and after college. Entrance counseling for the Perkins Loan can be completed at www.mappingyourfuture.org. Entrance counseling for the Direct Loan can be completed at www.studentloans.gov.

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

Multiple $11,000 and $18,000 tuition awards, and various runner-up scholarships, are given each year to incoming freshmen who provide evidence of high academic achievement. 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. The competition for this invitation-only scholarship closes by mid-February. For more information, contact the Admissions Office.

The Alan and Susan Ruud Academic and Leadership Scholarships

Multiple $11,000 and $18,000 tuition scholarships, and various runner-up scholarships, 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 four years, based on academic performance (Trinity GPA of 3.5 or better) and continued progress toward completing Trinity’s Honors Program. The competition for this invitation-only scholarship closes by mid-February. For more information, contact the Admissions Office.

Presidential & Dean’s Academic 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 $2,500 instead of $5,000, and if a student has a GPA of 3.75-4.0 but an ACT below 24, he or she also may receive $2,500 instead of $5,000.

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>ACT/SAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>$5,000</td>
<td>28+, 1240+ (3.25 min.)</td>
<td>3.75+ (24 ACT min.)</td>
</tr>
<tr>
<td>Dean’s</td>
<td>$2,500</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 Music Department or the Athletics Department determines these awards. For further information, please contact the music or athletic department.

Music Department 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 Music Department 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 some Trinity grants, Illinois grants, federal grants, Work-Study, and federal 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 $12,000.

Illinois Grants
Illinois Monetary Award Program
Awarded to students for help in paying tuition and mandatory fees. Maximum amount in 2010-2011: $4,968.

Federal Grants and Loans
Federal Pell Grant
Awarded to students for help in paying tuition and education-related costs. Maximum amount in 2010-2011: $5,550.

Federal Supplemental Educational Opportunity Grant
Awarded to students for help in paying tuition and mandatory fees. Amount is determined by a student’s EFC. Maximum amount: $1,400 (based on availability of funds at Trinity).

Federal Direct Loan
This is a low-interest loan that students take out on their own behalf. The FAFSA must be completed in order to be eligible. Repayment begins six months after graduation or if the student drops below half time.

Federal Carl D. Perkins Loan
This is a low-interest loan that students take out on their own behalf. The FAFSA must be completed in order to be eligible. Repayment begins nine months after graduation or if the student drops below half time.

Federal Direct Parental Loan to Undergraduate Students (PLUS)
This is a low-interest loan that parents take out on the student’s behalf. The FAFSA must be completed in order to be eligible. Repayment begins within sixty days after the loan is fully disbursed. Effective for loans first disbursed on or after July 1, 2008, parents have the option to defer repayment until six months after the student graduates or if the student drops below half-time enrollment.

Other Trinity Grants and Scholarships
Grants
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.

Waybright 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 $1,000 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.

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.

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 alumnus/a 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 & Parent Relations 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 $3,750 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 Darnell Martin Award and Scholarship
An award of $700 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 $3,500 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.

EFCA Ordained Family Scholarship
To qualify for the EFCA Ordained Family Scholarship, a full-time student must be the son or daughter of an ordained EFCA pastor who is serving in a local Free Church, as a Free Church missionary, or in another denominational or ministry position. As of 2008-2009 new students receiving the EFCA Ordained Family Scholarship are guaranteed to receive a total of $13,000 in gift aid from Trinity each year they maintain eligibility.

Elmer H. and Esther L. Lindquist Memorial Scholarship
This award of $500 is given to a student majoring in psychology. The recipient will be chosen by the Psychology Department and the Financial Aid Department. The scholarship is not automatically renewable.

Gwendolyn Voss Memorial Scholarship
The scholarship is awarded to a female who demonstrates her love for the Lord and a desire to serve Him. She should evidence a quiet noncompetitive spirit and a desire to help those who are disadvantaged.

James 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 annual award of $1,000 (or more) is given to a full-time student majoring in Elementary Education. The recipient is 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.

Living Faith Scholarship
One $1,500 scholarship is awarded to a returning junior or senior who demonstrates financial need. The selection shall be based primarily on his or her evangelical faith and character. Preference is given to children of individuals who are engaged in full-time Christian service.

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.
**Peter Lu Memorial Scholarship**

This is awarded to a returning sophomore or junior student majoring in chemistry or biology who, in the judgment of the science faculty, demonstrates the qualities that Peter Lu exemplified, which are scholarship, leadership, and Christian character.

**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. Certain restrictions apply. Please contact the Records Office prior to registration for more information or go to MyTrinity > Records > Forms > College. The “Cross Registration Form (College into TEDS/TGS)” lists the policies/restrictions and cross-registration instructions.

**Tuition Payment Policies**

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

First semester, new students may receive a semester bill prior to arrival on campus if course registration and billing information is completed and received by August 1. Once on campus, a TIUAccess password and login will be given to each student during new student orientation.

Continuing program students already with a TIUAccess login and password are presented with the semester bill immediately after completing their online registration. Continuing program students are expected to check this Course & Fee Statement for the balance due. A separate bill will not be mailed.

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

**Trinity Alternative Payment Plan (TAPP)**

The TAPP allows students to pay total semester costs in equal installments by enrolling in a three- or a four-month payment plan. **A TAPP is not successfully established unless both the first payment and the signed payment plan form have both been received in the Student Accounting Office by the appropriate due date (see below).**

**TAPP Payment Terms**

**Fall Semester**

<table>
<thead>
<tr>
<th>4 Months</th>
<th>Aug. 15, Sept. 15, Oct. 15, Nov. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Months</td>
<td>First Day of Semester, Oct. 15, Nov. 15</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>4 Months</th>
<th>Dec. 15, Jan. 15, Feb. 15, Mar. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Months</td>
<td>First Day of Semester, Feb 15, Mar. 15</td>
</tr>
</tbody>
</table>

**May Term**

Payment for May Term courses are due on or before the first day of class. Students not making payment in full will be dropped from their course(s). This policy is unique to May Term courses. Extended payment plans are not available.

**Summer Course Work**

Students registered for summer course work, such as an independent study or internship, are required to make payment by June 30. Failure to do so will not cancel registration as it does with May Term courses; however, deferment fees will be assessed on any outstanding balance. This type of course work follows the full-semester refund policy for withdrawals and dropped courses.

**General Policies**

**Accepted Forms of Payment**

The University accepts cash, check, money order, MasterCard, Visa, and Discover.

**Contact Information**

It is the student’s responsibility to update address, phone, and e-mail information to insure that notices are received in a timely manner. The student is responsible for any fines or fees assessed if updated information is not given to the Student Accounting Office.
GroupWise Messaging
The Student Accounting Office uses the GroupWise Messaging system for notification of important information and deadlines. It is the student’s responsibility to check his or her GroupWise e-mail.

Outstanding Balances
Any students not participating in the traditional TAPP will receive a deferment fee of 1 percent per month on any outstanding balance. This includes students who are waiting on Direct, Direct 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 or be up to date on a traditional TAPP 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.

Window Hours
Student Accounting Assistants are available Monday-Friday, from 8:30 a.m. to 4:00 p.m. CST.

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

Refund Policy
Withdrawal from School
Subject to the date of official withdrawal, tuition, and institutional fees will be refunded according to the following schedule:

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

Disciplinary measures that require the withdrawal of a student will also follow the above-stated refund policy.

It is the responsibility of the student to inform the Student Affairs Office if he or she is not returning for the following semester. If notification is not made, the student may be liable for proration on tuition, fees, room, and board.

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’s Title IV funds will be returned. Refunds of Title IV funds 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 funds should be returned, a specific order of refund has been established by the federal government:

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

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
Fall and spring semester courses will be refunded tuition and fees, including audited courses and courses changed from credit to an audit, according to the following refund schedule below. 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.

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

**Quad Courses** are refunded according to the following schedule:

Through the 1st week of the Quad 100%
After the 1st week of the Quad 0%

**May Term, Summer Session & Modular Courses** must be dropped on or before the first day of class in order to receive a refund. Summer courses, such as independent study or internships, follow the full-semester course refund schedule above.

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.

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 housing and meal plans proration schedule is as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>2</td>
<td>12.50%</td>
</tr>
<tr>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>4</td>
<td>25.00%</td>
</tr>
<tr>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>6</td>
<td>37.50%</td>
</tr>
<tr>
<td>7</td>
<td>43.75%</td>
</tr>
<tr>
<td>8</td>
<td>50.00%</td>
</tr>
<tr>
<td>9</td>
<td>56.25%</td>
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<tr>
<td>10</td>
<td>62.50%</td>
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<td>11</td>
<td>68.75%</td>
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<td>14</td>
<td>87.50%</td>
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<tr>
<td>15</td>
<td>93.75%</td>
</tr>
<tr>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Trinity International University reserves the right to modify all financial policies without notice.
Academics

“People want experience in job candidates. I did an internship at a hospital in public relations—writing press releases, working with the media, setting up photo ops. It was a great learning experience.”

Blessing Uchendu (BA ’04), English/Communication

Accreditation

Trinity was accredited in 1969 by the Higher Learning Commission.

The Higher Learning Commission
30 N. LaSalle Street, Suite 2400
Chicago IL 60602-2504
Phone: 312.263.0456
Website: www.ncahigherlearningcommission.org

The Illinois State Board of Education has approved the elementary, secondary, and K-12 education programs of Trinity International University so that those who complete these programs qualify by entitlement for an initial 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 a hundred Christian colleges, and the Association of Christian Schools International.

The Commission on Accreditation of Athletic Training Education has accredited the Athletic Training Education Program in the Division of Science, Technology, and Health.

Commission on Accreditation of Athletic Training Education
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664
www.caate.net

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 fifteen weeks each including the examination period. A semester hour of credit represents one class period (fifty minutes) per week, with two hours of preparation for each class period. During May term, semester hour credits are based on the same number of instructional hours as the regular school year.
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:
A+, A 4.0 points per credit
A– 3.7
B+ 3.3
B 3.0
B– 2.7
C+ 2.3
C 2.0
C– 1.7
D+ 1.3
D 1.0
D– 0.7
F 0.0

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 (56 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.

**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.

**NOTE:** A special grade designation is posted whenever a student grade is not submitted by a faculty instructor. The student will see an “NR” designation posted on the web Grade Report on TIU Access, which indicates that the Records Office is waiting for the grade to be submitted. Students should contact their faculty instructor with questions regarding any pending grades posted with an “NR” designation.

**Retaking Courses**
A student may elect to repeat any course in which a grade of “C–” or lower is earned provided that the repeated course is taken at Trinity Deerfield in a regularly scheduled class, excluding Guided Study courses. All grades will be retained on a student’s transcript. A course for which credit has been earned, when repeated, may produce an improved grade but will not provide additional credit. The highest grade for a repeated course will count toward graduation requirements and the cumulative grade point average. A course in which credit is earned may be repeated only once.

**Student Classifications**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0–25 hours</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 session grade point average of 3.50 or above in a given semester are awarded special recognition by being placed on the Dean’s List.

**Graduation Honors:** 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* (3.90).

**Requirements for graduation with honors:**

- *summa cum laude*—3.90 GPA, or 3.80 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, or 3.40 GPA and completion of the honors program

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>
</tbody>
</table>
Academic Warning: A student whose semester or cumulative GPA is below 2.0 at the end of a semester will be on Academic Warning for the following semester.

Academic Probation: A student whose cumulative GPA is below the required level for hours attempted will be placed on academic probation. Once a student has been placed on academic probation, the probationary status remains until the student's Trinity cumulative GPA meets or exceeds the above academic scale.

Academic Dismissal: A student whose cumulative GPA remains below the required level at the end of a probation semester is subject to academic dismissal.

Academic Dismissal Appeal Process: A student who has been academically dismissed may appeal to the Dean of the College within five days of receipt of notification. The basis of the appeal must be extraordinary circumstances such as serious and documented illness, injury, or family crisis. If this appeal is denied, a written appeal may be presented to the Scholastic Status Committee. The written appeal must be submitted within five days of the denial of the appeal by the 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.

Academic Policies

Academic Appeal Process: Students with concerns about course grades or the interpretation and/or implementation of academic policies may pursue resolution through the following appeal process. (For academic dismissal there is a separate process; see the Academic Dismissal Appeal Process.) At each stage students should attempt to clearly articulate and document any unusual or extenuating circumstances that they feel have bearing on the issue. Each stage of the process is essential, and every effort should be made to resolve concerns as early as possible in the process, making further appeals unnecessary.

First and foremost, the student should attempt resolution by discussing the issue with the faculty/staff member involved.

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

Failing resolution at the department/division level, the student may submit a written appeal to the College Academic Appeals Committee (CAAC) (a standing committee composed of two full-time faculty members and the University Registrar). Note: Complete “Academic Appeal Instructions” are available on the Records Office website under the Trinity College Forms link.

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

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

Academic Dishonesty: Trinity considers academic dishonesty in the forms of cheating and plagiarism to be serious academic infractions and a breaking of college Community Expectations. In the case of an incident of cheating or plagiarism, the course instructor will submit a form to the academic dean outlining the incident and the disciplinary action taken (usually failure of the assignment, but depending on the severity of the incident, possible failure of the course). A file is then initiated for the student in the academic dean’s office. Subsequent incidents result in more severe disciplinary actions, including failure of the course or academic dismissal. Students receiving a disciplinary failure in a course may not withdraw from the course. Students with two or more incidents are also referred to the Dean of Students as a community standard violation. 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.

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.

**Cocurricular 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 Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than the final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies. A Guided Study may not be used to retake a course to improve a grade.

**Independent Study:** A noncatalog course in which a faculty member and an advanced student design research on a topic of special interest that extends beyond the scope and depth of courses regularly offered in the curriculum. To be eligible for an independent study, a matriculated Trinity undergraduate student must have a cumulative grade point average of 3.0 and have completed 50 semester hours of academic work prior to the semester in which the independent study is taken. The topic or content must have the written approval of the instructor, the department chair, and the Dean of the College. All work for the independent study is due according to the schedule determined by the instructor and no later than final exam week. A student may earn a maximum of 21 credits by any combination of independent and guided studies.

**Policy for Students Called to Active Military Duty:** Trinity students called to active military duty have the following options, which are based on the current catalog policies:

1. Receive course grades for the current semester, or incompletes for all courses, if approved by your professors
2. Receive administrative drops with a refund for some courses and grades/incompletes in other courses, if approved by your professors
3. Withdraw from all current semester courses with a full refund of tuition and fees

Contact the University Records Office for information on the procedures to follow and departments to inform in the event of call to active military duty.

**Readmission:** A student who discontinues attendance for one or more semesters must apply for readmission by requesting and completing a Supplementary Application form. The Supplementary Application is also used to update applications of students not previously enrolled but whose earlier applications have been kept on file.

**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.

**Registration:** Students register for classes using Trinity’s web-based registration system (TIUAccess) or in the University Records Office. Late enrollment will be permitted after the first day of the semester and through the end of the fifth teaching day of the semester, during which time a fee will be accessed. Individual courses may be added through the end of the tenth teaching day of the semester. Beginning the sixth teaching day, and prior to the end of the tenth week of the semester, a student may drop a class and receive a withdrawal grade for the course.

**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 Affairs 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

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 taken, as an audit or for credit, at Trinity International University.

Competency Exams in Old Testament and New Testament: The Biblical Studies Department of the Division of Biblical, Religious, and Philosophical Studies offers two competency exams for students who believe that their Old Testament and New Testament knowledge is equivalent to Trinity’s introductory courses. Credit for the courses BI 101 Understanding the Old Testament and BI 111 Understanding the New Testament may be achieved upon successful completion of the respective competency exam and reading of the respective biblical text. Successful completion is understood to be a score of B (3.0) or better on the exam. The Biblical Studies Department administers the exams. The exams are made up of objective questions (multiple choice, true/false, matching) addressing the content of the texts and integrative essays addressing the application of the texts. Students desiring to take a competency exam should consult with the Biblical Studies Department faculty. A fee for the exam is charged.

Credit by Examination (CBE): On occasion, examinations conducted by departments of the college will be used to determine a student’s achievement and mastery in specific subject areas and serve as a basis for credit or waiving a course, as recommended by the department. Credit by Examination is limited to matriculated Trinity undergraduate students. CBE is regarded as transfer credit and, therefore, will not be computed into the student’s grade point average. CBE will not be granted for a course that the student has previously taken (for audit or credit) at Trinity International University.

Students should complete the following process for seeking CBE for a specific course:

1. Obtain a “Credit By Exam” form from the Student Accounting Office. The Student Accounting Office will initiate the approval process by assessing the appropriate CBE fee (see “Fees” section in this catalog).
2. Make arrangements for completing the exam with the department chair or instructor.
3. Obtain signature of the department chair.
4. Student must submit the completed CBE form to the faculty instructor.
5. Upon completion of the exam, the instructor will post the test results on the CBE form, sign, and submit the form to Records.
6. The Records Office will notify the student when the CBE credit is posted on the transcript.

Credit examinations administered at other schools may be accepted for credit (not grade) at the discretion of the department chair. He or she may require an additional examination to determine the student’s level of competence prior to granting Trinity credit.

Advanced Placement, CLEP, Credit by Exam, or proficiency tests will not be allowed to count toward the residency requirement for graduation from Trinity. Proficiency tests may not be used to fulfill any general education or major requirement.

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.
5. Transfer credit from nonaccredited institutions/programs be evaluated according to the following guidelines:
   a. That the course work meet an appropriate level of academic rigor and be consistent with Trinity’s mission.
   b. That only graded work of “C” (2.0) or better be accepted.
That the hours of instruction be totaled to ascertain the approximate number of credits and that 50 percent of this number be put in escrow until that policy has been fulfilled.

d. That all escrow transfer credits be received by Trinity as elective credit only, or used for general education or major requirements upon evaluation and acceptance by the appropriate academic department.

e. That a maximum of 30 credits be received in this manner.

f. That transfer credit from institutions with ABHE accreditation (Association of Biblical Higher Education) but without other academic accreditation be evaluated by a 2/3 ratio. That is, for every 3 credits deemed acceptable for transfer, Trinity will receive 2 credits.

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 be eligible to receive credit. The student should submit a copy of the military DD-214 (Copy-4) to the Records Office and request an evaluation. Upon verification of completed Military Basic Training, credit will be posted as transfer work on the transcript.

International Baccalaureate Program: Trinity recognizes the International Baccalaureate Program and awards credit from the Diploma or the Certificate for Higher Level Subjects in which the student has attained a score of 5 or better. Application of this credit to specific courses is determined by the 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 College Dean’s Office. As a student progresses in his or her degree work and completed requirements are posted on the academic transcript, the student and academic advisor may access and review this information by using the “Degree Audit” and “Academic Record” links on the Web.

Students who have not decided on a major field of study should concentrate on meeting general education requirements. First-year students should register for a Bible course unless an exception is made by the Dean of the College. Students who have fairly well-defined educational goals should begin 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 seeking certification in elementary education or secondary education should be aware that the programs are accredited by and subject to Illinois Board of Education curriculum requirements. While every effort will be made to apprise students of changes, they must fulfill these requirements to be certified regardless of their matriculation catalog.
Students working toward a degree must file the “Application for Graduation” document one calendar year prior to the date (semester) that a student intends to complete all degree requirements in order to assure proper and timely completion of graduation requirements.

**Requirements for Graduation**

It is our goal that every candidate for graduation give evidence of a true Christian life and character during their academic studies at TIU. All candidates are recommended for consideration as graduands by faculty vote. To be eligible to receive the Bachelor of Arts degree from the College, students must meet the following requirements within seven years of catalog date:

1. 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. An overall Trinity cumulative grade point average (GPA) of 2.00. The General Education, Major,* and Minor requirements must each be completed with a minimum of 2.00 GPA.

3. Successful completion of the general education and “Trinity Distinctive” requirements.

4. Acceptance into a major and fulfillment of the requirements of that major. Students must declare no later than the second semester of their sophomore year or on entrance, in the case of junior and senior transfer students. A minimum of 9 upper-division credits in the major must be earned while in residence.

5. Fulfillment of the Service Learning requirement. Each full-time student is required to complete 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. Seniors who plan to matriculate in another college and transfer their final credits to Trinity must make arrangements with the Records Office prior to leaving Trinity.

8. A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. The Application for Graduation is due on December 15th of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15th of the anticipated graduation year. The following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:
   A. Application for Graduation form.
   B. When approved by faculty, any “Substitution/Waiver Form” should also be submitted to the Records Office for processing.
   C. “6-Hour Contract,” if applicable, for Commencement participation

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

*Students should review their specific Major requirements as listed in this Catalog. Some Majors require a higher cumulative GPA for graduation.

**Attendance at Commencement does not necessarily indicate degree completion.

**Commencement Participation**

The College has an annual commencement ceremony in May. College policy permits participation in the ceremony for students who are within 6 hours of meeting graduation requirements. To be eligible for the “6-Hour Contract” a student must be within 6 hours of completing all graduation requirements at the end of the spring semester.
General Education

The College has established a general education program that engages students in many different fields of learning. Education majors should see alternate general education requirements located in the “Division of Education” section of the catalog.

Purpose

The purpose of the general education program is to introduce students to the breadth of liberal arts learning, and to provide the foundations (biblical, conceptual, and contextual) for all subsequent education, and for learning across the lifespan. Specifically, we intend that by the time of graduation the student will be able to:

1. Articulate a Christian world-and-life view
2. Think critically, reason clearly, and communicate effectively
3. Utilize quantitative and analytical skills
4. Employ moral reasoning and judgment as an outgrowth of personal faith and commitment
5. Interpret the biblical themes of creation, fall, and redemption—in particular as they relate to the arts and humanities
6. Respond thoughtfully, redemptively, and empathically to social changes
7. View current issues in their global and historical contexts and in relation to social, cultural, and natural constructs
8. Respect diverse religions and cultures, engaging others with sensitivity and discernment
9. Live healthfully and pursue wellness

General Education Requirements (47-60 hours)

<table>
<thead>
<tr>
<th>Foundations of Christian Thinking and Living (goals 1, 4, 5)</th>
<th>13 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 150 Foundations of Christian Thinking and Living</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 499X Integrative Thought Capstone</td>
<td>1 hr</td>
</tr>
<tr>
<td>BI 101 Understanding the Old Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 111 Understanding the New Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 210 Biblical Interpretation</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations of Life-Long Learning (goals 2, 3, 5)</th>
<th>19-24 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>ENG 111 Critical Thinking and Writing*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Arts and Humanities (9 hrs)</td>
<td></td>
</tr>
<tr>
<td>PH 180 Introduction to Philosophy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Choose one of the following (3 hrs):</td>
<td></td>
</tr>
<tr>
<td>ENG 220 Studies in Poetry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 222 Studies in Fiction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 224 Studies in Drama</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Choose one of the following (3 hrs):</td>
<td></td>
</tr>
<tr>
<td>ART 231 Art Appreciation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ART 233X Comparative Arts</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 301/302 The Western Cultural Heritage I/II (6)†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 111 Introduction to Music History and Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 231 Music Appreciation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Quantitative and Analytical Reasoning (7-12 hrs)</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following (4 hrs):</td>
<td></td>
</tr>
<tr>
<td>BIO 103 Introductory Biology</td>
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</tr>
<tr>
<td>BIO 105S Environmental Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 111 General Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 112 Biology: The Plant and Animal Kingdoms</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 140 Survey of Anatomy and Physiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Choose one of the following (3-6 hrs):</td>
<td></td>
</tr>
<tr>
<td>CH 101 Contemporary Chemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>HPW 351X</td>
<td>Biomechanics and</td>
</tr>
<tr>
<td>HPW 454X</td>
<td>Measurement, Research, Statistics &amp; Technology</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
</tr>
<tr>
<td>PS XXX</td>
<td>Physical Science (no lab)</td>
</tr>
<tr>
<td>PS 101</td>
<td>Earth Science</td>
</tr>
</tbody>
</table>

(Note: The following requirement is waived for students who have earned an ACT Math subscore of 25 or higher or its equivalent.)

Students who have earned an ACT Math subscore between 17 and 24 (inclusive)‡

Choose one of the following (3-4 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA XXX</td>
<td>Mathematics</td>
<td>3 hrs</td>
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<tr>
<td>MA 118</td>
<td>Finite Mathematics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 120</td>
<td>College Algebra and Trigonometry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytical Geometry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Notes regarding Foundations of Life-Long Learning Requirements:

* Students whose ACT English subscore is lower than 19 (or whose SAT English subscore is lower than 450) need to take PCS 105 Critical Reading and Writing for College (2 hours) as a prerequisite to ENG 111.

† Three credits apply here, and three may be used in the Historical and Cultural Contexts category under Foundations of Cultural and Global Perspective.

‡ Students whose ACT Math subscore is lower than 17 (or whose SAT Math subscore is lower than 400) and/or who haven’t successfully completed a high school Algebra II course would need to take MA 116 Intermediate Algebra (3 hours) as a prerequisite to the courses listed.

Foundations of Cultural and Global Perspectives (goals 5, 6, 7, 8) 9-17 hrs

Historical and Cultural Contexts (3 hrs)

Choose one of the following (3 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 201</td>
<td>World Civilization I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilization II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 301/302</td>
<td>The Western Cultural Heritage I/II (6)*</td>
<td></td>
</tr>
</tbody>
</table>

Economic, Social, and Political Structures (3 hrs)

Choose one of the following (3 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Contemporary Economics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 111</td>
<td>Introduction to Political Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 361</td>
<td>International Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Problems</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Approved cross-cultural experience (limit of 3 credits in this category) (1-3 hrs)

Religious and Ethnic Diversity (3 hrs)

Choose one of the following (3 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 334</td>
<td>Survey of New Religious Movements</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 Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 211</td>
<td>Survey of World Music</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Approved cross-cultural experience (limit of 3 credits in this category) (1-3 hrs)

Foreign Language Competency: determined by test for placement or waiver, or 2 years of high school study. 0-8 hrs

Foundations of Personal Growth, Health, and Wellness (goals 4, 9) 6 hrs

Choose one of the following (3 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HPW 190</td>
<td>Foundations of Human Performance and Wellness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HPW 202X</td>
<td>Nutrition</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
Choose one of the following (3 hrs):

- PSY 140 Introduction to Psychology 3 hrs
- PSY 210 Life Planning 3 hrs
- HPW 228X Sport and Wellness Psychology 3 hrs
- PSY 240 Human Sexuality 3 hrs
- PSY 255 Psychology of Addiction 3 hrs
- PSY 260X Educational Psychology (Education majors only) 3 hrs

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. Graduates are eligible for Illinois teacher certification at the middle and high school levels (grades 6-12).

**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, entrepreneurship, general business, human resources, organizational leadership, management, marketing, ministry and nonprofit management, and social entrepreneurship.

