Trinity College 2013-2014 Catalog

Contact Information
Trinity International University
Trinity College
2065 Half Day Road
Deerfield, IL 60015

General: 847.945.8800

Academic Dean: 847.317.7001
curriculum, academic majors, faculty matters

Accounts Payable: 847.317.8020

Admissions: 847.317.7000  800.822.3225
E-mail: admissions@tiu.edu  Website: http://www.tiu.edu/admissions/
applications, catalogs, campus visits

Athletics: 847.317.7099
Website: www.tiutrojans.com
Men: cross-country, baseball, basketball, football, and soccer
Women: cross-country, basketball, soccer, softball, and volleyball

Chapel: www.tiu.edu/chapel

Facility Services: 847.317.7135
E-mail: facilityservices@tiu.edu
custodial, maintenance, grounds, motor pool, shuttle service, locks and keys functions,
campus safety and security, and university apartments and graduate residence halls

Financial Aid: 847.317.8060  800.435.8805
loans, grants, scholarships

Mail Services: 847.317.8170
student mailbox, central receiving

REACH Office: 847.317.6500

Records: 847.317.7050
transcripts, grade reports, transfer credit

Student Accounting: 847.317.7080
fees, insurance, payment procedures

Student Affairs (Undergraduate): 847.317.7070
housing, activities, new student orientation, counseling, yearbook, career services, multicultural development

University Advancement: 847.317.8191
alumni & community relations, conference services, development, foundation relations,
corporate relations, gift and estate planning

Trinity International University:
South Chicago Regional Center
PO Box 946  Phone: 708.201.2900
14240 Dante Ave.  877.237.0037
Dolton, IL 60419  Fax: 708.201.7980
Website: www.tiu.edu/southchicago  E-mail: reachchicago@tiu.edu

Trinity International University:
Florida Regional Center
8190 West State Road 84  Phone: 954.382.6400
Davie, Florida 33324  Toll Free: 877-EXCEL-Today
Fax: 954.382.6420
Website: florida.tiu.edu  E-mail: EXCEL@tiu.edu
Accreditation
Trinity International University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
Fax: 312.263.7462
E-mail: info@hlcommission.org
Website: www.ncahlc.org

Trinity College and Trinity Graduate School teacher education programs are accredited by the Illinois State Board of Education.

Illinois State Board of Education
100 N. First Street
Springfield, IL 62777-0001
www.isbe.net

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

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

Commission for Independent Education
2650 Apalachee Parkway, Suite A
Tallahassee, FL 32301
Phone: 1.888.224.6684
www.fldoe.org/cie/

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

Disclaimers
Trinity International University reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, professors, curricula, and courses. This catalog is not a contract or an offer of a contract.
Students are responsible for reviewing catalog program requirements, and for consulting with their relevant academic advisement tools as needed prior to course registration to insure that their courses apply to their program or to their personal interests.

By accepting admission to and/or taking any classes at TIU, each student (and his or her parents/guardians if the student is under 18): (1) authorize TIU and its employees, agents and contractors to use, copy, modify, publish, display, broadcast, and distribute (a) the student’s name, voice and likeness, (b) photographs, images and video and sound recordings of the student, and (c) the city, state or province, and country where the student lives (together, the “Materials”); (2) waive any right to inspect or approve TIU’s use of the Materials and also waives any right to royalties or other payment for the use of the Materials; and (3) release TIU, its employees, agents and contractors, and their successors and assigns from any claim or liability, whether known or unknown, resulting from use of the Materials, including but not limited to, claims for violation of publicity rights, privacy rights, defamation, and copyright infringement.

**Publication Date:** July 1, 2013

**Effective Date:** July 1, 2013
# Contents

Welcome to Trinity International University ............................................................... 1  
A Message from the President ................................................................................... 1  
A Message from the Dean ....................................................................................... 2  

**About Trinity International University** ........................................................................ 3  
History of the University ....................................................................................... 3  
The Schools ........................................................................................................ 5  
The Locations ......................................................................................................... 7  
Trinity International University Mission Statement ............................................ 10  
Trinity International University Statement of Faith .............................................. 11  
Trinity International University Core Values ...................................................... 12  

**About Trinity College** ........................................................................................... 13  
The Christian Engagement of Culture: Trinity in a Nutshell ............................... 13  
Trinity College Mission Statement ...................................................................... 13  
Community Life (Student Affairs) ......................................................................... 16  
Community Life Expectations .............................................................................. 22  
University Services ............................................................................................... 23  

**Personnel** ............................................................................................................. 27  
President’s Cabinet ............................................................................................... 27  
Board of Regents of Trinity International University ........................................... 28  
Trinity College Academic Administration ............................................................ 29  
Full-time Faculty and Administrators, Deerfield Campus ..................................... 30  
Affiliate Faculty, Deerfield Campus ...................................................................... 39  
Professors Emeriti, Deerfield Campus ................................................................ 40  
Adjunct Faculty, Deerfield Campus ...................................................................... 41  

**Undergraduate Admissions** ................................................................................. 45  
A Firsthand View (Campus Visits) ........................................................................ 45  
General Admission Requirements ....................................................................... 45  
Student Classifications .......................................................................................... 47  
Transfer Students ................................................................................................... 47  

**Finances** ............................................................................................................... 48  
College Tuition and Other Expenses .................................................................... 48  
Financial Assistance .............................................................................................. 50  
Tuition Payment Policies ........................................................................................ 55  