**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. Emphases include broad field, 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 candidates with the knowledge, skills, and dispositions necessary to enter elementary and middle school teaching. Candidates who successfully complete the major are eligible to receive an initial elementary teaching certificate that is valid for teaching kindergarten through grade 8 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 with Secondary Education Certification:** provides an emphasis on language and literature. It enables students to communicate clearly and effectively and to develop skills in the interpretation and evaluation of literature. This major includes professional preparation for teaching of English and for other careers that demand a strong liberal arts background. Candidates who successfully complete the major are eligible to receive an initial secondary teaching certificate that is valid for teaching grades 6 through 12 in Illinois.

**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, European History, and World Civilizations. Special courses in Church History, Military History, and Cultural History are available. An emphasis in Military History is also available.

**History/Social Science with Secondary Education Certification:** 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. Candidates who successfully complete the major are eligible to receive an initial secondary teaching certificate that is valid for teaching grades 6 through 12 in Illinois.

**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 with Secondary Education Certification:** designed to provide students with a solid foundation in mathematics and a thorough understanding of current teaching methodologies. Candidates who successfully complete the major are eligible to receive an initial secondary teaching certificate that is valid for teaching grades 6 through 12 in Illinois.

**Music:** designed to provide a solid, broad-based foundation in the understanding, teaching, and performance of music, with emphases in six areas: church music, contemporary music, music history, performance, piano pedagogy, and theory/composition. The major prepares students for careers such as private teaching, performance, music business or management, music ministry, 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. Candidates who successfully complete the major are eligible to receive an initial elementary teaching certificate that is valid for teaching kindergarten through grade 12 in Illinois.

**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 with Health Education:** teacher certification for the 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. Candidates who successfully complete the major are eligible to receive an initial elementary teaching certificate that is valid for teaching kindergarten through grade 12 in Illinois.

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

**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 business, history, political science, psychology, and sociology, and to help develop a Christian worldview. It also functions as a stepping stone to graduate programs in the social sciences.

**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 director, sports marketing, sports media, and sports facility management are among the many possible career fields available to the Sport and Wellness Management major.

**Dual Degree Programs**

**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 course work 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 junior year, allowing completion of both the BA and the MA as early as the summer following the senior year.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale or 70 hours of undergraduate course work. Students may apply for acceptance to the Dual Degree through the Trinity Graduate School and a positive recommendation from their academic advisor. Transfer students may apply for the program if they have a 70 hours of undergraduate course work and a positive recommendation from a former professor or their academic advisor and a 3.0 GPA for all transferred college work and 3.0 in Trinity course work. Students interested in this program are advised to discuss it with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

**Curricular Plan for the BA/MA in Bioethics Dual Degree**

Course descriptions for undergraduate courses are listed in the *Trinity College Catalog*. Course descriptions for graduate courses are listed in the Trinity Graduate School Catalog (see “Course Descriptions”). 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 or 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:

- **BI 101 Understanding the Old Testament or BI 111 Understanding the New Testament:** ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in general education category *Foundations of Christian Thinking and Living*.
- **Religious and Ethnic Diversity:** ID 5002 Foundations of Cultural Engagement (3 hours) replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **Any Approved Undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit.

Each spring semester, students are invited to participate in the series of three evening bioethics colloquia.

**Service Learning Requirement:**

Students can fulfill Trinity College’s 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 with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree Program.

Summer Before Senior Year:

Graduate Course Work:

- ID 5001 Foundations of Integrative Thought (3 hours)
- ID 5002 Foundations of Cultural Engagement (3 hours)
  (These two courses begin in the summer and are completed in the fall session.)
- BE 5100 Intensive Bioethics Institute (4 hours)
- BE 5900 Bioethics National Conference (3 hours)

Senior Year:
Course Work:
Complete course requirements for general education and major. A full academic course load must include at least 12 hours of graduate and undergraduate courses per semester.

Graduate Course Work
Fall Semester:
- Complete or take ID 5001 and IDS 5002 (6 hours)
- PR 7220 Ethical Theory (3 hours)

Spring Semester:
- BE 5499 The Public Policy Context (1 hour) optional
- BE 5500 Bioethics and Public Policy (2 hours)
- BE 5299 The Clinical Context (1 hour) optional
- BE 5300 Clinical Issues in Bioethics (2 hours)

Undergraduate Bachelor of Arts Degree Completed

Summer Following Senior Year:
Graduate Course Work:

- BE 6500 Advanced Bioethics Institute (4 hours)
- BE 5900 Bioethics National Conference (3 hours)
- BE 7700 Bioethics Seminar (3 hours)
- BE 7476 Bioethics Comprehensive Examination, BE 7478 Bioethics Capstone Projects, BE 7480 Bioethics
  Capstone Integrative Paper, or BE 7485 Thesis (0-4 hours) (BE 7485 requires ID 6910, a research
  methods course, as a prerequisite.)

Master of Arts Degree Completed

Bachelor of Arts/Master of Arts in Cultural Engagement Dual Degree

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts Degree that pairs an MA in Cultural Engagement with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major and may have a special appeal for students with the following majors or interests: 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 fall following the senior year by taking graduate-level courses beginning the junior year. Nine hours of course work 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 junior year, allowing completion of both the BA and the MA as early as the fall following the senior year.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. Students may apply for acceptance to the Dual Degree through the Trinity Graduate School and a positive recommendation from their academic advisor. Transfer students may apply for the program if they have 70 hours of undergraduate course work and a positive recommendation from a former professor or their academic advisor and a 3.0 GPA for all transferred college work and 3.0 in Trinity course work. Interested students are advised to discuss
the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Curricular plan for the BA/MA in Cultural Engagement Dual Degree
Course descriptions for undergraduate courses are listed in the Trinity College Catalog. Course descriptions for graduate courses are listed in the Trinity Graduate School Catalog (see Course Descriptions). 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 or BI 111 Understanding the New Testament
- BI 210 Biblical Interpretation
- PH 180 Introduction to Philosophy
- Other general education courses and required major courses

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work:
- **BI 101 Understanding the Old Testament or BI 111 Understanding the New Testament:** ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in general education category **Foundations of Christian Thinking and Living.**
- **Religious and Ethnic Diversity:** ID 5002 Foundations of Cultural Engagement (3 hours) replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **Any Approved Undergraduate major, general education, or elective course:** (3 hours) of graduate credit can replace 3 hours of undergraduate credit.

Junior Year:
Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree Program.

Summer before Senior Year:
**Graduate Course Work (at least 3 hours):**
- ID 5001 Foundations of Integrative Thought (3 hours)
- ID 5002 Foundations of Cultural Engagement (3 hours)

Senior Year:
Complete course requirements for general education and major. A full academic course load must include at least 12 hours of graduate and undergraduate courses per semester.

Graduate Course Work
**Fall Semester (at least 6 hours):**
- Take ID 5001 and ID 5002 if not taken in summer (6 hours)
- Electives or Emphasis in consultation with advisor (6 hours)

**Spring Semester (at least 6 hours):**
- ST 5200 Christian Ethics (3 hours)
- CE 5615 Cultural Engagement (3 hours)

Undergraduate Bachelor of Arts Degree Completed

Fall following Senior Year:
**Graduate Course Work (at least 12 hours):**
- Electives or courses in emphasis (6-9 hours)
- Cultural Engagement course (3 hours)
- Capstone Project (3 hours)

Master of Arts Degree Completed
Bachelor of Arts/Master of Arts in Teaching Dual Degree

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts in Teaching degree that pairs an MA in Teaching with an undergraduate degree in biology, English, history, or mathematics. This opportunity is open to candidates who wish to pursue secondary teaching.

Interested students are advised to discuss the program with their advisors (subject-area and education) as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled. To be formally admitted to the dual degree, applicants must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. Applicants must also be recommended by their subject-area and education advisor and receive a positive recommendation from the Division of Education entrance interview. Transfer students may also apply for the program; in addition to the qualifications above, the student must have a 3.0 GPA for all transferred college work, as well as a 3.0 in Trinity course work.

In this program, an undergraduate student earns an undergraduate degree in the subject area (biology, English, history, or mathematics). Nine hours of course work 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. The graduate degree is completed one year later by completing graduate courses over the summer, fall, and spring semesters following TC graduation. (The candidate is eligible for state teacher certification upon completion of student teaching and all Division of Education requirements. Upon completion of the capstone project over the summer or fall semester, the candidate can complete the MA degree as early as December of the year following undergraduate degree completion.

Curricular plan for the BA/MA in Teaching/Secondary Dual Degree

Course descriptions for undergraduate courses are listed in the Trinity College Catalog. Course descriptions for graduate courses are listed in the Trinity Graduate School Catalog (see Course Descriptions). Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

Freshman and Sophomore years:
Undergraduate Course Work:

- General education courses and required major courses
- ED 100 Introduction to Teaching
- Division of Education entrance interview (Gate 1)

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work:

- **BI 101 Understanding the Old Testament or BI 111 Understanding the New Testament:** ID 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **Religious and Ethnic Diversity:** ID 5002 Foundations of Cultural Engagement (3 hours) replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **ED 5200 Foundations of Education** (3 hours) replaces 3 hours of undergraduate elective credit.

Sophomore or Junior Year, Spring Semester:
Candidate completes ED 375H Topics in Education.

Junior Year:

- Upon completion of 70 hours with a 3.0 GPA, students must submit an application and letter of recommendation to Trinity Graduate School Admissions to be accepted to the Dual Degree Program.
- Candidate takes ID 5001, ID 5002.

Senior Year:

- Candidate takes ED 5200 Foundations of Education in fall semester.
- Candidates completes all requirements for BA graduation and takes ED 5210, ED 5551, and ED 6911 (4 credits total) in the graduate program.

Graduate Course Work

**Summer:** ED 5350, ED 5400, ED 6912, ED 6260
**Fall Semester:**
- ED 6800; ED 6810, 6820, 6830 or 6840, ED 5552

**Spring Semester:**
- Clinical practice (student teaching) ED 7455

**Teacher Certification Complete** (upon successful completion of clinical practice and all State and Division of Education requirements)

**Summer and/or Fall:**
- Capstone Project (3 hours)

**Master of Arts Degree Completed**

**Accelerated Bachelor of Arts/Master of Arts (Intercultural Studies)**

Trinity Evangelical Divinity School and Trinity College offer a unique opportunity for qualified Trinity students who have demonstrated a heart for missions and desire to pursue intercultural studies. The Accelerated Degree Program is open to any student pursuing a bachelor degree and is particularly appealing to current students in the Christian Ministries/Intercultural Emphasis or Intercultural Studies minor, as well as to those who are thinking in terms of social issues, MK or expatriate education, tent-making and micro-enterprise. It also has tremendous benefits for students’ financial situation by potentially saving a semester’s tuition cost.

An undergraduate student may earn a graduate degree in Intercultural Studies as early as the fall following the senior year by taking graduate-level courses beginning the junior year. Nine hours of course work from the MA/ICS meets the requirements for the BA. In this manner, the program accelerates the BA and MA/ICS. These 9 overlapping graduate hours are taken as part of the undergraduate load, resulting in a savings of graduate tuition and an enrichment of the student’s educational experience.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale (see admission requirements and prerequisites below) and 70 hours of undergraduate course work. Students may apply for acceptance to the Accelerated Degree through Trinity Evangelical Divinity School and a positive recommendation from their academic advisor. Transfer students may apply for the program if they have 70 hours of undergraduate course work and a positive recommendation from a former professor or their academic advisor and a 3.0 GPA for all transferred college work and 3.0 GPA in Trinity course work. Students are advised to apply to the program as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled. See below for further details regarding qualifications and curricular plan.

**MA/ICS Accelerated Degree Program for Trinity College Students**

Trinity College students may apply for the accelerated TEDS MA/ICS program upon completion of 70 hours of undergraduate work. The following are also required:

- A minimum cumulative undergraduate GPA of 3.0
- A recommendation from the undergraduate academic advisor and the TC program chair
- A completed TEDS application
- An personal interview with an MA/ICS faculty member
- Completion of 8 hours of undergraduate missions and social science courses with a minimum 3.0 GPA in each
- Completion of a minimum of 9 hours of undergraduate Bible and theology through BI 101, BI 111, and BI 210 with a minimum 3.0 GPA in each
- Completion of an intercultural experience of at least two weeks consisting of mission-type activities

**MA/ICS Concentration Graduation Requirements**

In addition to the “General Graduation Requirements for All Master’s Programs” (see the section with that title in the TEDS Catalog), the following are required for the MA/ICS:

1. Complete all course work in the program, including required Field Education, with a minimum cumulative grade point average of 2.5, with no course work graded below a “C-” applicable to the degree. A minimum of 18 hours must be taken on the Deerfield Campus with the remaining hours available as arranged in field based, independent study, and other concentration specific experiences.
2. Completion of general comprehensive requirements in Old Testament, New Testament, and two in Systematic Theology are met through required course work in these areas.

3. Successfully write the major comprehensive exam.

4. Complete a Master of Arts capstone project for the MA/ICS, which is an internship (2 hours) and an integrative paper (2 hours) or a thesis (2 hours) on an approved topic, exhibiting the ability to do competent research, to think critically, and to communicate effectively in the area of emphasis.

5. The student will work with department faculty or the chair to plan specific details of the program content related to academic and professional goals.

**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 (by Department):**

Department of History  
American Studies  
Christian Thought  
Classical Studies  
European Studies  
Military History  

Department of Biblical Studies  
Biblical Studies  
Religious Studies  

Department of Biology  
Bioethics  

Department of Business  
Nonprofit Management  
Organizational Leadership  

Department of Christian Ministries  
Christian Ministries  
Intercultural Studies  

Department of Communication  
Digital Design  

Department of Human Performance and Wellness  
Coaching  
Fitness Specialist  
Health Education  

Department of Mathematics and Computer Info Systems  
Computer Information Systems  
Management Information Systems  

Department of Music  
Music  

**Special Programs: On Campus**

**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 Golden Apple program augments traditional teacher preparation by providing guided, hands-on experience in classrooms with a diverse group of children. Trinity is a participating university in the Golden Apple Scholars of Illinois program.

**Graduate Credit Options for Undergraduates**
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.
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 Dean of the College.

Nontraditional Division of Education Programs
College graduates who hold a bachelors degree from a regionally accredited institution who want to be certified to teach elementary or secondary school in Illinois may enroll in 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 clinical practice. Participants will be required to complete field experience requirements during the school day prior to clinical practice, which may result in missed days from work (depending on the individual’s job). Additional credits may be required to meet the specific general education requirements. The Division of Education will review college transcripts to determine if any additional course requirements must be met for certification. The nontraditional curriculum is in the Division of Education section of the catalog. Candidates must pass the Illinois Test of Basic Skills, the appropriate content-area test, and the appropriate Assessment of Professional Teaching test in order to complete their program. Candidates are required to comply with all state certification requirements that are in place at the time of application for certification. No course work for which a candidate earns a grade below C (2.0 on 4.0 scale) will be accepted for meeting program requirements in an entitlement or endorsement area.

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. 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 the 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 Division of Science, Technology, and Health. For more information, contact the Director of the Division of Science, Technology, and Health.

Preparation for College Studies Program
Preparation for College Studies is a yearlong freshman program designed to assist selected students in realizing their academic potential. This program is also recommended for international students. The program offers five courses emphasizing reading, communication, language, study, and mathematical skills. 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 Dean of the College.

Trinity Service Learning (graduation requirement)
(See IDS 106 Trinity Service Learning)
Service Learning is a graduation requirement for all college students. Each full-time undergraduate student is required to fulfill three Trinity Service Learning units while at Trinity College. Transfer students are required to
complete only two if they transfer 58 or more approved credit hours. A student will receive one completion for each Service Learning project when each of the following guidelines are met:

- The Service Learning project must be a minimum of twelve hours over the period of a semester.
- The Service Learning project must demonstrate weekly faithfulness.
- The Service Learning project must be completed as a supervised ministry/service.
- The Service Learning project must involve serving others.
- The properly completed forms are turned in to the Career Services Office according to stated dates (Student Planning Sheet, Student Reflection Form, and Supervisor Evaluation Form).

A Service Learning project requires a minimum of twelve hours of supervised service in a manner that demonstrates weekly faithfulness over the period of a semester. (Short-term activities, such as leading a weekend retreat for a high school youth group or leading a five-day VBS, do not qualify, even though they may result in more than twelve hours of service, because they do not meet the weekly faithfulness requirement.) The only exceptions to this are intensive one or two week ministry trips. A mission trip of seven to thirteen days qualifies for one Service Learning Completion, and a mission trip of fourteen days or longer may qualify for two completions. (This would include working at an overnight summer camp if it demonstrates a level of commitment and service similar to a fourteen-day mission trip.) At the completion of the project the student must fill out the Student Reflection Form.

At least one Service Learning project must be done off campus; all three may be done off campus. On-campus projects may not be repeated for two semesters or two completions. Each on-campus completion must represent a different Service Learning project. There are a variety of opportunities posted online if assistance is needed in finding an appropriate activity or specific project.

In order to receive credit for a Service Learning project, the Student Reflection Form and the Supervisor Evaluation form must be completed and submitted to the Student Ministries Office by the last day of class during the fall and spring semester or two weeks prior to the first day of the fall semester if the service-learning project was done over the summer.

All Service Learning projects must be done while the student is enrolled at Trinity College.

All forms and additional information can be found on the Student Affairs web page at MyTrinity > Student Affairs > Service Learning.

Special Programs: Off Campus

Off-Campus Study Programs

Students must apply and receive permission from the Associate Dean of the College to enroll in off-campus special study programs. Such programs are intended for junior or senior level students. The administration reserves the right to limit the number of students in off-campus programs in any given semester.

Students planning to complete any of the following programs should register using the Temporary Registration course, TR 099C (15 hours), in the appropriate semester. Upon completion of the study abroad program, the student must request that an official transcript be sent to the Trinity University Records Office from the school at which they completed their study abroad course work.

Upon receipt of the official transcript, Records will remove the TR 099C, Temporary Registration from the student’s schedule. The appropriate Interdisciplinary Studies (IDS) number and course designation (listed below) will be used to post the student’s study abroad semester courses on the Trinity transcript. Each completed course title will be posted under the IDS program description, and course grades with the GPA calculation will also be posted.

Special Off-Campus Study Program Course Designations:

- IDS 320 American Studies Program (Washington, D.C.)
- IDS 321 Au Sable Institute of Environmental Studies (multiple locations)
- IDS 322 China Studies Program
- IDS 323 Christian Center for Urban Studies (Chicago)
- IDS 324 Contemporary Music Center (Martha’s Vineyard, MA)
- IDS 325 Daystar University (Kenya)
- IDS 326 Focus on the Family Institute (Colorado Springs, CO)
- IDS 327 Jerusalem University College (Israel)
- IDS 328 Latin American Studies Program (Costa Rica)
- IDS 329 Los Angeles Film Studies Center
IDS 330  Middle East Studies Program (Egypt)
IDS 331  Russian Studies Program
IDS 332  Scholars’ Semester in Oxford Program (England)
IDS 333  Approved Special Program
IDS 334  Uganda Studies Program
IDS 335  Australia Studies Centre
IDS 336  Washington Journalism Center
IDS 331  Consortium Student Visitor Program: Asbury
IDS 332  Consortium Student Visitor Program: Bethel
IDS 333  Consortium Student Visitor Program: George Fox
IDS 334  Consortium Student Visitor Program: Gordon
IDS 335  Consortium Student Visitor Program: Greenville
IDS 336  Consortium Student Visitor Program: Houghton
IDS 337  Consortium Student Visitor Program: Malone
IDS 338  Consortium Student Visitor Program: Messiah
IDS 339  Consortium Student Visitor Program: Seattle Pacific
IDS 340  Consortium Student Visitor Program: Taylor
IDS 341  Consortium Student Visitor Program: Westmont
IDS 342  Consortium Student Visitor Program: Wheaton

See pages 174-77 for course descriptions.

INSIGHT Program
INSIGHT is an acronym for Intensive Study of Integrated Global History and Theology and is a cohort-based global studies track for visiting undergraduate students of Trinity International University. These courses are not offered on the Deerfield campus, nor are they available for students who have already matriculated at Trinity International University as degree-seeking students. Students in the track enroll in the following four 9-credit courses:

IDS 110 Ancient World: 9 credits
IDS 111 Classical World: 9 credits
IDS 112 Medieval and Expanding World: 9 credits
IDS 113 Modern World: 9 credits

See pages 174 for course descriptions.
Academic Majors and Minors by Department

“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

Interdisciplinary Studies

The following major, minor, and program descriptions incorporate courses from several different departments and therefore do not have a home in any one department.

Division: Varied

Majors: General Studies, Humanities, Social Science

Minors: Political Science, Pre-Law, Social Science

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 divisions from the following:

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Biblical, Religious, and Philosophical Studies</td>
<td>• Bible&lt;br&gt;• Biblical and Religious Studies&lt;br&gt;• Christian Ministries&lt;br&gt;• Greek and Hebrew&lt;br&gt;• Philosophy</td>
</tr>
<tr>
<td>Division of Education</td>
<td>• Education</td>
</tr>
<tr>
<td>Division of Humanities</td>
<td>• Art&lt;br&gt;• English&lt;br&gt;• Geography&lt;br&gt;• History&lt;br&gt;• Humanities&lt;br&gt;• Modern Foreign Language (e.g., French and Spanish)&lt;br&gt;• Music</td>
</tr>
<tr>
<td>Division of Science, Technology, and Health</td>
<td>• Biology&lt;br&gt;• Chemistry&lt;br&gt;• Computer Information Systems&lt;br&gt;• Health Sciences&lt;br&gt;• Human Performance and Wellness&lt;br&gt;• Mathematics&lt;br&gt;• Physics and Physical Science</td>
</tr>
<tr>
<td>Division of Social Science</td>
<td>• Business&lt;br&gt;• Communication&lt;br&gt;• Political Science&lt;br&gt;• Psychology&lt;br&gt;• Sociology</td>
</tr>
</tbody>
</table>
DIVISION 1 (30 hrs): A minimum of 12 hours in 300-level or above courses
DIVISION 2 (18 hrs): A minimum of 6 hours in 300-level or above courses
DIVISION 3 (12 hrs): A minimum of 3 hours in 300-level or above courses

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. The Humanities Major will not be granted as a third major in conjunction with a combination of two of the following majors: English, History, Music, Philosophy. In addition, courses applied toward the Humanities Major may not be used to count toward any minors.

- 21 hours (9 hours at 300 level or above), all in one of the following disciplines: English, History, Music, or Philosophy
- 15 hours (6 hours at 300 level or above), all in second choice of one of the following disciplines: English, History, Music, or Philosophy
- 12 elective hours (3 hours at 300 level or above), all in third choice of one of the following disciplines: English, History, Music, or Philosophy, Art, or a single foreign language

Social Science Major
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 four remaining departments listed above

Political Science Minor
Requirements total a minimum of 24 hours. This includes 9 hours of required courses and completion of Track A (16 hours) or Track B (15 or 16 hours). Three of the hours meet general education requirements.

Required Courses (9 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 111</td>
<td>Introduction to Political Science</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

<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 252</td>
<td>Comparative Government</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 330X</td>
<td>Public Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 361</td>
<td>International Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 382</td>
<td>Political Theory</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Elective Courses (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 Division 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 Division of Social Science for approved political science–related courses at Au Sable (15 or 16 hrs).

Pre-Law Minor
Requirements total 24 hours. This includes 12 hours of electives and 12 hours of skills courses.

Elective Courses (12 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 200</td>
<td>Law, Justice, and Culture</td>
<td>3 hrs</td>
</tr>
<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 &amp; Administration</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
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
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

Sociology Minor
Requirements total a minimum of 25 hours:

Required Courses (10 hrs):
SOC 101  Introduction to Sociology  3 hrs
SOC 285X  Statistics  4 hrs
SOC 330  Race and Ethnic Relations  3 hrs

Elective Courses (15 hrs):
 Fifteen hours of electives in Sociology; 9 hours must be at 300 or 400 level

Biblical Studies Department
Division of Biblical, Religious, and Philosophical Studies

Majors/Minors: Biblical Studies (Major and Minor), Religious Studies Minor

The goal of the Biblical Studies Department is to help students grasp the message of the Bible, interpret the Scriptures accurately, develop a Christian worldview, and integrate faith, living, and learning. Faculty members are committed to studying the Bible in its historical and cultural context and applying it to present-day ethical issues. Students will study various theological options and points of view of the larger Christian community and be encouraged to arrive at their own conclusions based on careful study and scholarship. Faculty members will endeavor to model Christian character and lifestyle in their dealings with the students both in and outside the classroom.

Biblical Studies Major
Requirements total 53 hours. This includes 29 hours from the Biblical Studies required courses and 24 hours of electives in Biblical Studies and cognate areas. Up to 15 hours required in the major may be used to meet general education requirements. 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 Division of Biblical, Religious, and Philosophical Studies at Trinity.

Required Courses (29 hrs):
BI 101  Understanding the Old Testament  3 hrs
BI 111  Understanding the New Testament  3 hrs
BI 210  Biblical Interpretation  3 hrs
BI 452  Biblical Studies Seminar -or-  3 hrs
BI 453  Seminar in Discipleship and Justice
BRS 231  Christian Doctrine  3 hrs
BRS 330  Christian Evidences  3 hrs
BRS 410  Biblical Criticism  3 hrs
GR 121-122  Elementary Greek  8 hrs
Elective Courses (24 hrs):
Old Testament (6 hrs)
    Choose two:
    BI 302 Pentateuch 3 hrs
    BI 304 Old Testament Prophetic Books 3 hrs
    BI 306 Old Testament Poetic Books 3 hrs
    BI 308 Old Testament Historical Books 3 hrs
    BI 334 Old Testament Theology 3 hrs
    BI 350 Topics in the Bible (Old Testament) 3 hrs total
    BI 362 Messiah in the Old Testament 3 hrs
New Testament (6 hrs)
    Choose two:
    BI 312 Life of Christ 3 hrs
    BI 313 New Testament Church 3 hrs
    BI 315 General Epistles 3 hrs
    BI 316 Pauline Epistles 3 hrs
    BI 221X Intermediate Greek 3 hrs
    BI 222X Intermediate Greek 3 hrs
    BI 350 Topics in the Bible (New Testament) 3 hrs
Additional courses (12 hrs)
Choose a total of 12 hours from supporting courses from Old Testament and New Testament electives and from the cognate courses below. A maximum of 6 hours can be chosen from cognate courses.
    Cognates (choose up to two):
    BI 275X Teaching the Bible 3 hrs
    BI 320 Daniel-Revelation 3 hrs
    BRS 311 Geography of the Bible 3 hrs
    BRS 321X American Church History 3 hrs
    BRS 322X Topics in Church History 3 hrs
    BRS 335 Survey of World Religions 3 hrs
    BRS 336 Topics in Contemporary Theology 3 hrs
    BRS 340X History of Christianity 3 hrs
    BRS 350 Topics in Biblical & Religious Studies 3 hrs
    BRS 437X Music in Worship 3 hrs

Biblical Studies Minor
The Biblical Studies Minor is designed to give interested Trinity students a strong biblical and theological background in Scripture and its application to life in today’s world. Requirements for this minor are 24 credit hours, including required courses (12 hours), upper-level Bible courses (6 hours), and elective courses (6 hours).

Required Courses (12 hrs)
    BI 101 Understanding the Old Testament 3 hrs
    BI 111 Understanding the New Testament 3 hrs
    BI 210 Biblical Interpretation 3 hrs
    BRS 231 Christian Doctrine 3 hrs

Bible Elective Courses (6 hrs)
    Choose two upper-level (300 or 400) BI courses or BI 275 6 hrs

Elective Courses (6 hrs)
    Choose 6 hours of any BI, BRS, or GR courses 6 hrs

Religious Studies Minor
The Religious Studies Minor is designed to help Trinity students gain an understanding of the religious environment of Western culture. The Religious Studies Minor is well suited for students who will frequently encounter people from other faith expressions while pursuing their careers in business, journalism, ministry, and public school education. Requirements for the Religious Studies Minor total 24 hours, including 12 hours of required courses and 12 hours of electives.

Required Courses (12 hours)
    BRS 231 Christian Doctrine 3 hrs
Biology Department
Division of Science, Technology, and Health

Majors/Minor: Biology Major, Biology Major with Pre-Medical Emphasis, Biology/Secondary Education Major, Bioethics Minor

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 48-49 hours. This includes 24 hours of required Biology courses, 3-4 hours from a restricted list of Biology courses, 15 hours of supporting courses, and 6 hours of Bioethics courses.

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 Biology Courses (24 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 315 Genetics 4 hrs
- BIO 400 Origins and Evolution 3 hrs
- BIO 410 Biology Seminar 1 hr
- BIO 420 Cell and Molecular Biology 4 hrs

Elective Course (3-4 hrs):
Choose one 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:
- BIO 310 Microbiology 4 hrs
- BIO 320 Immunology 3 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 Biology Department 4 hrs

Required Supporting Courses (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

Required Bioethics Courses (6 hrs)
- BE 474X Introduction to Bioethics -or- 3 hrs
- BE 476X Undergraduate Bioethics Institute 3 hrs
- BE 475X Topics in Bioethics -or- 3 hrs
- BE 477X Undergraduate National Conference 3 hrs

Biology Major/Pre-Medical Emphasis
Major requirements total a minimum of 54 hours. This includes 25 hours in the required Biology courses, 23 hours in supporting courses, and 6 hours of Bioethics courses.

Pre-Medical Students:
Students in the Biology/Pre-Medical program should be aware of unique opportunities for conferences, internships, and experiences associated with the Center for Bioethics and Human Dignity (www.cbhd.org) on Trinity’s campus, as well as the MA in Bioethics Dual Degree through Trinity Graduate 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 Biology Courses (54 hrs):

Core (25 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

Required Supporting 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

Required Bioethics Courses (6 hours)
- BE 474X Introduction to Bioethics -or- 3 hrs
- BE 476X Undergraduate Bioethics Institute 3 hrs
- BE 475X Topics in Bioethics -or- 3 hrs
- BE 477X Undergraduate National Conference 3 hrs

Electives (highly recommended additional courses):
- BIO 315 Genetics 4 hrs
- BIO 320 Immunology 3 hrs
- BIO 330 Animal Physiology 4 hrs
- BIO 460 Comparative Vertebrate Anatomy 4 hrs
Biology/Secondary Education Major

Major requirements total 97 hours. This includes 27 hours of required Biology courses, 4 hours of Biology electives, 20 hours of supplemental courses, and 46 hours of professional education courses.

Required Biology Courses (27 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Biology: the Plant and Animal Kingdoms</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 310</td>
<td>Microbiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 320</td>
<td>Biochemistry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Elective Biology Courses (4 hrs):

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Animal Physiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Human Anatomy and Physiology I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 460</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Supplemental Required Courses (20 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHY 111</td>
<td>Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Professional Education Courses (46 hrs):

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td>Introduction to Teaching</td>
<td>3 hrs</td>
</tr>
<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>
</tr>
<tr>
<td>ED 260X</td>
<td>Educational Psychology/Human Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 306</td>
<td>Reading and Writing Across the Curriculum</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 360</td>
<td>Fundamentals of Secondary and Middle School Methods</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 361</td>
<td>Teaching Biology in the Secondary and Middle School</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 385</td>
<td>Multicultural Field Experience</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>10 hrs</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 121 or 122</td>
<td>U.S. History I or II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all appropriate certification tests in order to complete their program. Candidates 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 Division of Education.

Bioethics Minor

Requirements total 25-26 hours. This includes 18 hours of required courses and 7-8 hours of Bioethics courses taken either at Trinity College or Trinity Graduate School. Bioethics credit may also be earned by enrolling in the Bioethics Conference institutes and wrap-around courses offered each summer (usually in mid-July). Students may register for these courses during May term. Three of the required hours meet general education requirements.

Required Courses (18 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics -or-</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
BE 477X Undergraduate National Conference 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

Elective Courses (7-8 hrs):
Elective courses that may be taken at Trinity Graduate School under the BE designation
BE 5300 Clinical Issues in Bioethics 2 hrs
BE 5500 Bioethics and Public Policy 2 hrs
BE 6100 Bioethics Colloquium 1 hr
BE 6400 Readings In Bioethics 3 hrs
BE 6700 Personhood in Theological and Philosophical Perspective 3 hrs
BE 7700 Bioethics Seminar 2-3 hrs

NOTE: BIO 474X (graduate course BE 5000) and BIO 475X (graduate course BE 7700) have reduced in-course requirements for undergraduates. Courses taken under the BE ___ designation remain at the graduate level in course content but are designated on the transcript as fulfilling the undergraduate requirements for a minor. If applied toward a minor and/or toward the required hours for graduation, the course(s) may not subsequently be applied toward a graduate degree.

Business Department
Division of Social Science

Majors/Minors: Business Major (with emphases in Accounting, Entrepreneurship, General Business, Human Resources, Management, Marketing, Ministry and Nonprofit Management, Organizational Leadership, and Social Entrepreneurship), Nonprofit Management Minor, Organizational Leadership Minor

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 58 hours for the Accounting, Human Resources, Management, Marketing, Nonprofit and Ministry management, and General Business emphases, and 60 hours for the Organizational Leadership emphasis. Of the above totals, 46 hours are a Business Core (required courses). All Business Majors must demonstrate proficiency in algebra and in general computer skills.

In addition to the Business Core, students must choose at least one area of emphasis. Additional areas of emphasis may be added if the courses in each of the additional area represent at least 9 hours of course work beyond the original area of emphasis.

Algebra proficiency may be demonstrated by
• ACT Math Score of 18 or higher
• Successful college-level CLEP exam
• Successful completion of MA 120 or other college-level algebra course

Computer skills proficiency may be demonstrated by
• Successful college-level CLEP exam
• High school transcript documenting successful completion of a computer skills course
• Completion of CIS 100 or other college-level computer skills course

Required Courses (46 hrs):
BUS 111 Principles of Management 3 hrs
BUS 113 Principles of Marketing 3 hrs
BUS 115 Human Resources Management 3 hrs
BUS 181 Survey of International Business 3 hrs
BUS 201 Introduction to Business Law 3 hrs
BUS 207 Microeconomics 3 hrs
BUS 208 Macroeconomics 3 hrs
BUS 221 Principles of Accounting I 3 hrs
BUS 222  Principles of Accounting II  3 hrs
BUS 411  Financial Management*  3 hrs
BUS 440  Seminar in Management Policy  3 hrs
BUS 445  Management Internship  3 hrs
BUS 490  Seminar in Business and Management Ethics  3 hrs
ENG 210X  Business Communication  3 hrs
MA 285X  Statistics  4 hrs

*MA 120 is a required prerequisite if algebra proficiency not met.
CIS 100 is a required prerequisite if computer skills proficiency not met.

Emphases (choose one):

**Accounting Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 321  Intermediate Accounting I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 322  Intermediate Accounting II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 323  Individual Income Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 424  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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 324  Corporation and Partnership Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 325  Advanced Accounting</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

For students on CPA track, BUS 325 may be substituted for ENG 210X.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 326  Cost Accounting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 327  Theory and Practice of Auditing</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Entrepreneurship Emphasis (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 390  Entrepreneurship and New Venture Creation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 391  Entrepreneurial Accounting and Finance</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 333  Sales Principles and Practices</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 310  Personal Finance</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 351  Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 323  Individual Income Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 334  Advertising</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**General Business Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310  Topics in Management: Personal Finance</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Select: Three other upper-division business courses (BUS 3xx or BUS 4xx)  9 hrs

**Human Resources Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351  Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 352  Compensation and Benefits</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose at least two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170X  Leadership Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 353  Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305  Organizational Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355  Group Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220  Interpersonal Skills Training -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332  Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Management Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351  Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 353  Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose at least two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170X  Leadership Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 310  Personal Finance</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 319  Investments</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 323  Individual Income Taxation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 333  Sales Principles and Practices</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 334  Advertising</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 424  Management Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 433  Concepts in Advanced Marketing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220  Interpersonal Skills Training -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332  Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305  Organizational Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
Marketing Emphasis (12 hrs)
BUS 433 Concepts in Advanced Marketing 3 hrs
Choose at least three of the following:
BUS 333 Sales Principles and Practices 3 hrs
BUS 334 Advertising 3 hrs
COM 140 Introduction to Public Relations 3 hrs
COM 334 Group and Organizational Communication 3 hrs

Ministry and Nonprofit Management Emphasis (12 hrs)
(for students preparing for management within nonprofit social services or church-related organizations)
BUS 372X Nonprofit Management 3 hrs
BUS 373X Nonprofit Financial Management 3 hrs
Choose at least two of the following:
BUS 303 Topics in Management 3 hrs
BUS 333 Sales Principles and Practices 3 hrs
BUS 351 Organizational Development 3 hrs
BUS 353 Management of Change and Strategic Planning 3 hrs
CM 172 Introduction to Ministry 3 hrs
CM 260 Introduction to Intercultural Ministries 3 hrs

Organizational Leadership Emphasis (18 hrs)
The Organizational Leadership Emphasis (OLE) is a Business Major emphasis shared with
the Psychology Major and has the same purpose and philosophy as described in the
Organizational Leadership Minor (OLM) described on p. 133.
BUS 170X Leadership Dynamics 3 hrs
PSY 220 Interpersonal Skills Training 3 hrs
BUS 378X Servant Leadership 3 hrs
PSY 420X Advanced Interpersonal Skills Training 3 hrs
BUS 470X Leadership Dynamics Practicum 3-4 hrs
BUS 470X counts toward BUS core and replaces BUS 445 for those who
complete the Organizational Leadership Emphasis
Select one:
BUS 351 Organizational Development 3 hrs
PSY 305 Organizational Psychology 3 hrs

Social Entrepreneurship Emphasis (12 hrs)
BUS 390 Entrepreneurship and New Venture Creation 3 hrs
BUS 391 Entrepreneurial Accounting and Finance 3 hrs
BUS 392 Social Entrepreneurship 3 hrs
Choose at least one of the following depending upon your area of social interest:
BUS 372X Nonprofit Management 3 hrs
BE 474X Introduction to Bioethics 3 hrs
BI 453 Seminar in Discipleship and Justice (with permission) 3 hrs
CM 172 Introduction to Ministry 3 hrs
CM 260 Introduction to Intercultural Ministries 3 hrs
CM 315 Principles of Family Ministry (with permission) 3 hrs
CM 320 Principles of Ministry Programming (with permission) 3 hrs
CM 342 Relational Skills for Ministry (with permission) 3 hrs
HPW 333X Adventure Education 3 hrs
HPW 334X Management of Sport and Wellness 3 hrs
HPW 462 School and Community Health 3 hrs
IDS 200 Law, Justice, and Culture 3 hrs
MUE 332 Methods and Theory of Music Drama Production 3 hrs
MUE 432X Choral Conducting Methods and Literature (with permission) 3 hrs
MUW 437X Music in Worship (with permission) 3 hrs
POL 330X Public Policy and Administration 3 hrs
PSY 228X Sport and Wellness Psychology 3 hrs
PSY 360X Introduction to Social Work 3 hrs
SOC 221 Marriage and the Family 3 hrs
SOC 324 Criminology 3 hrs
Highly Recommended for Business Majors:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 250</td>
<td>Intermediate Topics in Computer Applications</td>
<td>1 or 2 hrs</td>
</tr>
<tr>
<td>CM 170</td>
<td>Introduction to Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 242</td>
<td>Introduction to Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>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 352</td>
<td>Seminar in Modern Europe</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 118</td>
<td>Finite Mathematics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 120</td>
<td>College Algebra</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>POL 361</td>
<td>International Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Life Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Personality</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</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>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Nonprofit Management Minor
Requirements total a minimum of 24 hours. Certain courses are cross-listed with the Christian Ministries Department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3 hrs</td>
</tr>
<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>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 372X</td>
<td>Nonprofit Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Organizational Leadership Minor (24 hrs)
The Organizational Leadership Minor (OLM) has been created for qualified students who seek to grow in their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice the OLM give students an opportunity to develop and refine their philosophy of leadership as well as test it in the real world. Students are prepared for an organizational leadership internship by gaining exposure to a variety of courses that systematically prepare them to be successful as Servant Leaders. (The OLM is not available to Business or Psychology Majors. Business or Psychology Majors may choose the Organizational Leadership Emphasis located within their respective majors.)

Required Courses (24 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 378X</td>
<td>Servant Leadership - or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership (for CM majors)</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>3-4 hrs</td>
</tr>
</tbody>
</table>

Select at least one (3-6 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
</tr>
</tbody>
</table>

Select courses from the list below to fulfill 24 total hours for the minor (3-6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 477X</td>
<td>Undergraduate Bioethics National Conference</td>
<td>2-3 hrs</td>
</tr>
<tr>
<td>BI 453</td>
<td>Seminar in Discipleship and Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
BUS 353 Management of Change and Strategic Planning 3 hrs
BUS 372X Nonprofit Management 3 hrs
BUS 373X Nonprofit Financial Management 3 hrs
BUS 490 Seminar in Business and Management Ethics 3 hrs
HPW 334X Management of Sport and Wellness 3 hrs
COM 210X Business Communication 3 hrs
COM 334 Group and Organizational Communication 3 hrs
HS 456X Administration 3 hrs
POL 375 Topics of Law and Government 3 hrs
Requires Social Science Director approval depending on the topic
PSY 355 Group Dynamics

Chemistry Department
Division of Science, Technology, and Health

Majors: Chemistry, Chemistry Major with Pre-Medical Emphasis

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 Bioethics, 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 Chemistry Courses (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

Required Bioethics Supporting Courses (6 hrs):
BE 474X Introduction to Bioethics -or-
BE 476X Undergraduate Bioethics Institute 3 hrs
BE 475X Topics in Bioethics -or-
BE 477X Undergraduate National Conference 3 hrs

Required Mathematics Supporting Courses (4 hrs):
MA 122 Calculus and Analytic Geometry II 4 hrs

Required Physics Supporting Courses (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 required Chemistry courses, 12 hours of Biology, 8 hours of Physics, and 6 hours of Bioethics.

Pre-Medical Students:
Students in the Biology/Pre-Medical program should be aware of unique opportunities for conferences, internships, and experiences associated with the Center for Bioethics and Human Dignity (www.cbhd.org) on Trinity’s campus, as well as the MA in Bioethics Dual Degree through Trinity Graduate 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 Chemistry Courses (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

Required Biology Supporting Courses (12 hrs):
- BIO 340-341 Human Anatomy and Physiology I and II 8 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

Required Bioethics Supporting Courses (6 hrs):
- BE 474X Introduction to Bioethics -or- 3 hrs
- BE 476X Undergraduate Bioethics Institute 3 hrs
- BE 475X Topics in Bioethics -or- 3 hrs
- BE 477X Undergraduate National Conference 3 hrs

Required Physics Supporting Courses (8 hrs):
- PHY 111 General Physics I 4 hrs
- PHY 112 General Physics II 4 hrs

Christian Ministries Department
Division of Biblical, Religious, and Philosophical Studies

Major/Minors: Christian Ministries Major (with Emphases in Broad Field, Children’s and Family Ministries, Counseling/Social Services, Intercultural Ministries, Pastoral Ministries, and Youth Ministries), Christian Ministries Minor, Intercultural Studies Minor

Our Mission: To empower and equip Trinity students theologically and theoretically in the areas of personal maturity, relational competence, and ministry skill in order to engage contemporary culture through Christ.

Our Vision: To see each of our graduates walking confidently in their calling for their lives as children of God and servants of His kingdom.

Our Goals:
- 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 broad field (associate staff), children’s/family ministries, intercultural ministry, pastoral ministries, social services/counseling, and youth ministry
• 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 56-60 hours. This includes 34 hours of required courses and 22-29 hours in areas of emphasis. Some emphases include courses that may fulfill both core and emphasis requirements. Up to 14 of the hours required in the major may be used to meet general education requirements. Courses designated with an asterisk (*) apply toward the Biblical Studies Minor.

**Required Courses (34 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 275</td>
<td>Teaching the Bible*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 172</td>
<td>Introduction to Ministry</td>
<td>3 hrs</td>
</tr>
<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>3 hrs</td>
</tr>
<tr>
<td>CM 222-223</td>
<td>Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
<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 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1 hr</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>
</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>
</tbody>
</table>

**Recommended:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 350</td>
<td>Topics in Christian Education</td>
<td>1-3 hrs</td>
</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 412</td>
<td>Issues for Men and Women in Ministry</td>
<td>1 hr</td>
</tr>
<tr>
<td>BI 313</td>
<td>New Testament Church</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 334</td>
<td>Survey of New Religious Movements</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 335</td>
<td>Survey of World Religions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**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 (22-29 hrs)**

**Broad Field (27 hrs)**

<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>Ministry Research Seminar</td>
<td>2 hrs</td>
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</table>

Choose three:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 215</td>
<td>Foundations of Children’s Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Christian Ministry Electives**

Any Christian Ministries courses not required above 11 hrs

**Bible Elective (3 hrs):**

Choose one upper-division BI course. 3 hrs

**Children’s and Family Ministries (28-29 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 215</td>
<td>Foundations of Children’s Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 335</td>
<td>Human Development: Childhood</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>*PSY 140 is a prerequisite for PSY 335.</td>
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</tr>
</tbody>
</table>

Choose one:
- CM 350    | Topics in Christian Education                     | 3 hrs |
- CM 430    | Advanced Topics in Christian Education             | 3 hrs |
- CM 475    | Ministry Research Senior Seminar                   | 2 hrs |
- ENG 235   | Children’s Literature                              | 3 hrs |
- SOC 221   | Marriage and the Family                            | 3 hrs |

Bible Elective (3 hrs):
Choose one upper-division BI course*            | 3 hrs |

<table>
<thead>
<tr>
<th>Counseling/Social Services (23 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 342 Relational Skills for Ministry</td>
</tr>
<tr>
<td>BI 453 Seminar in Discipleship and Justice*</td>
</tr>
<tr>
<td>PSY 220 Interpersonal Skills Training</td>
</tr>
<tr>
<td>PSY 230 Crisis Intervention</td>
</tr>
<tr>
<td>SOC/PSY360X Introduction to Social Work†</td>
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</table>

Choose two:
- SOC 221 Marriage and the Family | 3 hrs |
- SOC 222 Social Problems          | 3 hrs |
- PSY 300 Personality               | 3 hrs |
- PSY 310 Abnormal Psychology       | 3 hrs |
- PSY 337 Psychology of Adolescence | 3 hrs |
- PSY 350X Social Psychology         | 3 hrs |
- PSY 430 Psychology of Religion     | 3 hrs |

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

Recommended:
- CM 373X Nonprofit Financial Management | 3 hrs |
- COM/ENG 210X Business Communication  | 3 hrs |
- PSY 355 Group Dynamics               | 3 hrs |

<table>
<thead>
<tr>
<th>Intercultural Ministries (23-25 hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 453 Seminar in Discipleship and Justice*</td>
</tr>
<tr>
<td>BRS/CMI 360X Foundations of Intercultural Ministries</td>
</tr>
<tr>
<td>COM 330 Intercultural Communications</td>
</tr>
<tr>
<td>SOC 231 Cultural Anthropology</td>
</tr>
</tbody>
</table>

Choose one:
- BRS 334 Survey of New Religious Movements | 3 hrs |
- BRS 335 Survey of World Religions        | 3 hrs |

Choose one:
- CM 420 Ministry Leadership             | 2 hrs |
- CM 475 Ministry Research                | 2 hrs |

Choose one:* GR 121-122 Elementary Greek | 8 hrs |
One upper-level BI course and one upper-level BRS course | 6 hrs |

Recommended:
- CM 373X Nonprofit Financial Management | 3 hrs |
- CM 440 Topics in Missions               | 3 hrs |
- COM/ENG 210X Business Communication     | 3 hrs |
- GEO 100 World Geography                 | 3 hrs |
- HI 271 Topics in World History          | 3 hrs |

<table>
<thead>
<tr>
<th>Pastoral Ministries (24 hrs)</th>
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</thead>
<tbody>
<tr>
<td>GR 121-122 Elementary Greek*</td>
</tr>
<tr>
<td>BI 313 New Testament Church</td>
</tr>
<tr>
<td>CM 320 Principles of Ministry Programming</td>
</tr>
<tr>
<td>CM 342 Relational Skills for Ministry</td>
</tr>
</tbody>
</table>
CM 420  Ministry Leadership  2 hrs
CM 475  Ministry Research  2 hrs

Choose one:
CM 372X  Nonprofit Management  3 hrs
PSY 305  Organizational Psychology†  3 hrs

†PSY 140 is a prerequisite for PSY 305.

Recommended:
COM 112  Speech  3 hrs
PH 362  Philosophy of Religion  3 hrs
PSY 220  Interpersonal Skills Training  3 hrs
PSY 230  Crisis Intervention  3 hrs
PSY 337  Psychology of Adolescence  3 hrs
PSY 350X  Social Psychology  3 hrs
PSY 355  Group Dynamics  3 hrs

Youth Ministries (22-24 hrs)
CM 175  Foundations of Youth Ministry  3 hrs
CM 320  Principles of Ministry Programming  3 hrs
CM 340  Principles of Relational Youth Ministry  3 hrs
CM 420  Ministry Leadership  2 hrs
CM 475  Ministry Research  2 hrs
PSY 337  Psychology of Adolescence‡  3 hrs

‡PSY 140 is a prerequisite for PSY 337

Choose one:*  
GR 121-122  Elementary Greek  8 hrs

Two upper-level BI courses or one upper-level BI and one upper-level BRS course  6 hrs

Recommended:
CM 373X  Nonprofit Financial Management  3 hrs
COM 112  Speech  3 hrs
PSY 220  Interpersonal Skills Training  3 hrs
PSY 230  Crisis Intervention  3 hrs
PSY 355  Group Dynamics  3 hrs

Christian Ministries Minor
The Christian Ministries Minor is designed to inform and train Trinity students for active involvement in the ministry of the local church while preparing for other career distinctives. Students who complete this minor will be equipped for selected ministries in the local church or for entry-level positions with parachurch organizations. A Christian Ministries Minor consists of 25 hours, including 12 required hours and 12 elective hours from Christian Ministries courses. Six elective hours must be courses at the 300-400 level. The goals of the program are as follows:

• To equip men and women with skills applicable to the varied ministries of the local church
• To provide practical training and experience that will help in the development of such abilities as administration, counseling, music, and teaching
• To encourage commitment to and involvement in the local church

Some courses selected for Christian Ministries may also fulfill general education requirements.

Required Courses (13 hrs):
CM 201  Survey of Christian Education  3 hrs
CM 222-23  Integrated Field Experience  2-2 hrs
BI 275  Teaching the Bible  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 Studies Minor
The Intercultural Studies Minor is designed to inform and equip Trinity students for a wide range of intercultural ministries within the global context of Christian mission. This program exposes students to the challenge and dynamic of intercultural interaction in local, as well as international, multiethnic, and culturo-linguistic, settings. Particular emphasis is given to issues such as ethnicity, cultural diversity, effective intercultural communication, intercultural competency, and other culture-related issues. Students selecting an Intercultural Studies Minor are encouraged to integrate Christian learning and a biblical worldview with current social and cultural realities. Such an integrated approach is intended to provide a solid, informed basis for involvement in various ministries and professions, thus helping students to participate effectively in reaching a rapidly changing world for Christ. Requirements total 24 hours.

Required Courses (15 hrs):
- BRS 335 Survey of World Religions 3 hrs
- BRS 338 Theological and Sociological Foundations of Evangelism 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- BRS/CM 360X Foundations of Intercultural Ministries 3 hrs
- SOC 231 Cultural Anthropology 3 hrs

Elective Courses (6 hrs):
- BRS 350 Topics in Biblical and Religious Studies 3 hrs
- BI 275 Teaching the Bible 3 hrs
- CM 340 Principles of Relational Youth Ministry -or-
  CM 342 Relational Skills for Ministry 3 hrs
- CM 350 Topics in Intercultural Ministry 3 hrs
- CM 430 Advanced Topics in Christian Education 3 hrs
- CM 440 Topics in Missions 3 hrs
- CM 450Z Introduction to the World Christian Movement 3 hrs
- COM 330 Intercultural Communication 3 hrs
- ENG 210X Business Communication 3 hrs
- GEO 100 World Geography 3 hrs
- HI 271 Topics in World History 3 hrs
- PH 362 Philosophy of Religion 3 hrs
- SOC 330 Race and Ethnic Relations 3 hrs
- SOC 335 Urban Sociology 3 hrs
- Contemporary foreign language 3-8 hrs

Internship in Intercultural Context (3 hrs):
- CM 445 Ministry Internship 3 hrs

Communication Department
Division of Social Science

Major/Minor: Communication Major, Digital Design Minor

The goal of this department is to equip students to be reflective, ethical communicators who handle messages, channels, and contexts for communication skillfully and responsibly. Students who pursue a communication major will study a variety of theories about how humans communicate and what factors can prevent successful communication. They will learn how to develop their own hypotheses about contemporary communication and then put their hypotheses to the test by designing and conducting surveys, interviews, focus groups, and experiments. Communication majors will also focus on developing their skills in written, oral, and visual communication.

Communication Major
Requirements total 50 hours, of which 3 hours may be used to meet general education requirements.

Required Courses (24 hrs):
- COM 112 Speech 3 hrs
- COM 120 Survey of Communication Theory 3 hrs
- COM 204 Mass Communication 3 hrs
- COM 240X Writing for Media I 3 hrs
- COM 330 Intercultural Communication 3 hrs
- COM 340X Writing for Media II 3 hrs
- COM 440X Topics in Media Studies 3 hrs
Choose one:

- COM 210X Business Communication 3 hrs
- ENG 336 Creative Writing 3 hrs

Practical Courses (8 hrs minimum):

- COM 243X Desktop Publishing 2 hrs
- COM 445X Internship 3 hrs

3 hrs required from the following (with instructor’s guidance and consent)

- COM 241X Prepracticum 1 hr
- COM 242X Prepracticum 2 hrs
- COM 441X Practicum 1 hr
- COM 442X Practicum 2 hrs

Supporting Courses (15 hrs):
Choose five:

- COM 140 Introduction to Public Relations 3 hrs
- COM 230 Public Discourse 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- COM 334 Organizational Communication 3 hrs
- COM 338 Gender and Family Communication 3 hrs
- COM 344 Topics in Communication 3 hrs
- COM 450 Independent Study 3 hrs
- SOC 350X Social Psychology 3 hrs
- PSY 355 Group Dynamics 3 hrs

Literature Course (3 hrs):
Any literature course not used to fulfill general education requirements. Students are encouraged to consider ENG 304 (Studies in Film) or ENG 260 (Christianity in Modern Literature).

Digital Design Minor
The Digital Design Minor is intended for students who want to learn the fundamentals of digital design, to broaden their understanding of communication and marketing, and to prepare themselves to use visual communication more effectively in their careers and lives. Requirements for this minor total 24 hours, including required courses (15 hours) and electives (9 hours).

Required Courses (15 hrs):

- COM 204 Mass Communication 3 hrs
- COM 243X Desktop Publishing 2 hrs
- COM 270 Web Design 2 hrs
- COM 280 Photoshop 2 hrs
- BUS 334 Advertising 3 hrs
- CIS 490 Computer Ethics 3 hrs

Electives (9 hrs):

- BUS 113 Principles of Marketing 3 hrs
- COM 120 Survey of Communication Theory 3 hrs
- COM 150X Topics in Digital Design 1-3 hrs
- ED 110 Technology for Teachers (Education Majors only) 2 hrs
- COM 250X Intermediate Topics in Digital Design 2-3 hrs
- COM 343 Advanced Desktop Publishing 2 hrs
- COM 360 Internship in Digital Design 2-3 hrs
- CIS 430 Advanced Topics in Computer Applications 3 hrs

Division of Education

The Division of Education seeks to develop highly qualified Christian teachers who view teaching as a mission. They nurture their students, reflect critically on their practice, and facilitate classroom experience to maximize the potential of all learners. Our faculty focuses on three main areas of preparation: the personal, the professional, and the practical. While we believe that all three areas are important, our focus on the personal, relational aspects of
education is our key distinctive, the core value that connects our educational philosophy to our Christian worldview, our emphasis on the community, and our commitment to diversity. It is from this concept of the personal with its emphasis on the teacher as nurturer that our motto, “Touching Lives One Student at a Time,” has been developed.

We believe that the education program should be viewed as a continuous, seamless process beginning with the first introduction to the profession in Introduction to Teaching (ED 100) and culminating in the professional semester of clinical practice. Any candidate considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible. Education courses (with the exception of ED 100, 110, 240, and 260) may be taken only by candidates who have been accepted into the Division of Education. Any exception to this rule must be approved by the Division of Education.

The Division of Education also offers nontraditional programs leading to initial licensure in the State of Illinois: a nontraditional BA program for Elementary Education, leading to Type 03 (Elementary) certification, and nontraditional programs leading to Type 03 (Elementary) and Type 09 (Secondary) certification for individuals who have already received a Bachelor degree from a recognized, regionally accredited institution.

Qualified individuals seeking initial Type 03 or Type 09 certification only may pursue the Master of Arts in Teaching program offered through Trinity Graduate School.


Nontraditional Programs: Elementary Education (BA or Certification Only), English Language Arts Certification, Mathematics Certification, Science: Biology Certification, Social Science: History Certification

Courses: Professional education courses

Additional Certification Requirements
Candidates must pass the Illinois Test of Basic Skills, the appropriate content-area test, and the appropriate Assessment of Professional Teaching test in order to complete their program. **Candidates are required to comply with all state certification requirements that are in place at the time of application for certification.**

Candidacy Requirements

Traditional Programs

Admission to the Division of Education (Gate 1) is open to candidates who

- Have completed 30 hours of college-level work
- Have demonstrated an ability to do college-level work as evidenced by a 2.5 cumulative GPA
- Have successfully completed the Illinois Test of Basic Skills
- Have completed ENG 111, ED 100, and ED 110 with a grade of “C” (2.0) or better
- Have submitted an application for admission to the Division of Education with an acceptable writing sample and a self-assessment of professional dispositions
- Have submitted an acceptable portfolio for initial review
- Have completed a successful interview with faculty from the Division of Education
- Have received approval of the Division of Education Teacher Education Council

Admission to field experience (Gate 2) is open to candidates who have been admitted to the Division of Education and who

- Have earned a grade of “C” (2.0) or above in all courses taken to meet program requirements for certification or endorsement
- Have a cumulative GPA of 2.5 or better
- Have an ED-GPA of 2.75 or better
- Have established a field experience file, including a current profile, a signed “Professionalism and Confidentiality” agreement, a current TB test with negative result, and a current fingerprint-based background check with a negative finding
- Have met the professional dispositions review
- Have received approval of the Division of Education Teacher Education Council
Admission to clinical practice (Gate 3) is open to candidates who

• Have established a clinical practice placement file by the due date, including an acceptable application, a placement preference form, a signed contractual agreement, a current TB test with negative result, and a current fingerprint-based background check with a negative finding
• Have submitted an acceptable developmental portfolio with self-assessment
• Have passed the appropriate ICTS content-area test
• Have completed all required field experiences with satisfactory recommendation from mentoring teachers
• Have earned a grade of “C” (2.0) or above in all courses taken to meet program requirements for certification or endorsement
• Have a cumulative GPA of 2.5 or better
• Have an ED-GPA of 2.75 or better
• Have completed all professional education and major/concentration course work
• Have met the professional dispositions review, including resolution of all contractual requirements
• Have provided recommendation from faculty advisor or content-area liaison
• Have received approval of the Division of Education Teacher Education Council and the Dean of Students

Recommendation for initial certification (Gate 4) is open to all candidates who

• Have completed the professional semester with grades of “C” (2.0) or better
• Have a cumulative GPA of 2.5 or better
• Have an ED-GPA of 2.75 or better
• Have completed all requirements of professional semester
• Have received recommendation for program completion from the university supervisor, cooperating teacher(s), and the coordinator of clinical practice
• Have passed the appropriate ICTS Assessment of Professional Teaching (APT)
• Have graduated from Trinity College

Nontraditional Programs

Admission to an education cohort is open to those who

• Have met the standard admission requirements for a nontraditional program
• Have no more than six credits of course work in general education and the concentration outstanding
• Have completed ENG 111R, or equivalent, with grade of “C” (2.0) or better
• Have attained a cumulative GPA of 2.5 or better

Admission to the Division of Education (Gate 1) is open to BA Candidates who

• Have completed ENG 111R, or equivalent, with grade of “C” (2.0) or better
• Have completed ED 100R and ED 110R with grade of “C” (2.0) or better
• Have attained a cumulative GPA of 2.5 or better
• Have successfully completed the Illinois Test of Basic Skills
• Have submitted an application for admission to the Division of Education with an acceptable writing sample and a self-assessment of professional dispositions
• Have submitted an acceptable portfolio for initial review
• Have completed a successful interview with faculty from the Division of Education
• Have received approval of the Division of Education Teacher Education Council

Admission to the Division of Education (Gate 1) is open to candidates seeking nontraditional teacher certification who

• Have an earned bachelor’s degree from a regionally accredited institution
• Have completed ENG 111R, or equivalent, with grade of “C” (2.0) or better
• Have completed ED 100R and ED 110R with grade of “C” (2.0) or better
• Have attained a cumulative GPA of 2.5 or better
• Have successfully completed the Illinois Test of Basic Skills
• Have successfully completed the appropriate ICTS content-area test (Type 09-Secondary certification candidates only)
• Have submitted an application for admission to the Division of Education with an acceptable writing sample and a self-assessment of professional dispositions
• Have submitted an acceptable portfolio for initial review
• Have completed a successful interview with faculty from the Division of Education
• Have received approval of the Division of Education Teacher Education Council

Continuation and Completion of Nontraditional Education Programs

Admission to field experience (Gate 2) is open to candidates who have been admitted to the Division of Education and who
• Have earned a grade of “C” (2.0) or above in all courses taken to meet program requirements for certification or endorsement
• Have a cumulative GPA of 2.5 or better
• Have an ED-GPA of 2.75 or better
• Have established a field experience file, including a current profile, a signed “Professionalism and Confidentiality” agreement, a current TB test with negative result, and a current fingerprint-based background check with a negative finding
• Have met the professional dispositions review
• Have received approval of the Division of Education Teacher Education Council

Admission to clinical practice (Gate 3) is open to candidates who
• Have established a clinical practice placement file by the due date, including an acceptable application, a placement preference form, a signed contractual agreement, a current TB test with negative result, and a current fingerprint-based background check with a negative finding
• Have submitted an acceptable developmental portfolio with self-assessment
• Have passed the appropriate ICTS content-area test
• Have completed all required field experiences with satisfactory recommendation from mentoring teachers
• Have earned a grade of “C” (2.0) or above in all courses taken to meet program requirements for certification or endorsement
• Have a cumulative GPA of 2.5 or better
• Have an ED-GPA of 2.75 or better
• Have completed all professional education and major/concentration course work
• Have met the professional dispositions review, including resolution of all contractual requirements
• Have provided recommendation from faculty advisor or content-area liaison
• Have received approval of the Division of Education Teacher Education Council and the Dean of Students

Recommendation for initial certification (Gate 4) is open to all candidates who
• Have completed the professional semester with grades of “C” (2.0) or above
• Have a cumulative GPA of 2.5 or better
• Have an ED-GPA of 2.75 or better
• Have completed all requirements of professional semester
• Have received recommendation for program completion from the university supervisor, cooperating teacher(s), and the coordinator of clinical practice
• Have passed the appropriate ICTS Assessment of Professional Teaching (APT)
• Have earned a bachelor’s degree from Trinity College or a regionally accredited college or university

The Initial Elementary School Certificate (Type 03) is valid for teaching in grades kindergarten through eight. The Initial High School Certificate (Type 09) is valid for teaching in grades 6-12. The Initial Specialist Certificate (Type 10) 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-8
Music Education/K-12
Physical Education/K-12
Secondary Education with Middle School Endorsement/6-12
  English Language Arts  Science: Biology
  Mathematics  Social Science: History
Title II Information

During the 2008-2009 academic year, 66 candidates completed their approved program and were recommended by the Division of Education for initial state teacher certification. Sixty-two (62) candidates completed their professional semester of clinical practice. Each candidate, on average, completed forty (40) hours per week in the field over fourteen (14) weeks for an average of 560 clock hours of clinical practice. Of the 25 faculty who supervised candidates in clinical practice, ten (10) were full-time faculty within the Division of Education, five (5) were part-time faculty members of the Division of Education but full time within the institution, and ten (10) were part-time faculty not otherwise employed by the institution. The resulting ratio of clinical practitioners to university supervisor was 2.48:1.

Of the 62 candidates who completed the Illinois Test of Basic Skills required before certification, 62 passed (100%). The statewide pass rate for the Illinois Test of Basic Skills was 100%. Of the 66 candidates who completed the appropriate content-area test required for certification, 66 passed (100%). The statewide pass rate for the same content-area tests was 100%. Of the 66 candidates who completed the appropriate Assessment of Professional Teaching test required for certification, 66 passed (100%). The statewide pass rate for the same Assessment of Professional Teaching tests was 99%.

In the 2005-2006 academic year, 72 candidates completed their approved program and were recommended by the School of Education for initial state teacher certification. Eighty-one (81) candidates completed their professional semester of clinical practice. Each candidate, on average, completed thirty (40) hours per week in the field over fourteen (14) weeks for an average of 560 clock hours of clinical practice. Of the 22 faculty you supervised candidates in clinical practice, none were full-time faculty within the Division of Education, one (1) was a part-time faculty member of the Division of Education but full time within the institution, and 21 were part-time faculty not otherwise employed by the institution. The resulting ratio of clinical practitioners to university supervisor was 3.68:1.

Of the 71 candidates who completed the Illinois Test of Basic Skills, in 2005-2006, 71 passed (100%). The statewide pass rate for the Illinois Test of Basic Skills was 100%. Of the 73 candidates who completed the appropriate content-area test for certification, 73 passed (100%). The statewide pass rate was 100%. Of the 73 candidates who completed the appropriate Assessment of Professional Teaching test required for certification, 73 passed (100%). The statewide pass rate for the same Assessment of Professional Teaching tests was 99%.

Traditional Programs

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 department in this catalog.

Elementary Education
Core (25 hrs):
Complete College’s requirements plus two supporting courses:
HI 121 or HI 122
COM 112

General Education (30 hrs):
Complete College’s requirements with the following specifications:
Economic, Social, & Political Structures: POL 250 American Government
Religious & Ethnic Diversity: SOC 330
Foundations of Personal Growth, Health and Wellness: HPW 180, ED/PSY 260X

Secondary (6-12) and Specialist (K-12)
Core (25 hrs):
Complete College’s requirements plus two supporting courses:
HI 121 or HI 122
COM 112

General Education (30 hrs):
Complete College’s requirements with the following specifications:
Economic, Social, & Political Structures: POL 250 American Government
Elementary Education Major
Requirements total 75 hours. This includes 48 hours in the major, 9 hours in supporting courses, and a minimum of 18 hours in an area of concentration.

Major Courses (57 hrs):
- ED 100 Introduction to Teaching 3 hrs
- ED 110 Technology for Teachers 2 hrs
- ED 240 Foundations of Education 2 hrs
- ED 260X Educational Psychology/Human Development 3 hrs
- ED 303 Fundamentals of Elementary and Middle School Methods 3 hrs
- ED 306 Reading and Writing Across the Curriculum 3 hrs
- ED 330 Introduction to Special Education 3 hrs
- ED 331 Reading: Literacy Development and Assessment 3 hrs
- ED 341 Concepts and Methods of Teaching Science and Health K-9 2 hrs
- ED 343 Concepts and Methods of Teaching Social Studies K-9 2 hrs
- ED 345 Elementary Mathematics Methods 2 hrs
- ED 349 Integrating the Arts in Instruction 2 hrs
- ED 350 Integrated Methods Practicum 2 hrs
- ED 385 Multicultural Field Experience 1 hr
- ED 401 Clinical Practice in the Elementary School 10 hrs
- ED 421 Classroom Management 1 hr
- ED 422 Advanced Seminar in Education 4 hrs
- PSY 337 Psychology of Adolescence 3 hrs
- HI 121 or 122 U.S. History I or II 3 hrs
- COM 112 Speech 3 hrs

Area of Concentration (18 hrs):
Consult the Division of Education for options and specific requirements. A minimum of 9 hours of upper-division course work is required.

All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking social studies methods (ED 343).

Biology/Secondary Education Major: See Biology Department.

English with Secondary Education Certification Major: See English Department.

History/Social Science with Secondary Education Certification Major: See History Department.

Mathematics/Secondary Education Major: See Mathematics Department.

Music Education/K-12: See Music Department.

Physical Education/K-12 with Health Endorsement: See Human Performance & Wellness Department.

Nontraditional Programs

General Education
The following general education requirements are to be completed by all REACH nontraditional BA candidates 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)**
- Developmental Psychology (3 hrs): Fulfilled by major—PSY 337R

**Social Sciences (6 hrs)**
- HPW 200R The Wellness Lifestyle (3 hrs)
- POL 250R American Government (3 hrs)
- PSY XXXR—Any PSY course satisfies part of this requirement (3 hrs)
- SOC XXXR—Any SOC course satisfies part of this requirement (3 hrs)
- BUS XXXR—Any BUS course satisfies part of this requirement (3 hrs)

**Humanities (12 hrs)**
- Choose at least four 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 (3 hrs)**
Complete REACH’s requirements with the following specifications:
- College-level mathematics course in addition to MA 200R
- Computer science course is not acceptable.

**Intercultural Study (3 hrs)**
Candidates must give evidence of exposure and sensitivity to diverse cultures. They may accomplish this by completing an approved course focusing on relationships between cultures. Urban sociology (SOC 335R) and Race and Ethnic Relations (SOC 330R) are recommended.

*NOTE: IDS 105R must be completed as the first course in the REACH nontraditional BA 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 nontraditional BA experience.*

**Elementary Education Major (53 hours)**
(Elementary Certification with Middle School Endorsement)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 100R</td>
<td>Introduction to Teaching</td>
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<tr>
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<td>Technology for Teachers</td>
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<td>2 hrs</td>
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<tr>
<td>ED 303R</td>
<td>Fundamentals of Elem. &amp; Mid. School Methods</td>
<td>3 hrs</td>
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<td>Reading &amp; Writing Across the Curriculum</td>
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<tr>
<td>ED 341R</td>
<td>Concepts and Methods of Teaching Science and Health K-9</td>
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<tr>
<td>ED 345R</td>
<td>Elementary Math Methods</td>
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<td>4 hrs</td>
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<tr>
<td>MA 200R</td>
<td>Mathematical Concepts</td>
<td>4 hrs</td>
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<tr>
<td>PSY 337R</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
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</table>
Area of Concentration (18 hrs)
Consult the Division of Education for options and specific requirements. A minimum of 9 hours if upper-division course work is required.

All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking social studies methods (ED 343R).

*Candidates majoring in Elementary Education must meet specific general education requirements in addition to Trinity’s general education requirements.

Nontraditional Teacher Certification Program
College graduates who hold a bachelors degree from a regionally accredited institution who want to be certified to teach elementary or secondary school in Illinois may enroll in a program that offers required education courses in a nontraditional mode. Participants may remain in their current employment until the professional semester when they complete their clinical practice. Participants will be required to complete field experience requirements during the school day prior to clinical practice, which may result in missed days from work (depending on the individual's job). Additional credits beyond the professional core may be required to meet specific general education and major field requirements. All State certification requirements must be completed prior to recommendation for initial certification. Division of Education personnel will review college transcripts to determine if additional courses must be completed for certification. Candidates must pass the Illinois Test of Basic Skills, the appropriate content-area test, and the appropriate Assessment of Professional Teaching test in order to complete their program. Candidates are required to comply with all state certification requirements that are in place at the time of application for certification. No course work for which a candidate earns a grade below C (2.0 on a 4.0 scale) will be accepted for meeting program requirements in an entitlement or endorsement area.

Elementary Certification with Middle School Endorsement/K-8 (53 hrs)

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<td>Introduction to Teaching</td>
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<tr>
<td>ED 110R</td>
<td>Technology for Teachers</td>
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<tr>
<td>ED 240R</td>
<td>Foundations of Education</td>
<td>2 hrs</td>
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<tr>
<td>ED 260R</td>
<td>Educational Psychology/Human Development</td>
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<tr>
<td>ED 303R</td>
<td>Fundamentals of Elem. &amp; Middle School Methods</td>
<td>3 hrs</td>
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<tr>
<td>ED 306R</td>
<td>Reading &amp; Writing Across the Curriculum</td>
<td>3 hrs</td>
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<tr>
<td>ED 330R</td>
<td>Introduction to Special Education</td>
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<td>PSY 337R</td>
<td>The Psychology of Adolescence</td>
<td>3 hrs</td>
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Area of Concentration/Endorsements (18 hrs):
Consult the Division of Education for options and specific requirements. A minimum of 9 hours of upper-division course work is required. No coursework for which a candidate earns a grade below C (2.0 on 4.0 scale) will be accepted for meeting program requirements in an entitlement or endorsement area.

Secondary Certification with Middle School Endorsement/6-12 (40 hrs)
(available only in English Language Arts, Mathematics, Science: Biology, and Social Science: History)

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<tbody>
<tr>
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<tr>
<td>ED 260R</td>
<td>Educational Psychology/Human Development</td>
<td>3 hrs</td>
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<tr>
<td>ED 306R</td>
<td>Reading &amp; Writing Across the Curriculum</td>
<td>3 hrs</td>
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<tr>
<td>ED 330R</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
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<tr>
<td>ED 360R</td>
<td>Fundamentals of Secondary and Middle School Methods</td>
<td>3 hrs</td>
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<tr>
<td>ED 361R</td>
<td>Teaching Biology in the Secondary and Middle School (Biology cert.)</td>
<td>2 hrs</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ED 362R</td>
<td>Teaching of Language Arts and Literature in the Secondary and Middle School (English cert. only)</td>
<td>2 hrs</td>
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<tr>
<td>ED 363R</td>
<td>Teaching History and Social Studies in the Secondary and Middle School (History cert. only)</td>
<td>2 hrs</td>
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<tr>
<td>ED 364R</td>
<td>Secondary &amp; Middle School Math Methods (Math cert. only)</td>
<td>2 hrs</td>
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<td>ED 385R</td>
<td>Multicultural Field Experience</td>
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Documented Major: Verification of an earned BA/BS degree from a regionally accredited institution with a minimum of 32 hours, at least 12 of which are upper division, with a grade of C (2.0) or better in all classes taken to meet program or major requirements in an entitlement or endorsement area.

**English Department**

*Division of Humanities*

**Majors:** English, English/Communication, English with Secondary Education Certification

**English Major**
Requirements total 42 hours. Up to 6 hours required in the major may be used to meet general education requirements.

**Required Courses (42 hrs):**

**Theory Course (3 hrs)**

- ENG 230 Survey of Contemporary Critical Theory 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

**Required Period Courses (6 hrs)**

- ENG 306 Renaissance Literature 3 hrs
- ENG 310 Romantic Literature 3 hrs

**Period and Author Courses (15 hrs)**

Choose one of the American literature courses, plus 12 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.
Required Courses (53 hrs):

**Genre Courses (6 hrs)**
- 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 Courses (8 hrs minimum)**
- ENG 243X  Desktop Publishing  2 hrs
- ENG 445X  Internship  3 hrs

3 hrs required from the following (with instructor’s guidance and consent)
- ENG 241X  Prepracticum  1 hr
- ENG 242X  Prepracticum  2 hrs
- ENG 441X  Prepracticum  1 hr
- ENG 442X  Practicum  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 Courses (6 hrs)**
- ENG 306  Renaissance Literature  3 hrs
- ENG 310  Romantic Literature  3 hrs

**Period and Author Courses (6 hrs)**
Choose two:
- ENG 230  Survey of Contemporary Critical Theory  3 hrs
- 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 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 Major with Secondary Education Certification**
Requirements total 91 hours. This includes 48 hours of English courses and 43 hours of professional education courses, of which 12 hours may be used to meet General Education requirements.

**Required English Courses (48 hrs):**

**Theory Course (3 hrs)**
- ENG 230  Survey of Contemporary Critical Theory  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 (12 hrs)**
- ENG 111  Critical Thinking and Writing  3 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)**
- ENG 306  Renaissance Literature  3 hrs
- ENG 310  Romantic Literature  3 hrs

**Period and Author Courses (12 hrs)**
Choose four:
- 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 English Language  3 hrs
- ENG 420  Capstone Seminar in the British Novel  3 hrs

**Professional Education Courses (43 hrs):**
- ED 100  Introduction to Teaching  3 hrs
- ED 110  Technology for Teachers  2 hrs
- ED 240  Foundations of Education  2 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  Clinical Practice in the Secondary School  10 hrs
- ED 421  Classroom Management  1 hr
- ED 422  Advanced Seminar in Education  4 hrs
- PSY 337  Psychology of Adolescence  3 hrs
- HI 121 or 122  US History I or II  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 Division of Education.

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**Health Sciences Department**

**Division of Science, Technology, and Health**

**Majors:** Athletic Training, Pre-Physical Therapy, Pre-Nursing Program

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.

Students in the Biology/Pre-Medical program should be aware of unique opportunities for conferences, internships, and experiences associated with the Center for Bioethics and Human Dignity (www.cbhd.org) on Trinity’s campus, as well as the MA in Bioethics Dual Degree through Trinity Graduate School.
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 161, HS 162, HS 165X, HS 168, CH 103, and BIO 111, with a grade of “C” or higher in each course
- Current certification in CPR for the Professional Rescuer and RTE First Aid and a minimum of 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, the Commission on Accreditation of Athletic Training Education (CAATE). 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 Health Sciences Courses (43-48 hrs):**
- HS 161 Medical Terminology 1 hr
- HS 162 Introduction to Athletic Training 1 hr
- 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
- HS 366 Therapeutic Modalities and Pharmacology 3 hrs
- HS 410 Health Sciences Seminar 1 hr
- HS 454X Measurement, Research, Statistics, and Technology 3 hrs
- HS 456X Administration 3 hrs
- HS 480 Professional Rotation in Health Services 3-6 hrs

**Required Supporting Courses (14 hrs):**
- BIO 340-341 Human Anatomy and Physiology I and II 8 hrs
- BE 474X Introduction to Bioethics -or-
  - BE 476X Undergraduate Bioethics Institute 3 hrs
- PSY 228X Sport and Wellness Psychology 3 hrs

**Highly Recommended Elective Courses:**
- CH 203 Essentials of Organic Biochemistry 4 hrs
- HPW 203 Performance Training and Ergogenic Aids 3 hrs
- HPW 234 Risk Management 2 hrs
- PHY111-112 General Physics I and II 8 hrs

**Pre-Physical Therapy Major**
Major requirements total 51 hours. This includes 13 hours of Biology, 3 hours of Bioethics, 14 hours of Health Sciences, 8 hours of Chemistry, 8 hours of Physics, and 3 hours of Bioethics.

**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 (51 hrs):**

**Biology (13 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
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

**Bioethics (3 hrs):**
- BE 474X Introduction to Bioethics -or-
- BE 476X Undergraduate Bioethics Institute 3 hrs

**Health Sciences (16 hrs):**
- HS 161 Medical Terminology 1 hr
- HS 162 Introduction to Athletic Training 1 hr
- 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 8 hrs

**Highly Recommended Courses (required by many physical therapy schools):**
- *CH 211-212 Organic Chemistry I and II 8 hrs
- HS 165X Responding to Emergencies and Sport Safety Training (First Aid and CPR Certification) 3 hrs
- MA 285X Statistics 4 hrs

*If taken, the CH 211-212 sequence will substitute for CH 203 above.

Choose one to three:
- PSY 335 Human Development: Childhood 3 hrs
- PSY 337 Psychology of Adolescence 3 hrs
- PSY 339 Human Development: Adult 3 hrs

**Recommended Courses (required by some physical therapy schools):**
- CIS 110 Introduction to Computer Fundamentals 4 hrs
- HPW 228X Sport and Wellness Psychology 3 hrs
- HS 351X Biomechanics 3 hrs
- PSY 310 Abnormal Psychology 3 hrs

Choose one:
- COM 112 Speech 3 hrs
- COM 350 Forensics I 2 hrs

Choose one:
- ENG 210X Business Communication 3 hrs
- ENG 240X Writing for the Media I 3 hrs

**Clinical Hours**
Requirement varies from 500 to 1,500 hours among physical therapy programs**

- HS 480 Professional Rotation in Health Sciences 1-6 hrs

**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 science and mathematics, 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.

**Science and Mathematics Courses (31 hrs):**

- BIO 111 General Biology 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
- BE 474X Introduction to Bioethics -or- 3 hrs
- BE 476X Undergraduate Bioethics Institute 3 hrs
- CH 103 Introduction to Chemistry 4 hrs
- CH 203 Essentials of Organic Biochemistry 4 hrs
- MA 285X Statistics 4 hrs

**Social Sciences Courses (12 hrs):**

- PSY 140 Introduction to Psychology 3 hrs
- SOC 101 Introduction to Sociology 3 hrs
- Electives in Psychology or Sociology 6 hrs

**Humanities Courses (12 hrs):**

- ENG 111 Critical Thinking and Writing 3 hrs
- PH 180 Introduction to Philosophy 3 hrs
- Electives in Humanities 6 hrs

**Biblical Studies Courses (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

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**History Department**

**Division of Humanities**

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 36 hours of history courses and 9 hours from supporting courses.

**Required Courses (24 hrs):**

- HI 105 Understanding History 3 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
HI 385  Philosophy of History  3 hrs

Choose two (6 hrs):
HI 410  Seminar in Ancient Greece and Rome  3 hrs
HI 420  Seminar in Medieval/Renaissance  3 hrs
HI 430  Seminar in Early Modern Europe  3 hrs
HI 440  Seminar in Modern Europe  3 hrs
HI 475  Seminar in American History  3 hrs

Elective Courses (12 hrs):
Any History course above the 100 level; two must be at 300 level or above

Supporting Courses (minimum 9 hrs):
GEO 100  World Geography (3 hrs)
Choose two courses from the following selection:
ART 200X, 331, 332
BUS 311, 312
ENG 260, any 300-400 level literature course
MA 285X
MUH 341, 342
MUZ 200X
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/Social Science with Secondary Education Certification Major
Requirements total 88 hours. Up to 15 hours required in the major may be used to meet general education requirements. This major requires 54 hours for the history major and 34 hours of professional education courses as follows:

History Courses (36 hrs):

Required Courses (24 hrs):
HI 105  Understanding History  3 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
HI 385  Philosophy of History  3 hrs

Choose two seminars (6 hrs)
HI 410  Seminar in Ancient Greece and Rome  3 hrs
HI 420  Seminar in Medieval/Renaissance  3 hrs
HI 430  Seminar in Early Modern Europe  3 hrs
HI 440  Seminar in Modern Europe  3 hrs
HI 475  Seminar in American History  3 hrs

Elective Courses (12 hrs):
Any History course above the 100 level; two must be at 300 level or above

Supporting Social Science Courses (18 hrs)
BUS 103  Contemporary Economics  -or-  BUS 208  Macroeconomics
GEO 100  World Geography
POL 250  American Government
PSY/ED 260XEducation Psychology and Human Development
PSY 337  Psychology of Adolescence
SOC 330  Race and Ethnic Relations

Professional Education Courses (37 hrs):
ED 100  Introduction to Teaching  3 hrs
ED 110  Technology for Teachers  2 hrs
ED 240  Foundations of Education  2 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 & Social Studies in Secondary & Middle School  2 hrs  
ED 385  Multicultural Field Experience  1 hr  
ED 413  Clinical Practice in the Secondary School  10 hrs  
ED 421  Classroom Management  1 hr  
ED 422  Advanced Seminar in Education  4 hrs  
COM 112  Speech  3 hrs  

Additional Certification Requirements:  
Candidates must pass the Illinois Test of Basic Skills and all certification tests in order to complete their program. All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking social studies methods (ED 363). Candidates are required to comply with all state certification requirements that are in place at the time of application for certification. Consult specific general education requirements listed in the Division of Education.

History Major: Military History Emphasis  
Requirements total 45 hours. This includes 36 hours of history courses and 9 hours from supporting courses.

Required Courses (27 hrs):  
HI 105  Understanding History  3 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  
HI 385  Philosophy of History  3 hrs  

Choose two seminars (6 hrs):  
HI 410  Seminar in Ancient Greece and Rome  3 hrs  
HI 420  Seminar in Medieval/Renaissance  3 hrs  
HI 430  Seminar in Early Modern Europe  3 hrs  
HI 440  Seminar in Modern Europe  3 hrs  
HI 475  Seminar in American History  3 hrs  

Elective Courses (12 hrs):  
Two must be at 300 level or above:  
HI 261  Topics in Military History  3 hrs  
HI 325  Topics in European History [Military Course Topic required]  3 hrs  
HI 361  Advanced Topics in Military History  3 hrs  
HI 374  American Civil War  3 hrs  
HI 375  Topics in American History [Military Course Topic required]  3 hrs  

Supporting Courses (minimum 9 hrs):  
GEO 100  World Geography  
Choose two courses from the following selection:  
ART 200X, 331, 332  
BUS 311, 312  
ENG 260, any 300-400 level literature course  
MA 285X  
MUH 341, 342  
MUZ 200X  
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  

American Studies Minor (24 hrs)

American History Courses (12 hrs):  
HI 121  United States History I  3 hrs
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>3hrs</td>
</tr>
<tr>
<td>HI 321X</td>
<td>American Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 373</td>
<td>African American History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 374</td>
<td>American Civil War</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 375</td>
<td>Any United States Topic</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**American Literature Courses (6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
</tbody>
</table>

**Political Science Courses (6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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 eight courses from the following list:

- BRS 231 Christian Doctrine 3 hrs
- BRS 330 Christian Evidences 3 hrs
- BRS 336 Topics in Contemporary Theology 3 hrs
- BRS 410 Biblical Criticism 3 hrs
- ENG 260 Christianity and Modern Literature 3 hrs
- HI 321X/BRS 321X American Church History 3 hrs
- HI 322X/BRS 322X Topics in Church History 3 hrs
- HI 340X/BRS 340X History of Christianity 3 hrs
- HI 420 Seminar in Medieval/Renaissance History 3 hrs
- IDS 100/IDS 100H Introduction to Christian Thinking 3 hrs
- PH 362 Philosophy of Religion 3 hrs
- PH 381X/HI 381X History of Western Thought I 3 hrs
- PH 382X/HI 382X History of Western Thought II 3 hrs
- XX 359H Topics for Honors Students 3 hrs

(e.g., Christian Classics, Birth of the Modern Mind, Christianity and Darwinism, Biblical Interpretation, Contemporary Literary Theories)

**Classical Studies Minor (24 hrs)**

**Required Courses (12 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 381X</td>
<td>History of Western Thought I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Elective Courses (12 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 200X/MUZ 200X</td>
<td>European Fine Arts Tour</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ART 331</td>
<td>History of Art I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 313</td>
<td>New Testament Church</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 402</td>
<td>Advanced Literary Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>(Classical/Medieval topics only)</td>
<td></td>
</tr>
<tr>
<td>ENG 406</td>
<td>Shakespeare</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GR 221X</td>
<td>Intermediate Greek</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GR 222X</td>
<td>Intermediate Greek</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance History</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**European Studies Minor (24 hrs)**

**History Courses (12 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 261</td>
<td>Topics in Military History (European military history only)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance History</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
HI 430  Seminar in Early Modern Europe  3 hrs
HI 440  Seminar in Modern Europe  3 hrs

**Elective Courses (12 hrs):**
- 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 316  Modern European Literature  3 hrs
- ENG 406  Shakespeare  3 hrs
- ENG 340  British Novel  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

**Military History Minor (24 hrs)**
The Military History Minor includes 12 hours of required courses in history providing a sound historical context for the 12 additional hours of specialized courses in Military History. Each elective explores a variety of topics, including many of the following themes: the relationship of warfare to society; the experience of the soldier; the difficulties of command; and Christian views on war and peace.

**Required Courses (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

**Elective Courses (12 hrs):**
Choose four of the courses 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 374  American Civil War  3 hrs
- HI 375  Topics in American History [military topics only]  3 hrs

**Human Performance & Wellness Department**

Division of Science, Technology, and Health

**Majors/Minors:** Physical Education/K-12 with Health Endorsement Major, Sport and Wellness Management Major, Coaching Minor, Fitness Specialist Minor, Health Education Minor

The Department of Human Performance and Wellness desires to develop highly qualified and technically skilled graduates who have been prepared to nurture both student and client, to reflect critically on their practice, and to maximize the potential of the whole person across one’s lifespan through the medium of human movement. Faculty concentrate on preparing the personal, the professional, and the practical components of our program through courses ranging from more basic aspects of health and wellness to more specialized courses in human movement. These components provide a distinctive blend of character, modeling, and craftsmanship, emphasizing a connection to our Christian worldview and commitment to developing community within diversity. Our department motto “Well Balanced By Design” encapsulates this mission for our majors and core wellness program.

**Physical Education/K-12 with Health Endorsement Major**
Requirements total 88 hours. This includes 4 hours of Biology, 9 hours of Psychology, 43 hours of Physical Education and Health Education courses, and 32 hours of professional education courses. Up to 10 of the required hours may be used to meet general education requirements.

*Note: Students are able to fulfill the Physical Science General Education Requirement by taking both HPW 351X and HPW 454X.*
Biology Courses (4 hrs):
BIO 140 Survey of Human Anatomy and Physiology 4 hrs

Psychology Courses (9 hrs):
PSY 337 The Psychology of Adolescence 3 hrs
PSY 240 Human Sexuality 3 hrs
PSY 255 Psychology of Addiction 3 hrs

Physical Education and Health Education Courses (43 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 202X Nutrition 3 hrs
HPW 204 Functional Anatomy 3 hrs
HPW 217 Educational Dance for the Multicultural Curriculum 1 hr
HPW 222 Individual and Dual Sports 3 hrs
HPW 224 Team Sports 3 hrs
HPW 233X Adventure Education 3 hrs
HPW 351X Biomechanics 3 hrs
HPW 371X Principles & Methods for Teaching PE to the Exceptional Child 3 hrs
HPW 372X Principles & Methods for Teaching Elem & Middle School PE 2 hrs
HPW 374X Principles & Methods for Teaching Middle & Secondary PE 2 hrs
HPW 376X Principles & Methods for Teaching Health Education 2 hrs
HPW 454X Measurement, Research, Statistics, and Technology 3 hrs
HPW 462 School and Community Health 3 hrs

Professional Education Courses (32 hrs):
ED 110 Technology for Teachers 2 hrs
ED 240 Foundations of Education 2 hrs
ED 260X Educational Psychology/Human Development 3 hrs
ED 377X Practicum in Elementary and Middle School PE 1 hr
ED 378X Practicum in Middle and Secondary Physical Education 1 hr
ED 379X Practicum in Health Education 1 hr
ED 385 Multicultural Field Experience 1 hr
ED 409 Clinical Practice/PE K–12 (I) 5 hrs
ED 410 Clinical Practice/PE K-12 (II) 5 hrs
ED 421 Classroom Management 1 hr
ED 422 Advanced Seminar in Education 4 hrs
HI 121 or 122 US History I or II 3 hrs
COM 112 Speech 3 hrs

Elective Course (strongly recommended)
ED 306 Reading and Writing Across the Curriculum 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. Candidates 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 Division 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 Noninternship route. Up to 13 of the required hours may be used to meet general education requirements.

Note: Students are able to fulfill the Quantitative and Analytical Reasoning General Education Requirement by taking both HPW 351X and HPW 454X.

Human Performance and Wellness Courses (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 -or-
HPW 204 Functional Anatomy 3 hrs
HPW 220 Practicum in Sport and Wellness Management 3 hrs
HPW 228X  Sport and Wellness Psychology          3 hrs
HPW 334  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 Course (4 hrs):**
BIO 140  Survey of Human Anatomy and Physiology          4 hrs

**English Course (3 hrs):**
ENG 210X  Business Communication          3 hrs

**Psychology Courses (6 hrs):**
PSY 140  Introduction to Psychology          3 hrs
PSY 220  Interpersonal Skills Training          3 hrs

**Business Course (3 hrs):**
Choose One:
BUS 111  Principles of Management          3 hrs
BUS 113  Principles of Marketing          3 hrs
BUS 115  Human Resource Management          3 hrs
BUS 221  Principles of Accounting I          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 111  Principles of Management          3 hrs
BUS 113  Principles of Marketing          3 hrs
BUS 115  Human Resource Management          3 hrs
BUS 221  Principles of Accounting I          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 373X  Nonprofit Financial Management          3 hrs

**Coaching Minor**
Requirements total 28 hours. This includes 4 hours of Biology, 3 hours of Psychology, and 21 hours of Human Performance and Wellness. Ten of the required hours meet general education requirements.

**Biology Course (4 hrs):**
BIO 140  Survey of Human Anatomy and Physiology          4 hrs

**Psychology Course (3 hrs):**
PSY 140  Introduction to Psychology          3 hrs

**Human Performance and Wellness Courses (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 204  Functional Anatomy          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 446  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 Courses (4 hrs):
BIO 140  Survey of Human Anatomy and Physiology  4 hrs

Human Performance and Wellness Courses (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 204  Functional Anatomy  3 hrs
HPW 454X  Measurement, Research, Statistics, and Technology  3 hrs

Choose one:
HPW 334  Management of Sport and Wellness  3 hrs
HPW 446  Internship  3 hrs

Health Education Minor
Requirements total 25 hours. This includes 4 hours of Biology, 6 hours of Psychology, 12 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 ICTS (Illinois Certification Testing System) content area test for health. Courses in this minor are designed to prepare the candidate for this test.

Biology Course (4 hrs)
BIO 140  Survey of Human Anatomy and Physiology  4 hrs

Psychology Courses (6 hrs)
PSY 240  Human Sexuality  3 hrs
PSY 255  Psychology of Addiction  3 hrs

Human Performance and Wellness Courses (12 hrs)
HPW 180  Introduction to Health and Wellness  3 hrs
HPW 202X  Nutrition  3 hrs
HPW 204  Functional Anatomy  3 hrs
HPW 462  School and Community Health  3 hrs

Education Courses (3 hrs)
ED 376X  Principles and Methods for Teaching Health Education  2 hrs
ED 379X  Practicum in Health Education  1 hr

Mathematics and Computer Information Systems Department
Division of Science, Technology, and Health

Majors/Minors: Mathematics Major, Mathematics/Secondary Education Major, Computer Information Systems Minor, Management Information Systems Minor

The mission of the Department of Mathematics and Computer Information Systems is
- To relate mathematics to the world the Lord has made and to the technology developed to deal with this world
- To train students to think logically and analytically about mathematical or computer-related questions
- To give students the tools they need to solve mathematical or computer-related problems
- To treat students with dignity and model godly living

Mathematics and Computer Information Systems Department
Division of Science, Technology, and Health
• 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-required courses and 11 hours of supporting courses. Up to 11 hours count for general education requirements.

Required Courses (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 321 Mathematical Statistics 4 hrs
- MA 331 Linear Algebra 3 hrs
- MA 335 Differential Equations 3 hrs
- MA 340 History of Mathematics 4 hrs
- MA 412 Geometry 3 hrs

Choose one:
- MA 411 Modern Algebra 3 hrs
- MA 413 Real Analysis 3 hrs
- MA 420 Number Theory 3 hrs

Supporting Courses (8 hrs):
Choose one sequence:
- CH 111-112 General Chemistry I and II 8 hrs
- PHY111-112 General Physics I and II 8 hrs

Highly Recommended Courses:
- 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 Major with Secondary Education Certification
Major requirements total 83 hours. This includes 32 hours of required mathematics courses, 3 hours of mathematics electives, 8 hours of supporting courses, and 40 hours of professional education courses. Up to 8 hours count for general education requirements.

Required Courses (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 331 Linear Algebra 3 hrs
- MA 335 Differential Equations 3 hrs
- MA 340 History of Mathematics 4 hrs
- MA 412 Geometry 3 hrs

Elective Courses (3 hrs):
Choose one:
- MA 411 Modern Algebra 3 hrs
- MA 420 Number Theory 3 hrs

Supporting Courses (8 hrs):
Choose one sequence:
- CH 111-112 General Chemistry I and II 8 hrs
- PHY 111-112 General Physics I and II 8 hrs
Highly Recommended Courses:
- BUS 411 Financial Management 3 hrs
- BUS 424 Management Science 3 hrs
- PH 170 Logic 3 hrs
- PH 242 Philosophy of Science 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 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 Clinical Practice in the Secondary School 10 hrs
- ED 421 Classroom Management 1 hr
- ED 422 Advanced Seminar in Education 4 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. Candidates 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 Division of Education.

Computer Information Systems Minor
Requirements total 24 hours. This includes 14 hours of required courses and 10 hours of elective courses.

Required Courses (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 required courses and 7 hours of elective courses.

Required Courses (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 required courses and 1-4 hours of elective courses.

Required Courses (23 hrs):
- BUS 111 Principles of Management 3 hrs
- BUS 115 Human Resources Management 3 hrs
- BUS 113 Principles of Marketing 3 hrs
- CIS 110 Introduction to Computer Fundamentals 4 hrs
- CIS 120 Computer Programming I 3 hrs
Music Department
Division of Humanities

Majors/Minor: Music Major (with emphases in Arts Administration, Church Music/Worship, Contemporary Music, Music and Missions, Performance, Piano Pedagogy, Psychology, Theory/Composition), Music Education/K-12 Major, Music Minor

The Trinity College Music Department exists to foster the understanding, teaching, and performance of music as an art, a discipline, a profession, and a calling and as a means to worship God and serve others. The department offers two majors and a minor. The music facility, built in 1994, includes practice rooms, teaching studios, and the Faugerstrom rehearsal hall. Two of the practice rooms are equipped as Smart Music studios, and the Peterson Technology Classroom houses eighteen computers equipped with MIDI keyboards and software to enhance theory, composition, and music education studies.

Performance groups include the Concert Choir, Symphonic Band, Orchestra, Jazz Ensemble, Handbell Choir, and numerous vocal and instrumental ensembles. A large number of students participate in these groups regardless of their chosen major. The large ensembles typically present fall, Christmas, and spring concerts, and the Concert Choir and Symphonic Band tour extensively during Spring Break or in the month of May. Trinity ensembles have traveled throughout the United States, as well as in Europe, South America, the Caribbean, and the Far East.

The Music Department regularly presents concerts, recitals, and music theater productions on campus. Choral and instrumental groups also perform in local churches.

Goals of the Music Department:
We intent that by the time of graduation, as a music or music education major, the student will have

1. Demonstrated a thorough working knowledge of music theory, history, and performance, with specialization in K-12 music education (general, and choral or instrumental), music performance, piano pedagogy, music history, music theory/composition, contemporary music, and/or church music, along with a sense of how to integrate that knowledge with Christian faith and practice

2. Evidenced an attitude toward performance and learning that is Christian in word and in actuality, exercising godly stewardship of time, ability, and talent, interacting meaningfully with a supportive community, and competing healthfully

3. Exhibited the necessary skills and qualifications to enter graduate school in music (e.g., MM, MA) or music education (e.g., MME) [with the exception of full-time teaching experience, if required]

4. Prepared for a lifetime of learning and creativity, service to church and community, and avocational participation in music

5. Participated in the rich musical culture available in the city of Chicago and its suburbs

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.

Graduation Requirements
In addition to fulfilling all college graduation requirements, BA degree requirements, and major course requirements, in order to graduate with a major in Music, a student must meet the following requirements:

1. Perform a solo entrance audition in his or her intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major

2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program
3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective).

4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 Concert Choir for vocalists and some pianists, organists, and guitarists; MUZ 280 Symphonic Band for brass and woodwind players, percussionists, and some pianists, organists, and guitarists; or MUZ 290 Orchestra for string players (including harpists, but not guitarists)—enrolling in that ensemble during every semester of full-time enrollment in the program.
   a. In addition to regular on-campus rehearsals and performances and participation in the fall performing ensembles retreat:
      i. Enrollment in the Concert Choir requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in oratorio and music theater rehearsals and performances.
      ii. Enrollment in the Orchestra requires participation in oratorio and music theater rehearsals and performances.
      iii. Enrollment in the Symphonic Band requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in pep band rehearsals and performances.
   b. This requirement cannot be met by combining credits in two or more ensembles (e.g., choir and band).

5. Demonstrate keyboard proficiency appropriate to the major, emphasis area, and primary performance medium (as stipulated by the Music Department) in a practical examination administered by members of the piano faculty (at times scheduled during finals week each semester), enrolling in keyboard skills classes and/or private piano lessons (i.e., MUZ 156, 161, 162, 256, 261, 262, 356, or 456) each semester until all proficiency requirements have been fulfilled to the satisfaction of the examiners (or to the satisfaction of the private lesson teacher, for students whose primary performance medium is piano or organ).

6. Declare at least one emphasis area (see below), and fulfill all requirements of that emphasis.

**Required Courses (39 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
<tr>
<td>MUT 224</td>
<td>Aural Skills III</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUT 322</td>
<td>Aural Skills IV</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUE 331</td>
<td>Basic Conducting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 342</td>
<td>Music History II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUT 360</td>
<td>Computers in Music</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUZ 250-259, 350-359, 450-459</td>
<td>Advanced Level Private Lessons</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

**Emphases**

Each music major must choose at least one of the following eight emphases:

**Arts Administration Emphasis (15 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUS 372X</td>
<td>Nonprofit Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 373X</td>
<td>Nonprofit Financial Management</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Strongly recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 392</td>
<td>Social Entrepreneurship</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
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

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) in Nashville, Tennessee. The CMC program concerns the origination, performance, production, and distribution of music intended to make a profit in the today’s entertainment marketplace, i.e., “commercial” music. (Thus, while “Christian contemporary music” [“CCM”] might fit this focus, contemporary art music does not.) The CMC curriculum includes two core seminars—“Faith, Music and Culture” and “Introduction to the Music Industry”—and two elective tracks (an artist track and an executive track). Each student’s course work is supported with individual and group practicums 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 Music Department cannot guarantee that all students wanting to pursue this emphasis will be able to do so, and students would be well advised to consider other emphasis areas as well, in case they are not approved or admitted to the CMC program in either the fall or spring semester of their junior year or the fall semester of their senior year.

Music and Missions Emphasis (18 hrs):
- BRS 335 Survey of World Religions 3 hrs
- BRS 360X Foundations of Intercultural Ministry 3 hrs
- CM 260 Introduction to Intercultural Ministry 3 hrs
- MUH 211 Survey of World Music 3 hrs
- MUW 437X Music in Worship 3 hrs

Suggested:
- Accelerated MA Intercultural Studies (double degree)

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 hours:
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) or additional hour lessons 4 hrs

Piano Pedagogy Emphasis (15 hrs):
- MUE 323 Piano Pedagogy and Literature 3 hrs
- MUE 445 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)

Psychology Emphasis (18 hrs):
BIO 140 Survey of Anatomy and Physiology 3 hrs
MUW 437X Music in Worship 3 hrs
PSY 140 Introduction to Psychology 3 hrs
PSY 285X Statistics 3 hrs

Guitar Proficiency
Choose 1: 3 hrs
PSY 220 Interpersonal Skills Training
PSY 230 Crisis Intervention
PSY 255 The Psychology of Addiction

Choose 2: 6 hrs
PSY 300 Personality Theories
PSY 310 Abnormal Psychology
PSY 320 Learning and Motivation

Choose 2: 6 hrs
PSY 372 Cognitive/Behavioral Psychology
PSY 374 Physiological Psychology
PSY 400 Therapeutic Psychology (Prerequisite: PSY 300)

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 250-259, 350-359, 450-459 Advanced Level Private Lessons–Composition 4 hrs

Choose one:
MUT 361 Music Analysis 3 hrs
MUT 461 Modal Counterpoint 3 hrs

Music Education/K-12 Major
Requirements total 88 hours. This includes the 39 hours from the Music core, 14 hours of additional Music courses, and 35 hours of professional education courses.

Graduation Requirements
Candidates must fulfill all college graduation requirements and BA degree requirements. Candidates must pass the Illinois Test of Basic Skill, the appropriate content-area test, and the appropriate Assessment of Professional Teaching test in order to complete their program. Candidates are required to comply with all state certification requirements that are in place at the time of application for certification. In addition, to graduate with a major in Music Education/K-12, a candidate must meet the following requirements:

1. Perform a solo entrance audition in his or her intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major

2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program
   a. This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).
   b. Music Education/K-12 majors who have already completed eight or more semesters of lessons at the 25x, 35x, or 45x level in the primary performance medium with a cumulative GPA of 3.0 or higher are not required to enroll in private lessons in the primary performance medium during the clinical practice semester.

3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)

4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 Concert Choir for vocalists and some pianists, organists, and guitarists; MUZ 280 Symphonic Band for brass and woodwind players, percussionists, and some pianists, organists, and guitarists; or MUZ 290 Orchestra for string players (including
harpists, but not guitarists)—enrolling in that ensemble during every semester of full-time enrollment in the program

a. In addition to regular on-campus rehearsals and performances and participation in the fall performing ensembles retreat:

   i. Enrollment in the Concert Choir requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in oratorio and music theater rehearsals and performances.

   ii. Enrollment in the Orchestra requires participation in oratorio and music theater rehearsals and performances.

   iii. Enrollment in the Symphonic Band requires participation in local church concerts throughout the year, tours during the college spring break and/or the month of May, and in pep band rehearsals and performances.

b. This requirement cannot be met by combining credits in two or more ensembles (e.g., choir and band).

c. Music Education/K-12 majors who have already completed eight or more semesters of enrollment and participation in the assigned large ensemble with a cumulative GPA of 3.0 or higher are not required to enroll in that ensemble during the clinical practice semester.

5. Demonstrate keyboard proficiency appropriate to the major, emphasis area, and primary performance medium (as stipulated by the Music Department) in a practical examination administered by members of the piano faculty (at times scheduled during finals week each semester), enrolling in keyboard skills classes and/or private piano lessons (i.e., MUZ 156, 161, 162, 256, 261, 262, 356, or 456) each semester until all proficiency requirements have been fulfilled to the satisfaction of the examiners (or to the satisfaction of the private lesson teacher, for students whose primary performance medium is piano or organ)

6. Declare a secondary concentration area (i.e., either choral or instrumental), and fulfill all requirements of that concentration

**Required Courses (39 hrs):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 331</td>
<td>Basic Conducting</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 111</td>
<td>Introduction to Music History and Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUH 342</td>
<td>Music History II</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>
<tr>
<td>MUT 224</td>
<td>Aural Skills III</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUT 322</td>
<td>Aural Skills IV</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUT 360</td>
<td>Computers in Music</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUZ 250-259, 350-359, 450-459</td>
<td>Advanced Level Private Lessons</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

**Additional Music Courses (14 hrs):**

**NOTE: Some of the following courses require admission to the Division of Education for enrollment.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 249X</td>
<td>General Music Methods in the Public Schools, Grades K-12</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUE 332</td>
<td>Methods and Theory of Music Drama Production</td>
<td>2 hrs</td>
</tr>
<tr>
<td>MUH 211</td>
<td>Survey of World Music</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 432X</td>
<td>Choral Conducting, Methods and Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MUE 433X</td>
<td>Instrumental Conducting, Methods and Literature</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose three:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 345</td>
<td>Woodwind Techniques</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUE 346</td>
<td>Brass Techniques</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUE 347</td>
<td>Percussion Techniques</td>
<td>1 hr</td>
</tr>
<tr>
<td>MUE 348</td>
<td>String Techniques</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

**Recommended:**

Participation in MUZ 285 Jazz Ensemble for those who qualify
Professional Education Courses (35 hrs):
NOTE: Some of the following courses require admission to the Division 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 260X Educational Psychology/Human Development 3 hrs
- ED 330 Introduction to Special Education 3 hrs
- ED 385 Multicultural Field Experience 1 hr
- ED 421 Classroom Management 1 hr
- ED 422 Advanced Seminar in Education 4 hrs
- ED 440 & 441 Clinical Practice/Music K–12 10 hrs
- HI 121 or 122 U.S. History I or II 3 hrs
- COM 112 Speech 3 hrs

Additional Certification Requirements:
Candidates must pass the Illinois Test of Basic Skills and all certification tests in order to complete their program. Candidates 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 Division 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 -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.

Philosophy Department
Division of Biblical, Religious, and Philosophical Studies

Major: Philosophy

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 hours (PH 180) meet general education requirements.

Required Courses (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
COM 204 Mass Communication 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 420 British Novel 3 hrs
HI 322X Topics in Church History 3 hrs
HI 325 Topics in European History 3 hrs
HI 372 History of Ideas in America 3 hrs
HI 385 Philosophy of History 3 hrs
HI 410 Seminar in Ancient Greece and Rome 3 hrs
HI 420 Seminar in Medieval/Renaissance History 3 hrs
HI 430 Seminar in Early Modern Europe 3 hrs
HI 440 Seminar in Modern Europe 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 339 Human Development: Adult 3 hrs
PSY 346X Research Methods and Design 3 hrs
PSY 350X Social Psychology 3 hrs
SOC 231 Cultural Anthropology 3 hrs

Course work taken in a foreign language may also be counted toward the “Supporting Courses” requirement.

Psychology Department
Division of Social Science

Majors/Minors: Psychology Major, Psychology Major with Organizational Leadership Emphasis, Psychology Major with Health Psychology Emphasis, Health Psychology Minor

The Psychology Department of Trinity International University exists to bring honor and glory to God by educating men and women in the content and procedures of the discipline of psychology consistent with an orthodox Christian faith. We encourage learners to study the theories and research about the human person in light of biblical revelation. We maintain that the study of psychology is an affirmation of our stewardship to investigate and marvel at the wonders of God’s handiwork and to confront the tragic impact of human 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. Social Science disciplines help 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 47 hours. This includes 26 from required Psychology courses and 21 hours of Psychology electives. Up to 7 of the required hours may be used to meet general education requirements. The Organizational Leadership Emphasis (OLE) requires 18 of the 21 elective hours to be taken in the emphasis.

#### Required Courses (26 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3 hrs</td>
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<tr>
<td>PSY 141</td>
<td>Psychology Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>PSY 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PSY 346X</td>
<td>Research Methods and Design</td>
<td>3 hrs</td>
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</tbody>
</table>

#### Developmental Psychology Course (choose one, 3 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Human Development: Childhood</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 339</td>
<td>Human Development: Adult</td>
<td>3 hrs</td>
</tr>
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#### Theory Courses (choose two, 6 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Learning and Motivation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Application course corresponding to one of the chosen theory courses above (choose one, 3 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400 (taken after PSY 300)</td>
<td>Therapeutic Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 372 (taken after PSY 320)</td>
<td>Cognitive Behavioral Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355 (taken after PSY 350)</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Integrative Course (choose one, 3 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and Christian Faith</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Elective Courses (21 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td>3 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 337</td>
<td>The Psychology of Adolescence†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Human Development: Adult†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 345</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>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Hours</td>
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<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith‡</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>
</tr>
</tbody>
</table>

NOTES:
*May be used to fulfill the one of the two theory requirements.
**May be used to fulfill the one application course requirement, provided that the chosen theory course with which it corresponds is also taken. The student is strongly advised to take the corresponding application course after the chosen theory course, but it is not required; however, in the case of PSY 400, PSY 300 is a prerequisite.
†May be used to fulfill the development requirement.
‡May be used to fulfill the integrative requirement.

**Organizational Leadership Emphasis (18 hrs)**
Course selections must include 26 hours from the Psychology required courses, and the following 18 required hours of the emphasis.

The Organizational Leadership Emphasis (OLE) is a Psychology Major emphasis shared with the Business Major and has the same purpose and philosophy as described in the Organizational Leadership Minor (OLM) described on this page below. The OLE (18 hours) is open to Business and Psychology Majors. The OLM (24 hours) is open to students whose major is other than Business or Psychology.

**Required Courses (18 hrs):**
- PSY 170X Leadership Dynamics 3 hrs
- PSY 220 Interpersonal Skills Training 3 hrs
- PSY 378X Servant Leadership 3 hrs
- PSY 420X Advanced Interpersonal Skills Training 3 hrs
- PSY 470X Leadership Dynamics Practicum 3-4 hrs

Select one:
- BUS 351 Organizational Development 3 hrs
- PSY 305 Organizational Psychology 3 hrs

**Health Psychology Emphasis (25-29 hrs)**
Course selections must include 26 hours from the Psychology required courses, and the following 25-29 required hours of the emphasis.

The Health Psychology Emphasis (HPE) has been created for Psychology Majors who wish to gain foundational knowledge and skills to utilize psychological principles in the assistance of a variety of persons to enhance their health as well as their compliance with strategies for healthier life choices.

**Required Courses (25-29 hrs):**
- PSY 140 Introduction to Psychology 3 hrs
- HPW 180 Introduction to Health and Wellness 3 hrs
- PSY 372 Cognitive Behavioral Psychology 3 hrs
- PSY 374 Physiological Psychology 3 hrs

Select one:
- BIO 140 Survey of Anatomy and Physiology 4 hrs
- BIO 340-341 Anatomy and Physiology I & II 8 hrs

Select one:
- HPW 201X Physiology of Exercise 3 hrs
- HPW 202X Nutrition 3 hrs

Select two:
- HPW 228X Sport and Wellness Psychology 3 hrs
- PSY 240 Human Sexuality 3 hrs
- PSY 255 The Psychology of Addiction 3 hrs
- PSY 250 Special Topics (topics that deal directly with health) 3 hrs

**Suggested Courses**
- PSY 320 Learning and Motivation 3 hrs
- PSY 350X Social Psychology 3 hrs
- PSY 345/445/470 Internship (Health Psychology) 2-6 hrs
Health Psychology Minor (25-29 hrs)
The Health Psychology Minor (HPM) has been created for non-Psychology Majors who wish to gain foundational knowledge and skills to utilize psychological principles in the assistance of a variety of persons to enhance their health as well as their compliance with strategies for healthier life choices.

Required Courses (25-29 hrs)
- PSY 140 Introduction to Psychology 3 hrs
- HPW 180 Introduction to Health and Wellness 3 hrs
- PSY 372 Cognitive Behavioral Psychology 3 hrs
- PSY 374 Physiological Psychology 3 hrs

Select one:
- BIO 140 Survey of Anatomy and Physiology 4 hrs
- BIO 340-341 Anatomy and Physiology I & II 8 hrs

Select one:
- HPW 201X Physiology of Exercise 3 hrs
- HPW 202X Nutrition 3 hrs

Select two:
- HPW 228X Sport and Wellness Psychology 3 hrs
- PSY 240 Human Sexuality 3 hrs
- PSY 255 The Psychology of Addiction 3 hrs
- PSY 250 Special Topics (topics that deal directly with health) 3 hrs

Suggested Courses
- PSY 320 Learning and Motivation 3 hrs
- PSY 350X Social Psychology 3 hrs
- PSY 345/445/470 Internship (Health Psychology) 2-6 hrs
Course Descriptions

“My internship in sales taught me the importance of hard work and how, if you push yourself, you can achieve your goals. One month away from graduation, I had three job offers.”

Matt Morrison (BA ’04), Business/Marketing

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

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 in odd-numbered 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 341 Advanced 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. Continuation of Art 241 at a higher level. Prerequisite: consent of Professor. Offered on demand (concurrently with Art 241). Two 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.*

Bioethics

BE 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 (BE 5000). Offered fall semester. May substitute Undergraduate Bioethics Institute (offered in July; register in May Term). *Three hours.*

BE 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. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference. *One to three hours.*

BE 476X (PH 476X)  Undergraduate Bioethics Institute
This institute provides an overview of relevant bioethical issues and principles from a biblical-Christian perspective. It includes reading and assignments to be completed before the first class meeting and other assignments after the last class meeting, as well as a final paper. Participation in the associated National Bioethics Conference offered by The Center for Bioethics and Human Dignity (usually spring and summer) is also required. The course is a unique opportunity to consider the subject and interact with a variety of academic experts, practitioners, and students at various stages of vocational and ethical preparation. *Three hours.*

BE 477X (PH 477X)  Undergraduate National Conference
This course enables students to take advantage of the opportunity offered by the National Bioethics Conference sponsored by The Center for Bioethics and Human Dignity on an annual basis (usually spring and summer). Attendance at conference sessions and preparatory readings will allow students to reflect critically on the issues of the conference. Selection of a specific topic of interest from those considered in the conference and/or reading materials provide opportunity for extended research. *Two to three hours.*

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 275   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.*
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 Pentateuch. Emphasis will be on major themes like creation, fall, salvation, election, covenant, ethics and worship. A selection of the most important chapters of the Pentateuch will be exegeted in detail and developed from theological and literary perspectives. Prerequisites: BI 101, 210. Offered fall semester in even-numbered 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 in odd-numbered years. Three hours.

BI 306   Old Testament Poetic Books
A study of the poetic books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations. Emphasis will be on major themes like praise, lament, messianic hope, the fear of the Lord, the problem of suffering, and the nature of wisdom. A selection of representative psalms and the most important chapters in Wisdom Literatures will be exegeted in detail and developed from a theological and literary perspective. Prerequisites: BI 101, 210. Offered spring semester in odd-numbered years. 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, Esther, 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 in odd-numbered years. 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 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 on 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 fall semester in even-numbered 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 spring semester. 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 in odd-numbered years. 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 in even-numbered 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 in odd-numbered 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 in odd-numbered 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.*

BI 453   Seminar in Discipleship and Justice
A study of the call of the gospel and responses to it in various aspects of society, seeing these as integral to faith. A survey of several important problems and areas of need in modern society where the Christian is called to act, this course is intended to stimulate thought regarding Christian discipleship and involvement in the world. Some of these problems will not have simple answers, and perhaps more questions will be raised than answers found, but it is hoped the process will lead to increased social consciousness and involvement as an expression of being a follower of Christ. Offered fall semester in odd-numbered years. *Three hours.*

**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 Division of Science, Technology, and Health 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 Division of Science, Technology, and Health 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. This course is open to majors in the Human Performance and Wellness Department only or by consent of the instructor. Not open to Biology or Health Sciences majors for credit toward a major in Biology or Health Sciences. Consent of Instructor required. Laboratory fee. Offered fall semester. *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 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 fieldwork are included. Prerequisites: BIO 111, 112 or consent of instructor. Laboratory fee. Offered fall semester in even-numbered years. 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 spring semester in odd-numbered years. Four hours.

BIO 250  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 285X (MA, PSY, SOC 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 each semester. 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 111-112. Laboratory fee. Offered fall semester. Four hours.

BIO 315  Genetics
A study of the basic principles of heredity, including classical, cytological and population genetics. In addition, the course will emphasize the analysis of genes at the molecular level and the study of gene expression. Laboratory is included. Prerequisite: BIO 111, 112. Offered fall semester in odd-numbered years. 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. Prerequisites: BIO 111, 112 and CH 112. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Offered spring semester in odd-numbered years. Three 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 in odd-numbered 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 Division of Science, Technology, and Health or consent of instructor. Offered each spring semester. One hour.

BIO 415  Molecular Genetics
This course will offer a detailed study of the analysis and manipulations of genes at the molecular level, including control of gene expression, study of genome structure, and molecular evolution. Course will include reading and discussion of current literature relevant to the field of molecular genetics and instruction in the use of biological databases. The application of molecular genetics to analyze the human genome will be considered. Prerequisites: BIO 315, CH 203 or CH 212. Suggested prerequisite or corequisite: CH 320 or consent of instructor. Laboratory fee. Offered on demand. Four hours.

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 320. Laboratory fee. Offered spring semester in even-numbered 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 in even-numbered 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
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 301  Encountering Mormon Culture
The course is a unique learning experience that combines text readings, structured learning experiences in Provo,
Utah, and instruction from and opportunities to interact with those involved in ministry among Mormons in Utah. The
total experience is intended to provide a basic introduction to Mormonism as a religious system, the social and
cultural dynamics of Mormonism, and the special challenges and opportunities for evangelical Christian ministry
among Mormons. Offered spring semester Utah Trip. 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 in odd-numbered 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 333  Folk Religions
A study of religious beliefs and rituals associated with folk practices such as shamanism, witchcraft, divination,
ancestors, spirits, magic, and other phenomena. Special attention is given to comparing and contrasting these
beliefs with historic Christian faith. May Term only. Three hours.

BRS 334  Survey of New Religious Movements
A historical and sociological survey of the origin and growth of new religious movements with particular attention
given to Mormonism, Jehovah's Witnesses, Modern Paganism, and New Age. Special attention is given to
comparing and contrasting new religious movements with the historic Christian faith. Offered fall semester in odd-
numbered years. 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 in odd-numbered years. Three hours.

BRS 336  Topics in Contemporary Theology
A consideration of specific theologians and theological movements within 20th-century Christian thought. The
course may 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 337  Contemporary Paganism
A historical and sociological survey of the origin and growth of contemporary Paganism. Focus will be on
understanding contemporary expressions of Paganism such as Wicca, Druidry, and other religions drawing from
pre-Christian European religious expressions. Special attention is given to comparing and contrasting contemporary Paganism with historic Christian faith. Offered May Term. *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 fall term. *Three hours.*

**BRS 340X (HI 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 fall semester in odd-numbered years. *Three hours.*

**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 360X (CM 360X)**  
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 in even-numbered years. *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 in even-numbered years. *Three hours.*

**BRS 430**  
Advanced Topics in Religious Studies  
Selected courses taught at Trinity Evangelical Divinity School. Open only to qualified juniors and seniors with approval from the Director of the Division of Biblical, Religious, and Philosophical Studies and TEDS professor.

**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 on demand. *Three hours.*

**BRS 450**  
Independent Study  
Advanced study in special topics for students who have demonstrated ability in religious studies. The preparation of a research paper will normally be required. Prerequisite: consent of the instructor. Offered each semester. *One to four hours.*

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**Business**

**BUS 103**  
Contemporary Economics  
This is a survey course in economics for non-Business majors. Issues of supply and demand, national income accounting, money and banking, market structures, and contemporary economic issues are studied. Both microeconomic and macroeconomic principles are presented. Business majors may not take this course for credit in the major. Offered each semester. *Three hours.*

**BUS 111**  
Principles of Management  
This course exposes students to the general principles of management including planning, organizing, leading, and controlling organizational efforts. Special consideration is given to ethical responsibility and the role of management within the broader social context. Offered fall semester. *Three hours.*

**BUS 113**  
Principles of Marketing  
Students in this course will be exposed to the principle concepts in marketing, including planning, consumer behavior, segmenting, and positioning. The course will also cover tactical considerations for products, pricing, channels of distribution, and promotion—advertising, professional selling, sales promotion, and public relations. Special concerns in international marketing and ethical decision-making will be woven throughout course content. Offered spring semester. *Three hours.*
BUS 115  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 170X (PSY 170X)  Leadership Dynamics
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. Three hours.

BUS 181  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 201  Introduction to Business Law
This course provides an overview a consideration of the general principles of law as applied to commercial situations. Emphasis is given to contracts, negotiable instruments, personal and real property, and trade regulations. Prerequisite: Sophomore standing. Offered spring semester. Three hours.

BUS 207  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 fall semester. Three hours.

BUS 208  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 spring semester. Three hours.

BUS 221  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 222  Principles of Accounting II
A continuation of BUS 221. Prerequisite: BUS 221. Offered spring semester. Three hours.

BUS 303  Topics in Management
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 111. Three hours.

BUS 310  Personal Finance
This course focuses on equipping students to make informed personal choices in spending, investing, borrowing, savings and giving. Topics include financial goal setting, money management, consumer credit, housing decisions, investments, income tax management, and retirement planning. Open to business and non-business majors. Offered on demand. Three hours.

BUS 313  Topics in Economics
Selected topics as announced, including such fields as Public Finance, Labor Economics, and Current Issues. Prerequisites: BUS 207, 208. Offered on demand. Three hours.

BUS 319  Investments
Students in this course will learn about investments from the perspective of the individual and the investment manager. Topics covered include financial instruments (stocks, bonds, options, futures), securities markets, portfolio development and diversification, security analysis and valuation, international markets and special considerations such as taxes and inflation. Course participants will be challenged to apply course concepts in a market simulation. Offered on demand. 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 222. Offered fall semester even-numbered years. Three hours.

BUS 322  Intermediate Accounting II
A continuation of BUS 321. Prerequisite: BUS 321. Offered spring semester odd-numbered 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 221, 222. Offered fall semester even-numbered 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 221, 222. Offered spring semester even-numbered 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 221, 222. Offered fall semester odd-numbered 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 221, 222. Offered fall semester even-numbered 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 221, 222. Offered fall semester even-numbered years. Three hours.

BUS 329  Topics in Accounting
Selected topics as announced. Course may be repeated with different topic. Prerequisites: BUS 221, BUS 222, or permission of instructor. Computer fee may be required for some topics. Three hours.

BUS 332  Topics in Marketing
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 113, or permission of instructor. Computer fee for some topics. Three hours.

BUS 333  Sales Principles and Practices
This skills-based course focuses on the role of ethical professional selling in organizational and interpersonal interactions. Students are exposed to the different steps in the selling cycle including prospecting, needs assessment, presentation, objection handling, and closing. Prerequisite BUS 113. Offered fall semester. Three hours.

BUS 334  Advertising
Students in this course will be exposed to the key concepts in advertising, including audience and strategy definition, the creative process, media choices, and campaign development. Course content will also cover creative considerations for different media, including broadcast, print, and Web. Offered spring semester odd-numbered years. Three hours.

BUS 350  Topics in Human Resources
Selected topics as announced. Course may be repeated with different topic. Prerequisite: BUS 115. 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 115 or permission of instructor. Offered spring semester in even-numbered 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 115 or permission of instructor. Offered fall semester odd-numbered 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 115 or permission of instructor. Offered spring semester odd-numbered years. Three hours.
BUS 372X (CM 372X)  Nonprofit Management
This course covers the theories and principles unique to managing ministries and not-for-profit social services organizations. Special emphasis is placed on the recruitment and management of volunteers and on effective development and utilization of volunteer boards of directors. Offered fall semester even-numbered years. Three hours.

BUS 373X (CM 373X)  Nonprofit Financial Management
This course covers basic concepts in managing finances for nonprofit organizations. Basic accounting topics covered include budgeting, expense control, and income measurement. In addition, the course covers fund-raising practices, including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. Ethical implications of fundraising and a survey of laws and regulations are also presented. Offered spring semester odd-numbered years. Three hours.

BUS 378X (PSY 378X)  Servant Leadership
This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying authentically, building community, providing leadership and sharing leadership. Prerequisite: BUS/PSY 170, PSY 220, and either admission to the Organizational Leadership Emphasis, or consent of either business or psychology department chair. Offered fall semester. 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 181. Offered on demand. Three hours.

BUS 390  Entrepreneurship and New Venture Creation
Students in this course will be exposed to concepts in new venture creation for entrepreneurial, intrapreneural, social, and nonprofit organizations. Specific concepts will cover idea generation, opportunity recognition, initiative taking, planning, financing, and functional area management. Offered on demand. Three hours.

BUS 391  Entrepreneurial Accounting and Finance
This course is designed to help students understand key accounting and financial concepts as they relate to start-up ventures. Concepts to be covered include financing options, working capital management, financial statements, and the time value of money. Brief coverage will also be given to personal financial management and to succession and retirement planning. Offered spring semester even-numbered years. Three hours.

BUS 392  Social Entrepreneurship
This course focuses on preparing students to create and manage organizations that advance social change. Course content will cover the start up, organization, and financing of enterprises with social purposes. Offered fall semester odd-numbered 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: knowledge of spreadsheet software and BUS 208, 221, MA 118 or 120 or 121 or demonstrated math proficiency. Offered fall semester. Three hours.

BUS 424  Management Science
Students in this course are introduced to the mathematical model approach to the solution of management problems, including the elementary aspects of decision theory under conditions of certainty and uncertainty. Additionally, the course focuses on the concepts, methods, and techniques required for directing and controlling the processes that convert resources into goods and services. Offered spring semester. Three hours.

BUS 433  Concepts in Advanced 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 113 and junior or senior standing. Offered spring semester odd-numbered 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 111, 113, 115, 208, 221, and senior standing. Offered fall 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 111, 113, 115, 208, 221, 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 integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Particular experiences for the program will be developed with approval from on-site personnel and overall progress will be monitored by a faculty member. Prerequisite: BUS/PSY 378X, admission to the Organizational Leadership Emphasis, and consent of instructor. Offered each semester. Three hours.

BUS 490  Seminar in Business and Management Ethics
An integration of Christian ethics particularly in the context of business and management situations. Students will be exposed to ethical decision-making considerations and will be challenged to apply them to case studies. Prerequisite: junior or senior standing. Offered spring semester. Three hours.

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. Consent of instructor required. 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 Division of Science, Technology, and Health 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. Kinetics, equilibrium, acid base topics, and chemical thermodynamics are studied. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only 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. Prerequisites: 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 in odd-numbered 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. 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. 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 each semester. One to four hours.

CH 311 Quantitative Analysis
A study of quantitative methods of inorganic analysis. Laboratory is included. Prerequisite: CH 112. Laboratory fee. Offered fall semester in odd-numbered years. Four hours.

CH 312 Instrumental Analysis
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 in even-numbered years. Four hours.

CH 320 Biochemistry
Structure, biosynthesis, and metabolism of common classes of biochemical compounds are studied. Prerequisites: CH 203 or CH 212, and BIO 111, or consent of instructor. Offered fall semester in odd-numbered years. Three hours.

CH 340 Laboratory in Chemistry
Laboratory courses in inorganic, organic, organic qualitative analysis, and biochemistry. Prerequisite: CH 311 or consent of instructor. Laboratory fee. Offered fall semester in even-numbered years. One hour.

CH 350 Topics in Chemistry
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.

CH 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 each semester. One to four hours.

CH 410 Chemistry Seminar
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.

CH 411 Inorganic Chemistry
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 in even-numbered years. Three hours.

CH 412 Physical Chemistry of Biological Systems
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 in odd-numbered years. Four hours.

CH 421 Physical Chemistry I
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.

CH 422 Physical Chemistry II
A continuation of CH 421. Laboratory is included. Prerequisite: CH 421. Laboratory fee. Offered on demand. Four hours.
CH 442  Undergraduate Research
This is a laboratory course involving the 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 each semester. One to four hours.

CH 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 four hours.

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
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 each semester. Three hours.

CIS 150  Topics in Computer Applications
Selected topics of general interest, not offered in the CIS curriculum (e.g., databases, spreadsheets, graphics, desktop publishing). May be repeated with a different topic. Computer laboratory fee. Offered 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 on demand. 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 that allows each student to gain hands-on experience with the installation, configuration and support of various operating systems. Will also have a component where the student assists in the troubleshooting of computer-related problems. Prerequisite: CIS 160. Computer laboratory fee. Offered on demand. Four hours.

CIS 220  Computer Programming II
Continued study of problem-solving skills and algorithmic development. More advanced programming techniques in a specified language. Prerequisite: CIS 120. Computer laboratory fee. Offered on demand. Three hours.

CIS 243X (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.

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). May be repeated with a different topic. Computer laboratory fee. The topic of Desktop Publishing offered fall semester; other topics 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. Prerequisites: CIS 160 and 170. Computer laboratory fee. Offered on demand. Three hours.
CIS 270X (COM 270X)  Web Design
An introduction to the basics of website design. Students will explore various site design models and create web
pages utilizing a variety of techniques and Adobe Dreamweaver software. Computer laboratory fee. Offered fall
semester. Two hours.

CIS 280X (COM 280X)  Photoshop
An introduction to powerful image software including working with layers and selections; adjusting, manipulating,
and retouching photos; painting; adding text; automating; preparing files for output; and more. Computer laboratory
fee. Offered spring semester. Two hours.

CIS 310  Database Management Systems
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 on demand. 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 343X (COM 343X)  Advanced Desktop Publishing
Intermediate techniques of layout software such as Adobe InDesign with various projects in layout design.
Advanced attention to typography and color. Computer laboratory fee. Prerequisite: CIS/COM 243X. Offered fall
semester. Two hours.

CIS 410  Systems Analysis and Design
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. 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 on demand. Three hours.

Christian Ministries

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. Three 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. Three hours.

CM 215  Foundations of Children’s Ministry
A study of the elements involved in building effective children’s and family ministries. In addition to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and interact with a variety of local children’s ministry models. Offered spring semester in odd-numbered years. Three 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 172 or 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
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 315  Principles of Family Ministry
This course centers on the ministry to children and their families. Focus will be on the theological foundations of the family, understanding the current cultural trends, which affect families, and developing effective ministry strategies with contemporary families in the context of local church and parachurch ministries. Offered spring semester in even-numbered years. 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 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 335  Strategies for Discipling Ministries

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 in even-numbered 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 360X (BRS 360X) 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 in even-numbered years. **Three hours.**

**CM 372X (BUS 372X) Nonprofit Management**
Theory and principles of the development and practice of management of volunteers in nonprofit, parachurch, or church setting. Extensive application and case studies. Prerequisites: junior standing and permission of instructor. Offered fall semester in even-numbered years. **Three hours.**

**CM 373X (BUS 373X) Nonprofit Financial Management**
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. Prerequisites: junior standing and permission of instructor. Offered spring semester in odd-numbered 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 400 Principles of Adult Ministry**
Designed to help students understand and appreciate the psychological and sociological characteristics of adults and develop a philosophy of adult ministry. Students engage in research and discussion of various phases of adult responsibility, ministry, and problems in the local church, society, and home. Prerequisites: CM 172, PSY 140. Offered every other year. **Three 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, as well as interact with occasional guest speakers. Offered fall semester in odd-numbered 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 ministry contexts. The course also examines issues that leaders commonly confront in churches and organizations. Prerequisite: CM 322 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 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.**

**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 150  Topics in Digital Design
Selected topics of general interest in the area of digital design (e.g., social networking sites, blogs). May be repeated with a different topic. Computer laboratory fee. Offered on demand. **One to 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. Prerequisites: COM 240X and consent of instructor. Offered each semester. **Two hours.**

COM 243X (ENG 243X, CIS 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 250  Intermediate Topics in Digital Design
Selected topics of general interest in the area of digital design not offered elsewhere in the COM curriculum. May be repeated with a different topic. Computer laboratory fee. The topic of Desktop Publishing offered fall semester, other topics offered on demand. Two to three hours.

COM 270X (CIS 270X)  Web Design
An introduction to the basics of website design. Students will explore various site design models and create web pages utilizing a variety of techniques and Adobe Dreamweaver software. Computer laboratory fee. Offered fall semester. Two hours.

COM 280X (CIS 280X)  Photoshop
An introduction to powerful image software including working with layers and selections; adjusting, manipulating, and retouching photos; painting; adding text; automating; preparing files for output; and more. Computer laboratory fee. Offered spring 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/COM 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 343X (CIS 343X)  Advanced Desktop Publishing
Intermediate techniques of layout software such as Adobe InDesign with various projects in layout design. Advanced attention to typography and color. Computer laboratory fee. Prerequisite: CIS/COM 243X. Offered fall semester. Two 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 360  Internship in Digital Design
Completion of a project under supervision of a business organization either within or outside the college community. Prerequisite: junior or senior standing with completion of at least 8 hours of minor requirements, including CIS/COM 243X and CIS/COM 343X (Desktop Publishing and Advanced Desktop Publishing). The course may be repeated for credit for a maximum of 6 hours. Three hours.

COM 440X (ENG 440X) Topics in Media Studies
Study of topics such as applied ethics, political communication, and international communication. Parallels continued development of media writing skills to professional level in preparation for ENG/COM 445X (Internship). Prerequisite: ENG/COM 340X. Offered fall semester. Three hours.
COM 441X (ENG 441X) Practicum
Advanced experience with student publications. May be repeated once for credit. Prerequisites: ENG/COM 241X (twice) or ENG/COM 242X and consent of instructor. Offered each semester. One hour.

COM 442X (ENG 442X) Practicum
Advanced experience with student publications. Prerequisites: ENG/COM 241X (twice) or ENG/COM 242X and consent of instructor. Offered each semester. Two hours.

COM 445X (ENG 445X) Internship
Practical off-campus field experience of at least 135 hours of supervised work in a particular area of public relations or newspaper/magazine production, as established by the department. Prerequisites: ENG/COM 240X, 340X, 440X, and required practicums (3 hrs). Offered each semester. Three hours.

COM 450 Independent Study
Research and specialized studies to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand. One to four hours.

Education (Nontraditional)

ED 100R Introduction to Teaching
A survey course designed to provide 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 diversity 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. Candidates 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. Candidates work throughout the course to develop their own educational philosophy. A minimum of two hours of field experience required (attendance at a school board meeting). Verification of completion of field component is required for education candidates to pass this course. Two 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. Satisfies psychology general education requirement. Three hours.

ED 303R 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. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). 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 candidates the background needed to develop a comprehensive reading and writing program within specific content areas. Prerequisite: Admission to the Division of Education (Gate 1). 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 12 hours of field experience required. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 303R or ED 360R, and admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). 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
eighteen clock hours of field experience as a teacher apprentice in a multicultural classroom setting is required. 

ED 385R  Multicultural Field Experience
This course offers the opportunity to connect theory with experience as candidates consider educational practice in culturally diverse settings. Candidates learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through their field placements. A minimum of eighteen clock hours of field experience as a teacher apprentice in a multicultural classroom setting is required.
Verification of completion of field component is required for education candidates to pass this course. Prerequisite: ED 303R or ED 360R. One hour.

ED 401R Clinical Practice in the Elementary School
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Candidate is progressively involved in the total school program as he or she demonstrates the ability to handle the responsibilities. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook for Nontraditional Program, which includes passing the appropriate content area tests. Must be taken in the same semester with ED 421R and ED 422R. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Ten hours.

ED 413R Clinical Practice in the Secondary School
Experience in classroom teaching under the direction of a qualified, cooperating teacher. Candidate is progressively involved in the total school program as he or she demonstrates the ability to handle the responsibilities. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook for Nontraditional Program, which includes passing the appropriate content area test. Must be taken in the same semester with ED 421R and ED 422R. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). 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. Must be taken concurrently with clinical practice. One hour.

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 clinical practice experience, providing a forum for the exchange of viewpoints. It also serves as the capstone course for the education program. Must be taken concurrently with clinical practice. Four hours.

ENG 235R Children’s Literature
A survey and critical study by genre of literature for children and adolescents. Prerequisite: sophomore standing or consent of instructor. Offered each year. Three hours.

MA 200R Mathematical Concepts
This course is designed especially for elementary education candidates. Content includes all concepts normally emphasized in the contemporary elementary school. Special attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education requirement of the college. Prerequisites: completion of mathematics general education requirement and consent of the Director of the Division of Education. Four hours.

Education (Traditional)

ED 100 Introduction to Teaching
A survey course designed to provide candidates 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. Verification of completion of field component is required for education candidates to pass this course. Completion of this course with a grade of “C” or better is required for admission to the Division of Education. Concurrent registration in ED 110. Offered each semester. Three hours.

ED 110 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. Candidates 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 or HPW 191 for PE K-12 majors only. Offered each semester. Two hours.

ED 240 Foundations of Education
An overview of the historical, philosophical, and social foundations of education in the United States and an analysis of the major educational issues affecting current educational practices. Candidates work throughout the
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 evaluated field experience is required. Membership in MENC is required. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years. Three 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. Offered each semester. Three hours.

ED 303  Fundamentals of Elementary and Middle School Methods
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. A minimum of 24 hours of middle school field experience is required. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester; spring semester on demand. 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 candidates the background needed to develop a comprehensive reading and writing program within specific content areas. Prerequisite: Admission to the Division of Education (Gate 1). Offered each semester. Three hours.

ED 330  Introduction to Special Education
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. For Education majors, a current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Includes a minimum of 12 hours of special education field experience. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and ED 260X (education majors) or PSY 140 (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. Prerequisites: Admission to the Division of Education (Gate 1), ED 303, ED 306. Concurrent registration in all junior block courses. Offered spring semester; fall semester on demand. 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. Prerequisites: Admission to the Division of Education (Gate 1), ED 303. Concurrent registration in all junior block courses. Offered spring semester; fall semester on demand. 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. Prerequisites: Admission to the Division of Education (Gate 1), ED 303, concurrent registration in all junior block courses, and passing score on IL history competency exam. Offered spring semester; fall semester on demand. 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 elementary grades. Prerequisites: Admission to the Division of
Education (Gate 1), successful completion of general education mathematics requirement, ED 303. Concurrent registration in all junior block courses. Offered spring semester; fall semester on demand. Two hours.

**ED 349 Integrating the Arts in Instruction, K-9.**
A course focusing on the integration and utilization of art, music, drama, and dance to enhance learning in the elementary classroom. Prerequisites: Admission to the Division of Education (Gate 1), ED 303. Concurrent registration in all junior block courses. Offered spring semester; fall semester on demand. Two hours.

**ED 350 Integrated Methods Practicum**
Candidates spend two days each week in an elementary school for a minimum of 102 hours of evaluated field experience. These placements are connected to the subject-specific courses taken as a part of the junior block. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), ED 303. Concurrent registration in all junior block courses. Offered spring semester; fall semester on demand. Two hours.

**ED 357 Advanced Technology for Teachers**
An advanced field-based elective utilizing the skills and concepts covered in ED 110. Candidates will create lessons and units in the elementary, middle, and secondary schools in cooperation with classroom teachers. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Computer fee. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), 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 thirty-six clock hours of evaluated field experience. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester. 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 twelve clock hours of evaluated field experience. Limited to Biology/Secondary Education majors. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 360 or concurrent registration and admission to the Division of Education (Gate 1). Offered fall semester. 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 twelve clock hours of evaluated field experience. Limited to English/Secondary majors. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 360 or concurrent registration and admission to the Division of Education (Gate 1). Offered fall semester. 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 twelve clock hours of evaluated field experience. Limited to History/Secondary majors. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: ED 360 or concurrent registration, admission to the Division of Education (Gate 1) and passing score on IL history competency exam. Offered fall semester. 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 Mathematics/Secondary Education majors. Includes twelve
ED 371X (HPW 371X) Principles and Methods for Teaching Physical Education to the Exceptional Child

Theory and teaching of physical education for culturally diverse, gifted, and physically, mentally, emotionally, and learning-disabled students. This course offers content on providing inclusive physical activities for persons with disabilities. Content includes characteristics of selected disabilities; federal and state laws for educating persons with disabilities; appropriate teaching strategies, equipment and modifications, along with behavior management strategies. Disability simulations are offered for candidates to gain affective insight into limitations. Twelve clock hours of field experience is required. A current TB test and fingerprint based background check must be on file in the Division of Education prior to the beginning of field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester. Two hours.

ED 372X (HPW 372X) Principles and Methods for Teaching Elementary and Middle School Physical Education

Planning a program of physical education for elementary and middle school children. Motor learning, activity learning progressions, techniques of organization, and methods of teaching are emphasized. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Concurrent enrollment in ED/HPW 377X practicum. Offered spring semester. Two hours.

ED 374X (HPW 374X) Principles and Methods for Teaching Middle and Secondary Physical Education

Planning a program of physical education for middle and secondary school children. Motor learning, activity learning progressions, techniques of organization, and methods of teaching are emphasized. Concurrent enrollment in ED/HPW 378X practicum. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. 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 376X (HPW 376X) Principles and Methods for Teaching Health Education

Planning a program of health education for K-12 school children emphasizing philosophical orientations, curriculum models, design, differentiation of instruction, implementation, and assessment of a health education curriculum. Candidates will also practice problem-solving skills as they address current health issues. Concurrent enrollment in ED/HPW 379X practicum. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester. Two hours.

ED 377X (HPW 377X) Practicum in Elementary and Middle School Physical Education

Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and techniques to actual teaching situations under the direct supervision of a certified physical education teacher and the university supervisor. Course work is integrated with ED/HPW 378X and taken concurrently. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. One hour.

ED 378X (HPW 378X) Practicum in Middle and Secondary Physical Education

Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and techniques to actual teaching situations under the direct supervision of a certified physical education teacher and the university supervisor. Course work is integrated with ED/HPW 374X and taken concurrently. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. One hour.
ED 379X (HPW 379X) Practicum in Health Education
Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and
techniques to actual teaching situations under the direct supervision of a certified physical education teacher and
the university supervisor. Course work is integrated with ED/HPW 376X and taken concurrently. A current TB test
and fingerprint-based background check must be on file in the Division of Education prior to beginning the field
component associated with this course. Verification of completion of field component is required for education
candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to
Field Experience (Gate 2). Offered each semester. One hour.

ED 385 Multicultural Field Experience
This course offers the opportunity to connect theory with experience as candidates consider educational practice in
culturally diverse settings. Candidates 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 evaluated field experience as a teacher apprentice in a multicultural classroom setting is required.
Education majors only. A current TB test and fingerprint-based background check must be on file in the Division of
Education prior to beginning the field component associated with this course. Verification of completion of field
component is required for education candidates to pass this course. Prerequisites: One general methods course (ED
303, 360, 249X, 372X or 374X), admission to the Division of Education (Gate 1), and admission to Field Experience
(Gate 2). To be taken in the term prior to clinical practice. Offered each semester. One hour.

ED 401 Clinical Practice 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 course work, and approval of the Division of Education. All
candidates must meet the requirements for clinical practice outlined in the Division 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 421 and ED 422. A current TB test and fingerprint-based background check must be on file in the
Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission
to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice
(Gate 3). Offered each semester. One hour.

ED 409/410 Clinical Practice/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 course work,
and approval of the Division of Education. All candidates must meet the requirements for clinical practice outlined in the
Division 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 421 and ED 422. A current TB test and fingerprint-based background check
must be on file in the Division of Education prior to beginning the field component associated with this course.
Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and
Admission to Clinical Practice (Gate 3). Offered each semester. Five hours/five hours.

ED 413 Clinical Practice 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 course work, and approval of the Division of Education. All
candidates must meet the requirements for clinical practice outlined in the Division 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 421 and ED 422. A current TB test and fingerprint-based background check must be on file in the
Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission
to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice
(Gate 3). Offered each semester. Ten hours.

ED 421 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. Must be taken
concurrently with clinical practice. One hour.

ED 422 Advanced Seminar in Education
A discussion of current critical issues in American education, this course is designed to support the goals of the
clinical practice experience, providing a forum for the exchange of viewpoints. It also serves as the capstone course
for the education major. Must be taken concurrently with clinical practice. Four 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 twelve clock
hours of field experience. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. 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 twelve clock hours of field experience. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. Three hours.

ED 440/441 Clinical Practice/Music K-12
Experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. Prerequisites: senior standing, completion of all music education and professional course work, and the approval of the Division of Education. All candidates must meet the requirements for clinical practice outlined in the Division 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 421 and ED 422. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Offered each semester. Five hours/five hours.

ED 450 Independent Study
Specialized study designed to meet the needs of individual candidates. Prerequisite: consent of the instructor. Offered each semester. One to six 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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 230</td>
<td>Survey of Contemporary Critical Theory</td>
<td>Surveys theories and methods of interpretation dominant in English and related fields from roughly 1970 to the present. Emphasizes tensions and continuities between traditional and current critical practices, particularly those of structuralism, deconstruction, reader-response, and race and gender studies. Prerequisite: ENG 220, 222, or 224. Offered every third semester. Three hours.</td>
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<tr>
<td>ENG 235</td>
<td>Children’s Literature</td>
<td>A survey and critical study by genre of literature for children and adolescents. Prerequisite: sophomore standing or consent of instructor. Offered each year. Three hours.</td>
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<tr>
<td>ENG 240X (COM 240X) Writing for the Media I</td>
<td>Introduction to news writing and reporting, copyediting, and newspaper production. Some focus on interpreting news. Newspaper subscription required. Prerequisite: ENG 111 or equivalent. Offered fall semester. Three hours.</td>
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<tr>
<td>ENG 241X (COM 241X) Prepracticum</td>
<td>Practical journalism experience with student publications. May be repeated once for credit. Prerequisite: ENG 240X and consent of instructor. Offered each semester. One hour.</td>
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<tr>
<td>ENG 242X (COM 242X) Prepracticum</td>
<td>Practical journalism experience with student publications. Prerequisite: ENG 240X and consent of instructor. Offered each semester. Two hours.</td>
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<tr>
<td>ENG 250</td>
<td>Topics in English</td>
<td>Selected topics in English. Course may be repeated with different topic. Offered on demand. One to three hours.</td>
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<tr>
<td>ENG 260</td>
<td>Christianity and Modern Literature</td>
<td>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.</td>
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<tr>
<td>ENG 302</td>
<td>Classical Literature</td>
<td>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.</td>
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<tr>
<td>ENG 304</td>
<td>Studies in Film</td>
<td>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.</td>
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<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
<td>Study of major authors, including Spenser, Milton, Donne, Herbert, and the English sonneteers. Prerequisites: ENG 220 or 222, and 224. Three hours.</td>
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<tr>
<td>ENG 310</td>
<td>Romantic Literature</td>
<td>Studies of major romantic poets: traces from the 18th-century roots the evolution of romanticism as a worldview. Prerequisite: ENG 220. Three hours.</td>
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<tr>
<td>ENG 316</td>
<td>Modern European Literature</td>
<td>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.</td>
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<td>ENG 318</td>
<td>American Literature I: Puritanism Through Transcendentalism</td>
<td>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.</td>
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<td>ENG 320</td>
<td>American Literature II: Civil War Through Depression</td>
<td>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.</td>
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<td>ENG 336</td>
<td>Creative Writing</td>
<td>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.</td>
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ENG 340X (COM 340X) Writing for the Media II
Continuation of ENG/COM 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: ENG/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
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/COM 340X. Offered fall semester. Three hours.

ENG 441X (COM 441X) Practicum
Advanced experience with student publications. May be repeated once for credit. Prerequisites: ENG/COM 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/COM 241X (twice) or 242 and consent of instructor. Offered each semester. Two hours.

ENG 445X Internship
Practical off-campus field experience (of at least 135 hours of supervised work) in a particular area of public relations or newspaper/magazine production, as established by the department. Prerequisites: ENG/COM 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.
Geography

GEO 100  World Geography
An introduction to the discipline of human geography covering major regions of the world since 1945. Offered spring in even-numbered years. *Three hours.*

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.*

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. For Education and History/Secondary Education majors, an overview of Illinois State History is included. 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 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 271 Topics in World History
An examination of selected themes, topics, or periods in world history from earliest times to the present. May be repeated for credit if topic concentration differs. Topics have included regional studies of Africa, Latin America, and the Middle East. Offered on demand. 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 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 in odd-numbered 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, the Enlightenment, Nazi Germany, and World War II. 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 fall semester in even-numbered years. Three hours.

HI 361 Advanced Topics in Military History
An upper-level examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Prerequisite: consent of the professor. Offered every year. 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 in odd-numbered years. Three hours.

HI 373 African American History
Seminar on the history of African Americans from colonial times to the present. Major themes include African background, the experience of slavery, the antebellum free black community, the politics of freedom, leadership, religion, civil rights, urban black life, and the issues surrounding race. For both majors and nonmajors interested in the history of the black experience. Offered spring semester in even-numbered years. Three hours.

HI 374 American Civil War
An examination of the events and issues leading up to the Civil War and analysis of the major military campaigns in their political, social, economic, and international context. Special attention paid to the soldier’s experience and political/military leadership through extensive use of simulations. Offered on demand. 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, twentieth-century American culture, Vietnam War. May be repeated for credit if topic concentration differs. Offered on demand. 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 in even-numbered 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 in odd-numbered 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 in even-numbered years. Three hours.
HI 410  Seminar in 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. Seminar format includes a major semester-long research project. Offered fall semester in odd-numbered years. Three hours.

HI 420  Seminar in Medieval/Renaissance History
A study of political, social, economic, religious, and intellectual developments in Europe from the fall of Rome through the Renaissance. Seminar format includes a major semester-long research project. Offered spring semester in even-numbered years. Three hours.

HI 430  Seminar in 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. Seminar format includes a major semester-long research project. Offered fall semester in even-numbered years. Three hours.

HI 440  Seminar in Modern Europe
A study of European political, social, economic, religious, and intellectual developments from 1815 to 1945. Seminar format includes a major semester-long research project. Offered fall semester in even-numbered years. 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.

HI 475  Seminar in American History
An examination of selected topics in American history from colonial times to the present. Seminar format includes a major semester-long research project. Offered on demand. Three hours.

Human Performance & Wellness

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 “Advanced 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.* (See catalog policy under “Advanced Standing” regarding credit equivalency for military basic training.)

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.*

HPWA 117  **Beginning Soccer**
Instruction and practice designed for the beginning player in the rules, etiquette, strategies, basic skills, and teaching progressions for soccer. Both indoor soccer/futsal and the outdoor game will be discussed and taught. Not open to intercollegiate soccer 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.* (See catalog policy under “Advanced Standing” regarding credit equivalency for military basic training.)

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
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 odd-numbered years. 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. Verification of completion of field component is required for education candidates to pass this course. 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 fall semester even-numbered years. 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 in even-numbered years. Three hours.

HPW 204  Functional Anatomy
This course will cover the skeletal, muscular, and nervous systems of the human body with emphasis on the relevance of anatomical structures to coordinated, efficient, and injury-free human motion. The structure, function, and mechanical properties of these systems, as well as the biological tissues that compose them, will be examined. Special attention will be given to knowledge of muscles and their function and application with regard to exercise and sport performance. Prerequisite: BIO 140. Offered spring semester. 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 217  Educational Dance for the Multicultural Curriculum
Principles and practice teaching rhythmic games and traditional social dances of many cultures. Emphasis on cultural background, as well as developing dance skill and teaching technique. Offered spring semester in odd-numbered years. One hour.

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. Completion of this course with a “B” or better is required to pursue the Internship route. Open to Sport and Wellness Management majors or by consent of instructor. Prerequisites: HPW 180, HPW 190, HPW 201 or
HPW 203, current Community First Aid and CPR certification (or acceptable equivalent), and departmental approval. Offered each semester. 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 in odd-numbered 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 in even-numbered 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 or ED 260. Offered fall semester in even-numbered 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 333**  
Adventure Education  
Theory, technique, skills, and risk management for leading and teaching adventure learning activities. Emphasis will be placed on the responsibility and efficient engagement of physical, environmental, and human resources. Limited to Human Performance and Wellness majors and Christian Ministries majors or by consent of instructor. Prerequisite: current Community First Aid and CPR certification (or acceptable equivalent). Additional fee. Offered spring semester in odd-numbered years. Three hours.

**HPW 334**  
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 in even-numbered 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, current Community First Aid and CPR certification (or acceptable equivalent), or consent of the instructor. Laboratory Fee. Offered fall semester. Three hours.

**HPW 371X (ED 371X)**  
Principles and Methods for Teaching Physical Education to the Exceptional Child  
Theory and teaching of physical education for culturally diverse, gifted, and physically, mentally, emotionally, and learning-disabled students. This course offers content on providing inclusive physical activities for persons with disabilities. Content includes characteristics of selected disabilities; federal and state laws for educating persons with disabilities, appropriate teaching strategies, equipment and modifications, along with behavior management strategies. Disability simulations are offered for candidates to gain affective insight into limitations. Twelve clock hours of field experience is required. A current TB test and fingerprint based background check must be on file in the Division of Education prior to the beginning of field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester in even-numbered years. Three hours.

**HPW 372X (ED 372X)**  
Principles and Methods for Teaching Elementary and Middle School Physical Education  
Planning a program of physical education for elementary and middle school children. Motor learning, activity learning progressions, techniques of organization, and methods of teaching are emphasized. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field
component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Concurrent enrollment in ED/HPW 377X practicum. Offered spring semester. Two hours.

HPW 374X (ED 374X) Principles and Methods for Teaching Middle and Secondary Physical Education
Planning an program of physical education for middle and secondary school children. Motor learning, activity learning progressions, techniques of organization, and methods of teaching are emphasized. Concurrent enrollment in ED/HPW 378X practicum. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. Two hours.

HPW 376X (ED 376X) Principles and Methods for Teaching Health Education
Planning a program of health education for K-12 school children emphasizing philosophical orientations, curriculum models, design, differentiation of instruction, implementation, and assessment of a health education curriculum. Candidates will also practice problem-solving skills as they address current health issues. Concurrent enrollment in ED/HPW 379X practicum. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. Two hours.

HPW 377X (ED 377X) Practicum in Elementary and Middle School Physical Education
Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and techniques to actual teaching situations under the direct supervision of a certified physical education teacher and the university supervisor. Course work is integrated with ED/HPW 372X and taken concurrently. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. One hour.

HPW 378X (ED 378X) Practicum in Middle and Secondary Physical Education
Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and techniques to actual teaching situations under the direct supervision of a certified physical education teacher and the university supervisor. Course work is integrated with ED/HPW 374X and taken concurrently. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. One hour.

HPW 379X (ED 379X) Practicum in Health Education
Candidates complete thirty-six clock hours of preclinical field experience applying research-based methods and techniques to actual teaching situations under the direct supervision of a certified physical education teacher and the university supervisor. Course work is integrated with ED/HPW 372X and taken concurrently. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered spring semester. One hour.

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. Three 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 201X or HPW 351X and current Community First Aid and CPR certification (or acceptable equivalent). Laboratory fee. Offered fall semester. Three hours.

HPW 462 School and Community Health
Analysis of the factors related to the physical, biological, and social environment and how these influence the magnitude and character of school health. Candidates will analyze the composition of comprehensive school health program, health education, school health services, and the maintenance of a healthy school environment. Candidates will identify the surrounding demographics of a particular school related to health services and also matrix local, state, and national initiatives and services for advancing health. Offered fall semester in odd-numbered 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.

Health Sciences

HS 161 Medical Terminology
The course includes a study of terms relating to medical technology and practice, health sciences fields, and ancillary hospital services, including abbreviations, spelling, and pronunciation. Some individual computer work required. Offered fall semester Quad A. One hour.

HS 162 Introduction to Athletic Training
This course serves as an introduction to the allied health profession of Athletic Training, including the educational prerequisite, curriculum, credentialing, licensing, and working conditions. Offered fall semester Quad B. One hour.

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
A lecture/laboratory approach providing foundation for pursuing a career in athletic training. A systematic approach to conditioning principles, emergency preparation, protective taping/wrapping skills, injury mechanism, resulting pathology, and care of injuries by participation of the physically active in sport/recreation. Policy, procedures, and observation of the athletic training room are included. Prerequisites: HS 161 and current American Red Cross Community First Aid and CPR certification (or acceptable equivalent), HS 162, or consent of instructor. Laboratory fee. Offered spring semester. 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 spring semester. Three hours.

HS 211 Guided Field Experience and Skills Assessment Level I
The first course in a series of two practicum courses designed to provide the Level II athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, 4th Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 168 or consent of Program Director, Offered fall semester. Laboratory fee. Zero to two credit hours.
HS 212  Guided Field Experience and Skills Assessment Level II
The second course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, 4th Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 211 or consent of the Program Director. Offered spring semester. Laboratory fee. Zero to two credit hours.

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 course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, 4th Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 212 or consent of Program Director. Offered fall semester. Laboratory fee. Zero to two credit hours.

HS 312  Guided Field Experience and Skills Assessment Level IV
The fourth and final course in a series of four practicum courses designed to provide the athletic training student with guided instruction, supervision and assessment of the Athletic Training Education Competencies, 4th Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 311 or consent of the program director. Offered spring semester. Laboratory fee. Zero to two credit hours.

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, 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
The course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer when appropriate the general medical conditions of athletes and other physically active individuals. Major areas of study include various body systems, common illnesses and ailments, and athletic implications for common medical conditions, such as diabetes, asthma, and weather-related illnesses. Prerequisite: HS 168. Offered spring semester. Three hours.

HS 364  Rehabilitation and Therapeutic Exercise
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
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.

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 201X or 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 in even-numbered 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.

HS 480 Professional Rotation in Health Sciences
Class is designed as an internship with a health care professional and will include observation, practicum, and research in health sciences. Assignments, skill progressions, reports and presentations will be reviewed at weekly meetings. Formal preparation for the NATA-BOC Examination will be addressed. This course may be taken three times with different internship responsibilities. Open to majors in the Health Sciences department or by consent of instructor. Planning placement options with the instructor one semester prior to enrollment is recommended. Prerequisites: HS 168, current Community First Aid and CPR certification (or acceptable equivalent). Offered each semester. Laboratory fee. One to six 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. Past topics have included History of Middle Earth and Lord of the Rings. 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.
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 30 semester hours or fewer at another college or university. Course is offered only 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 150 Foundations of Christian Thinking and Living
This course equips Trinity College students to live as active and thoughtful believers on campus and in society at large. It orients students to the unique features of Christian liberal arts education at Trinity College, examines the core doctrinal elements of the Christian faith, and investigates what it means to live Christianly in the world today. Required of all Trinity College students. Nontransferable. Offered each semester. Three hours.

IDS 106 Trinity Service Learning
Trinity Service Learning projects mobilize students to serve Christ by serving others. Opportunities may include service in on-campus activities and programs, a local church, community programs, mission trips, and summer camp leadership. Some paid or stipend positions may count if the position involves direct service to others in a leadership capacity. Approval from the Student Ministries Office of Service Learning project will be necessary for the completion of the course. Course is offered only on a pass-fail basis, repeatable for obtaining a Service Learning unit. Zero hours.

IDS 110 Ancient World
This integrated course is the first module in the INSIGHT program. It investigates the beginnings of humanity and traces the development of human civilization from early beginnings to 400 B.C. Its main foci are understanding the concept of worldview and preliminary issues of philosophy, investigating the history of ancient civilizations, including a survey of ancient religions, and studying ancient Israel and the text of the Old Testament. Nine hours.

IDS 111 Classical World
This integrated course is the second module in the INSIGHT program. It investigates the Mediterranean world from 400 B.C. to 400 A.D. Its main foci are studying intertestamental Judaism, Greco-Roman culture and literature, the rise and spread of Christianity, and the text of the New Testament. Prerequisite: IDS 110. Nine hours.

IDS 112 Medieval and Expanding World
This integrated course is the third module in the INSIGHT program. It investigates aspects of world history from 400 to 1800. Its main foci are studying the rise of European civilization from medieval Christendom to the French Revolution, social changes, the rise and spread of Islamic faith and culture, and the changing face of Christianity in its global expressions. Prerequisite: IDS 111. Nine hours.

IDS 113 Modern World
This integrated course is the fourth module in the INSIGHT program. It investigates aspects of world history from 1800 to the present. Its main foci are studying anthropology, intercultural studies, and global Christianity, as well as philosophical, ethical, and social challenges to Christian faith and major developments in modern history. Prerequisite: IDS 112. Nine hours.

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 fieldwork 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.

**IDS 320  American Studies Program**
As a member of the Council of Christian Colleges and Universities, Trinity participates in the American Studies Program, an interdisciplinary internship/seminar program based in Washington, D.C. Founded in 1976, the program is designed to expose undergraduates to opportunities for involvement in public life and provides students with a general understanding of the public policy dynamics at work in the nation's capital. The program provides internship opportunities for the diverse majors and career interests of university juniors and seniors. Students live together in campus apartments, work as voluntary interns, and participate in a seminar program for which they receive full academic credit. Since the number of participants is limited, the program is highly selective. Additional information is available at [www.BestSemester.com](http://www.BestSemester.com) or from the Associate Dean.

**IDS 321  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. Additional information is available at [www.BestSemester.com](http://www.BestSemester.com) or from the Associate Dean.

**IDS 322  China Studies Program**
The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic, and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration, including an internship in an international business in Shanghai. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an, and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit. Additional information is available at [www.BestSemester.com](http://www.BestSemester.com) or from the Associate Dean.

**IDS 323  Christian Center for Urban Studies**
The Christian Center for Urban Studies (CCUS) was formed in 1980 in Chicago to link the needs and opportunities of the city with the faith and gifts of today’s college and seminary students. As a cooperative venture of Christian colleges, CCUS prepares students for America’s multicultural and urban future. Chicago serves as an ideal laboratory for ministry and career preparation. CCUS programs prepare students to serve full-time in urban or cross-cultural settings, identify career paths in the urban environment, and understand social justice and cultural issues.

Urban semesters provide a foundation for understanding urban cultures, systems, and poverty through an individually tailored internship and course of study. 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 Dean.

**IDS 324  Contemporary Music Center**
The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith, and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers, or recording engineers. The Executive Track is designed for business, arts management, marketing, communications, and related majors interested in possible careers as artist managers, agents, record company
executives, music publishers, concert promoters, or entertainment industry entrepreneurs. Students earn 16 semester hours of credit. For more information, contact the Associate Dean or the Chair of the Music Department.

IDS 325  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 Dean.

IDS 326  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 Dean.

IDS 327  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 Dean.

IDS 328  Latin American Studies Program
Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business: Management and Marketing (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 329  Los Angeles Film Studies Center
Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn, and work in L.A. The curriculum consists of two required seminars—Hollywood Production Workshop and Theology in Hollywood—focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. Students earn 16 semester hours of credit. 6 from the internship and 10 from seminar study. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 330  Middle East Studies Program
This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner. Students earn 16 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 331  Russian Studies Program
Russian Studies Program (RSP) students are exposed to the depth and diversity of the culture during a semester spent in Russia’s three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar
courses—History and Sociology of Religion in Russia; Russian Peoples, Culture and Literature; and Russia in Transition—students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language course work. For those choosing 4 hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. Students earn 16 semester hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 332 Scholars’ Semester in Oxford
Scholars’ Semester in Oxford (SSO) is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of the university’s historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar, and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very-high-achieving students. Students earn 17 semester hours of credit. Additional information is available from the Associate Dean.

IDS 333 Approved Special Program

IDS 334 Uganda Studies Program
The Uganda Studies Program (USP) offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature, and East African History will present many insights into African life. Home stays, travel, service learning, and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 335 Australia Studies Centre
The Australia Studies Centre (ASC) is designed to integrate the firsthand observation and study of Australian culture, history, religion, and politics, together with experiential service learning and formal instruction in the arts. The program, based at the Wesley Institute in Sydney, is composed of one required seminar course in Australian history, culture, and society (especially for ASC students), a choice of integrative courses, and a variety of elective options in theology, music, dance, drama, or design to total 15-16 credits for the semester. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 336 Washington Journalism Center
The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C., created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public, as well as to their personal writing skills. These classes—Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse—combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities, as well as live with families in home stays as part of the WJC experience. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 351-362 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 Dean. Consortium colleges include Asbury, Bethel, George Fox, Gordon, Greenville, Houghton, Malone, Messiah, Seattle Pacific, Taylor, Westmont, and Wheaton.

IDS 499X Integrative Thought Capstone
This course integrates the learning goals of the Trinity College General Education curriculum with the student’s major area and contributes to the assessment of student learning outcomes. This requirement must be fulfilled by taking a designated capstone course in the student’s major field. Zero or one hour.
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.

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: MA 116; or high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400). Offered each semester. Four hours.

Inequalities, linear and quadratic functions; polynomials; complex numbers; trigonometric, exponential, and logarithmic functions. Prerequisites: MA 116; or high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400). Offered fall semester. Four hours.

Includes functions and graphs, derivatives and their applications, derivatives of trigonometric functions, integration. Prerequisite: MA 120; or high school Precalculus and minimum ACT Mathematics score of 22 (or minimum SAT Math score of 520). Computer fee. Offered spring semester. Four hours.

Includes applications of integration, derivatives and integrals of exponential and logarithmic functions, techniques of integration, parametric equations, polar coordinates, infinite series. Computer fee. Prerequisite: MA 121. Offered fall semester. Four hours.

This course is designed especially for elementary education majors. Content includes all concepts normally emphasized in the contemporary elementary school. Special concern is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Credit obtained in this course is not applicable toward meeting the general education requirement of the college. Offered on demand. Four hours.

Includes three dimensional analytic geometry, vectors, partial derivatives, functions of several variables, multiple integrals, vector calculus. Computer fee. Prerequisite: MA 122. Offered spring semester. 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 each semester. Computer fee. Four hours.

Probability theory, random variables, discrete distributions, continuous distributions, sampling theory, correlation and regression, and hypothesis testing. Prerequisite: MA 121. Offered fall semester in even-numbered years. Four hours.

Systems of linear equations, matrices, determinants, vector spaces, linear transformations, change of basis, Eigen values, eigenvectors, and discrete dynamical systems. Prerequisite: MA 120. Offered spring semester in even-numbered years. Three hours.

Linear differential systems, nonlinear first-order equations, series methods, and numerical algorithms. Prerequisite: MA 221 and MA 331. Offered fall semester in even-numbered years. Three hours.

Includes Greek mathematics, non-Western mathematics, the development of calculus, mathematics of the 18th and 19th centuries, non-Euclidean geometry, and set theory. Prerequisite: MA 121 or consent of instructor. Offered spring semester in odd-numbered years. Four hours.

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 in odd-numbered 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. One to four hours.

Music

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. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years. 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 in odd-numbered 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 spring semester in odd-numbered years. 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 in odd-numbered 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 Music Department 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 fall semester in even-numbered 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. Instrumental techniques course fee. Offered fall semester in odd-numbered 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. Instrumental techniques course fee. Offered spring semester in even-numbered 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. Instrumental techniques course fee. Offered fall semester in even-numbered 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. Instrumental techniques course fee. Offered spring semester in odd-numbered 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. Prerequisites: enrollment in private voice lessons and approval of the instructor. Offered fall semester in even-numbered 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. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. **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. A current TB test and fingerprint-based background check must be on file in the Division of Education prior to beginning the field component associated with this course. Verification of completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. **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 fall semester. **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 in even-numbered 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 in odd-numbered 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 in even-numbered 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 224. 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. Computer laboratory fee. Offered fall semester. 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 spring semester in odd-numbered 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 in odd-numbered 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 in even-numbered 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 in even-numbered 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 in even-numbered 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 on demand. *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 Music Department. Prerequisites: MUW 437X, MUW 438, and consent of the Chair of the Music Department. Offered on demand. *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. Voice class fee. *One hour.*

**MUZ 161  Keyboard Skills I**
Beginning piano for students preparing for the Music Department's piano proficiency examination. Elements covered are scales, cadences, improvisation, transposition, modulation, and literature for the piano. Keyboard Skills or private piano lessons are required each semester until piano proficiency has been passed. Prerequisite: consent of the instructor. Piano class fee. Offered fall semester. *One hour.*

**MUZ 162  Keyboard Skills II**
Continuation of MUZ 161. Class piano fee. Offered spring semester. *One hour.*

**MUZ 150-159  Private Lessons**
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 music lesson fee. *One or two hours.*

MUZ 150 Brass Instruments
MUZ 151 Composition
MUZ 152 Guitar
MUZ 153 Harp
MUZ 154 Organ
MUZ 155 Percussion
MUZ 156 Piano
MUZ 157 String Instruments
MUZ 158 Voice
MUZ 159 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 Ensemble
- MUZ 210C Chamber Music
- MUZ 210E Brass Quintet
- MUZ 210F Woodwind Quintet
- MUZ 210G Piano Ensemble
- MUZ 210M Men's Ensemble
- MUZ 210S String Ensemble
- MUZ 210V Vocal Ensemble
- MUZ 210W Woodwind Ensemble

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 250-259 Advanced-level Private Lessons
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 music lesson fee. Jury fee. One or two hours.

- MUZ 250 Brass Instruments
- MUZ 251 Composition
- MUZ 252 Guitar
- MUZ 253 Harp
- MUZ 254 Organ
- MUZ 255 Percussion
- MUZ 256 Piano
- MUZ 257 String Instruments
- MUZ 258 Voice
- MUZ 259 Woodwind Instruments

MUZ 261 Keyboard Skills III
Continuation of MUZ 162. Piano class fee. Offered fall semester. One hour.

MUZ 262 Keyboard Skills IV
Continuation of MUZ 261. Piano class 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 oratorio and music theater productions is required; this will necessitate extra rehearsals. Prerequisite: audition with the director. May be repeated for credit. Offered each semester. 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 fall 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; participation is required. 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 spring semester. One hour.

MUZ 290  Orchestra
Practical experience in rehearsal and performance of orchestral music of various periods and styles. Rehearses four
hours per 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 and/or sectional is required for string players; this will necessitate extra rehearsal
and performance time(s). Prerequisite: audition with the director. May be repeated for credit. Offered each semester.
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. Offered on demand. One to three hours.

MUZ 350-359  Advanced-level Private Lessons with Half Recital
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 music lesson fee. Half recital fee. One or two hours.

- MUZ 350 Brass Instruments
- MUZ 351 Composition
- MUZ 352 Guitar
- MUZ 353 Harp
- MUZ 354 Organ
- MUZ 355 Percussion
- MUZ 356 Piano
- MUZ 357 String Instruments
- MUZ 358 Voice
- MUZ 359 Woodwind Instruments

MUZ 450-459  Advanced-level Private Lessons with Full Recital
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 music 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

Preparation for College Studies

PCS 100  Preparation for College Study
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
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
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
This course integrates the reading and writing processes in an intensive, small-group setting. Particular emphasis is placed on continuing the development of critical skills and planning and writing papers that respond to collegiate requirements. This course may be taken concurrently with ENG 111 Critical Thinking and Writing. Offered spring semester. Two hours.

PCS 115  Developmental Mathematics
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.

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 in odd-numbered 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 in even-numbered 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 in even-numbered 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 in even-numbered 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 in odd-numbered 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 in odd-numbered 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 in even-numbered 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 (BE 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 (BE 5000). Offered fall semester. May substitute Undergraduate Bioethics Institute (offered in July; register in May Term). Three hours.

PH 475X (BE 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. Offered fall or spring semester, or annually, in mid-July, in conjunction with the Bioethics Conference. One to three hours.

PH 476X (BE 476X) Undergraduate Bioethics Institute
This course provides an overview of relevant bioethical issues and principles from a biblical-Christian perspective. It includes reading and assignments to be completed before the first class meeting and other assignments after the last class meeting, as well as a final paper. Participation in the associated National Bioethics Conference offered by The Center for Bioethics and Human Dignity (usually spring and summer) is also required. The course is a unique opportunity to consider the subject and interact with a variety of academic experts, practitioners, and students at various stages of vocational and ethical preparation. Three hours.

PH 477X (BE 477X) Undergraduate National Conference
This course enables students to take advantage of the opportunity offered by the National Bioethics Conference sponsored by The Center for Bioethics and Human Dignity on an annual basis (usually spring and summer). Attendance at conference session and preparatory readings will allow students to reflect critically on the issues of the conference. Selection of a specific topic of interest from those considered in the conference and/or reading materials provide opportunity for extended research. Two to three 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. 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. 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.

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 2009-10 and every third year. 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. Offered on demand. 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 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.

Physical Science

PS 101  Earth Science
A basic course in concepts of astronomy, meteorology, and geology. Laboratory is included. Offered May Term. 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.*

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**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**
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. *Three 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 spring 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. Prerequisites: Three credit hours in Psychology and at least sophomore standing. 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 in even-numbered 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: Three credit hours in Psychology and at least sophomore standing. 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**
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
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 given 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 282 Introduction to SPSS
Examination of SPSS for Windows, including topics in statistical analysis and data management useful to social science majors. Not appropriate for students who have taken or are enrolled in PSY 285X (MA 285X). Offered each semester. Computer fee. One hour.

PSY 285X (BIO, MA, SOC 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 in odd-numbered 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 in odd-numbered 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 339 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 in even-numbered years. (Not open to students with credit in PSY 336.) Three hours.

PSY 345 Internship I
Provides the students with opportunities to apply various principles of psychology learned in previous course work to actual settings with a chosen population at an agency or organization. Direct supervision is provided by on-site
personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as psychology elective hours. Offered in any semester or session. Two to six hours.

**PSY 346X (SOC 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 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. 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 spring semester in odd-numbered years. Three hours.

**PSY 356 Conflict Management**
This course surveys the dynamics of conflict from a variety of perspectives, emphasizing a Biblical understanding of interpersonal communication and conflict management. This course also addresses various theories of communication, verbal and nonverbal messages, and specific strategies to address conflicted situations, whether the conflict is interpersonal or organizational. Prerequisites: PSY 140. Offered on demand. 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 in even-numbered 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 in odd-numbered 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 in odd-numbered years. Three hours.

**PSY 378X (BUS 378X) Servant Leadership**
This course is designed to move the student from theory to practice as it relates to being a Servant Leader (SL). Emphasis will be given to the strategic and tactical aspects of Servant Leadership with a pervasive focus given to evidencing a SL ethic. Servant Leader domains covered include: valuing people, developing people, displaying authentically, building community, providing leadership and sharing leadership. Prerequisite: BUS/PSY 170, PSY 220, and either admission to the Organizational Leadership Emphasis, or consent of either business or psychology department chair. Offered fall semester. 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 in even-numbered 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. Prerequisite: PSY 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 in odd-numbered years to students with a minimum of 9 hours of psychology course work 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 in odd-numbered years to students with a minimum of 15 hours of psychology course work. Three hours.

PSY 445  Internship II
Provides the students with advanced opportunities to apply various principles of psychology learned in previous course work or a previous internship experience to actual settings with a chosen population at an agency or organization. Direct supervision is provided by on-site personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as psychology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Offered in any semester or session. Two to six 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 integrate leadership theory with experience in a practical setting, either on or off campus. Program specifics should allow students to practice all areas of leadership, including planning, implementation, and supervision. Particular experiences for the program will be developed with approval from on-site personnel and overall progress will be monitored by a faculty member. Prerequisite: BUS/PSY 378X, admission to the Organizational Leadership Emphasis, and consent of instructor. Offered each semester. Three to four hours.

Sociology

SOC 101  Introduction to 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 in even-numbered 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 in even-numbered 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 (BIO, MA, PSY 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 in odd-numbered years. Three hours.

SOC 330  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. 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 in odd-numbered years. Three hours.

SOC 345  Internship I
Provides the students with opportunities to apply various principles of the social sciences learned in previous course work to actual settings at an agency or organization. Direct supervision is provided by on-site personnel, and overall progress is monitored by a faculty member. Normally a junior year experience. May be used as sociology elective hours. Offered in any semester or session. Two to six 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: SOC 101 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. 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 in even-numbered 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. Prerequisite: PSY 220, and invitation of the instructor. Offered each semester. Three hours.

SOC 445  Internship II
Provides the students with advanced opportunities to apply various principles of the social sciences learned in previous course work or a previous internship experience to actual settings at an agency or organization. Direct supervision is provided by on-site personnel, and overall progress is monitored by a faculty member. Normally a senior year experience. May be used as sociology elective hours. May be repeated for credit, but total internship credit is limited to 12 hours. Offered in any semester or session. Two to six 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.*

Temporary Registration and Registration Procedures

Each designation listed below is a nonacademic “placeholder course,” which provides temporary credit hours on a student’s schedule until the appropriate college catalog course is approved by the Dean’s Office. Students should register for the TR 099 designation and the section, which reflects the selected number of credit hours. Students need to obtain an appropriate course contract from the Dean’s Office and complete the form with the assistance of the faculty member who is overseeing the course. The completed course contract must be returned to the Dean’s Office. The contract will be forwarded to the Records Office, which will create a section of the student’s approved course, register the student into the college catalog course, and cancel the temporary registration. The student should then review the “Student Schedule” in TIU Access to verify accurate registration for the appropriate course.

Specific policy information for Special Programs: Off Campus, Guided Study, Independent Study, and Internship is available in this Catalog.

TR 099C  Temporary Registration Special Programs: Off Campus
(Note: This registration includes the Consortium Student Visitor Program. Refer to courses listed under “Interdisciplinary Studies” in this Catalog, “Special Programs: Off Campus,” IDS 320-333, IDS 351-362.)

TR 099G  Temporary Registration Guided Study

TR 099I  Temporary Registration Independent Study

TR 099T  Temporary Registration Internship

Honors

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 spring semester. *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.*
Internships

XXX 345  **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.*
Official Policies

“It’s great when you play music, but it’s even better when you’ve helped someone else do it. The way my professors taught me not only added technical ability, music theory, and history to my love for music—they showed me what it means to be a great teacher.”

Uriel Portillo (BA ’06), Music Education

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, no form of plagiarism or cheating will 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 academic assignments 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 development of an individual’s 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 Academic Dean. More than one offense will further be reported to the Associate Dean of Students. Disciplinary action, depending on the severity of the offense may result in a failure of the assignment, failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

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

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

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

University personnel can and will access files when necessary for maintaining the University network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the University.
You may not use University computers, networks, system resources, and phones:

- For commercial or business purposes
- For accessing or distributing defamatory, abusive, obscene, sexually oriented/pornographic, threatening, racially offensive or illegal material. Any access to such materials by way of the University Internet connection will be blocked, logged, and reported
- For any activity which interferes or inhibits the use of the network or University systems by others
- To connect 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 Assistant Dean of Students, acting as the institution’s ADA coordinator, assists students with disabilities in obtaining auxiliary aids and services. The Assistant Dean of Students in consultation with the Academic Department Chair or Division 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 Assistant 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, which may include termination or expulsion.

3. If an individual becomes aware of a violation of this policy, he or she is 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. Individuals may contact the Student Affairs 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 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student Affairs Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

**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 Affairs Office Manager. If posted on the seminary side of campus, items must be approved by the Graduate Student Affairs Office.

**Referenda and Petitions**
Students wishing to initiate petitions or referenda are to work with the Dean of Students and the SGA. 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 Affairs 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 Campus Safety & Security Services.
1. Temporary permits are available free of charge for those who will have a vehicle on campus for less than one month total per semester, campus guests and permit holders temporarily using a different vehicle. 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 Campus Safety & Security Services. Anyone expecting guests is responsible to obtain a temporary parking permit for them.

Rental trucks or trailers requiring parking permits may be parked temporarily where designated by Campus Safety & Security Services. Drivers are encouraged to review campus parking regulations and to contact Campus Safety & Security Services with any questions related to parking matters.

2. Parking permit restrictions are in effect for faculty/staff lots from 8:00 a.m. to 5:00 p.m., Monday-Friday, year round, except on official University holidays. Apartment lots are enforced 24 hours a day, seven days a week, year round. Dorm lots, the main road, and the commuter lot are enforced 24 hours a day, seven days a week, throughout the academic year.

3. Vehicles parked on Trinity’s campus are responsible to comply with the Trinity Motor Vehicle Regulations, a copy of which may be obtained at the Security gate office or viewed online at www.tiu.edu/tiu/security/vehicleregulations. Vehicles that have received three citations may be immobilized or towed off campus at the owner's expense.

4. Individuals using bicycles on campus must register them with Campus Safety & Security Services. These permits are issued free of charge. Unregistered bicycles and bicycles left in unauthorized areas are subject to confiscation and appropriate disposal by the university.

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

**Student Loan Program Code of Conduct**

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

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

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

2. TIU embraces a ban on the employees of the University receiving gifts from a lender, guaranty agency or loan servicer. No officer or employee of the TIU financial aid office, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift" is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include (a) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent; (c) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (d) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (e) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or advantage related to education loans; (f) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

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

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

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

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

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

**Veteran’s Benefits**

Effective in the fall of 2010, the Financial Aid Office will determine institutional aid eligibility for new students based upon the percentage of tuition covered by VA benefits. In some cases, VA recipients may not be eligible for tuition-specific scholarships or grants at TIU. Institutional aid for continuing students will remain at current levels until graduation. Federal financial aid is not affected by VA education benefits.

Students who are eligible to receive benefits from the Veterans Administration must contact the TIU VA Certifying Official in the Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.
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

Enrollment Statistics, Fall 2009

Student/Faculty Ratio (traditional): 14:1
Representation by Gender (traditional): 51% women; 49% men

<table>
<thead>
<tr>
<th>Trinity College</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional (Deerfield)</td>
<td>724</td>
</tr>
<tr>
<td>REACH (Deerfield &amp; Chicago)</td>
<td>264</td>
</tr>
<tr>
<td>EXCEL (Florida)</td>
<td>228</td>
</tr>
<tr>
<td>Total</td>
<td><strong>1,216</strong></td>
</tr>
</tbody>
</table>
Trinity College Academic Calendar

“It was great to have a leadership role in the Discipleship Cabinet, working to lay the groundwork for discipleship on campus. In the process I learned so much about what discipleship is—I discipled others and was discipled myself.”

Andrew Gates (BA ’04), Bible/Christian Ministry

Reference should be made to the online calendar for specific dates and deadlines for registration, exams, adding/dropping classes, and special seminars and lectures.

<table>
<thead>
<tr>
<th>School Year</th>
<th>2010-2011</th>
<th>2011-2012 (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Aug 20-24</td>
<td>Aug 19-23</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>Classes Begin (Mon classes meet in lieu of Wed classes)</td>
<td>Aug 25</td>
<td>Aug 24</td>
</tr>
<tr>
<td>TIU Convocation</td>
<td>Sept 1</td>
<td>Sept 6</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Sep 6</td>
<td>Sep 5</td>
</tr>
<tr>
<td>Global Christian Week</td>
<td>Sep 20-24</td>
<td>Sept 19-23</td>
</tr>
<tr>
<td>End Quad A</td>
<td>Oct 13</td>
<td>Oct 12</td>
</tr>
<tr>
<td>Fall Break (no classes)</td>
<td>Oct 14-17</td>
<td>Oct 13-16</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Oct 18</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>Oct 26</td>
<td>Oct 25</td>
</tr>
<tr>
<td>Sneak Preview</td>
<td>Nov 4-5</td>
<td>Nov 3-4</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes)</td>
<td>Nov 24-29</td>
<td>Nov 23-28</td>
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<tr>
<td>Last Day of Classes</td>
<td>Dec 10</td>
<td>Dec 9</td>
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<tr>
<td>Semester Exams (Mon-Thurs)</td>
<td>Dec 13-16</td>
<td>Dec 12-15</td>
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<tr>
<td><strong>January Term Week</strong></td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>January Term Week</td>
<td>Jan 3-7</td>
<td>Jan 2-6</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Jan 10-11</td>
<td>Jan 9-10</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
<td>Classes Begin (Mon classes meet in lieu of Wed classes)</td>
<td>Jan 12</td>
<td>Jan 11</td>
</tr>
<tr>
<td>Martin Luther King Day (no classes)</td>
<td>Jan 17</td>
<td>Jan 16</td>
</tr>
<tr>
<td>Christian Life Week</td>
<td>Jan 24-28</td>
<td>Jan 23-27</td>
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<tr>
<td>Sneak Preview</td>
<td>Feb 10-11</td>
<td>Feb 9-10</td>
</tr>
<tr>
<td>African American Festival</td>
<td>Feb 14-18</td>
<td>Feb 13-17</td>
</tr>
<tr>
<td>Quad A Ends</td>
<td>Mar 2</td>
<td>Feb 29</td>
</tr>
<tr>
<td>Spring Break (no classes)</td>
<td>Mar 3-13</td>
<td>Mar 1-11</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Mar 14</td>
<td>Mar 12</td>
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<tr>
<td>Sneak Preview</td>
<td>Mar 31–Apr 2</td>
<td>Apr 12-13</td>
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<tr>
<td>Day of Prayer (no classes)</td>
<td>Mar 30</td>
<td>Apr 11</td>
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<tr>
<td>Easter Break (no classes)</td>
<td>Apr 21-26</td>
<td>Apr 5-10</td>
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<tr>
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<td>May 4</td>
<td>May 2</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 6</td>
<td>May 4</td>
</tr>
<tr>
<td>Final Exams (Mon-Thurs)</td>
<td>May 9-12</td>
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<tr>
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<td>May 13</td>
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</tr>
<tr>
<td>Commencement</td>
<td>May 14</td>
<td>May 12</td>
</tr>
<tr>
<td><strong>May Term Week</strong></td>
<td>2011</td>
<td>2012</td>
</tr>
<tr>
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<td>May 17–Jun 3</td>
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