**Academics** ............................................................................................................ 58  
Accreditation ........................................................................................................ 58  
Academic Information ............................................................................................ 58  
Scholastic Status ..................................................................................................... 60  
Academic Policies .................................................................................................... 61  
Advanced Standing ................................................................................................. 63  
Programs of Study ................................................................................................. 64  
Academic Majors ..................................................................................................... 68  
Dual Degree Programs ............................................................................................ 70  
Academic Minors ..................................................................................................... 75  
Special Programs: On Campus .............................................................................. 75  
Special Programs: Off Campus .............................................................................. 77  

**Academic Majors and Minors by Department** ...................................................... 79  
Interdisciplinary Studies ......................................................................................... 79  
Biblical Studies Department ..................................................................................... 81  
Biology Department ................................................................................................ 83  
Business Department .............................................................................................. 87  
Christian Ministries Department ........................................................................... 92  
Communication Department ................................................................................... 97  
Division of Education .............................................................................................. 99  
English Department ................................................................................................ 107  
Health Sciences Department ................................................................................... 110  
History Department ............................................................................................... 114
Course Descriptions .............................................................................................. 140
  Art ..................................................................................................................... 140
  Bioethics ........................................................................................................... 141
  Biblical Studies ................................................................................................ 141
  Biology .............................................................................................................. 143
  Biblical and Religious Studies ........................................................................ 146
  Business .......................................................................................................... 147
  Chemistry ........................................................................................................ 152
  Computer Information Systems .................................................................... 154
  Christian Ministries ......................................................................................... 155
  Communication ............................................................................................... 158
  Education (Nontraditional) ........................................................................... 159
  Education (Traditional) .................................................................................. 162
  English ............................................................................................................ 168
  Geography ....................................................................................................... 170
  Graphic Design ............................................................................................... 170
  Greek ................................................................................................................. 171
  Hebrew ............................................................................................................. 172
  History ............................................................................................................. 172
  Human Performance & Wellness .................................................................. 174
  Health Sciences ............................................................................................... 178
  Interdisciplinary Studies ................................................................................ 181
  Mathematics .................................................................................................... 185
  Music ................................................................................................................. 186
  Preparation for College Studies ................................................................... 192
  Philosophy ....................................................................................................... 192
  Physics .............................................................................................................. 194
  Political Science ............................................................................................... 194
  Physical Science .............................................................................................. 195
  Psychology ........................................................................................................ 195
  Sociology .......................................................................................................... 199
  Spanish .............................................................................................................. 200
  Temporary Registration and Registration Procedures ................................ 201
  Honors .............................................................................................................. 201
  Intercultural Studies ....................................................................................... 201
  Internships ....................................................................................................... 201

Official Policies .................................................................................................. 202

Enrollment Summary .......................................................................................... 209

Trinity College Academic Calendar ..................................................................... 210

Index .................................................................................................................. 211
Welcome to Trinity International University

A Message from the Interim President

At Trinity International University (TIU), we are committed to academic excellence while integrating the gospel with an education for life.

Here are some of our commitments to you:

- We commit to teach every subject through the lens of the historic and evangelical Christian faith, showing you how to integrate faith, learning, and living at every turn.
- We commit to academic quality—to cultivate in you intellectual curiosity 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 instruction in the traditions of the best thinking and living over the centuries.

When you think of Trinity, we want you to think of the words on our university seal, “Entrusted with the gospel,” which are taken from 1 Thessalonians 2:4. These words are both inspiring and humbling. Inspiring because God gives us the opportunity to work with him to bring the gospel to every nation, tribe, people, and language. Humbling because the God who brought creation into existence with just his word and who can defeat every evil force arrayed against him with just a finger wants to work with us—no matter what our specific vocations—to bring about his redemptive work. He has entrusted us with the gospel and Trinity is uniquely positioned to impact the world for God’s kingdom.

Here at TIU, we want you to absorb the fullness of what we have on offer—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 impact the world for the cause of Christ!

Neil Nyberg, JD (BA ’74)
Interim President
A Message from the Dean

Selecting a university is an investment in your future. You are investing your time, tuition dollars, and effort to build a lifelong foundation for learning and living. You are looking for a place you can call home as you study, work, and play in a learning-living community. Few decisions are more significant than choosing a university.

As you read more about Trinity College, the undergraduate school of Trinity International University, you will find a University dedicated to “integrating the gospel into an education for life.” Our academic programs are created and our professors are committed to provide excellence in education so that you can become the best you can be in whatever major (field) you pursue. At Trinity, we are serious about connecting knowledge of God and faith in Christ to learning and living in today’s world.

Trinity has a faculty and student body united 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 and faculty. We are wonderfully conducive to forming lifelong friendships, establishing values, and preparing to make a difference in the world.

For many, Trinity is the right place to learn, to grow, and to serve—it is a place to call home.

Jeanette L. Hsieh, EdD
Senior Vice President for Academic Affairs
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 and 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.

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  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.

2010  Dr. Jeanette L. Hsieh resumes her position as executive vice president/provost.

2011  Dr. Robert Herron is named dean of the College and Graduate School and Senior Vice President for Academic Affairs.

2012  Myron Steeves is named dean of Trinity Law School.

2013  Dr. Robert Herron resigns as dean of the College and Graduate School.

What’s in a Name?
People use the word university to mean many different things. It can be just a label for a college or a way of describing a large college with graduate schools. But at Trinity, university emphasizes how every discipline is taught and studied from one common perspective (a uni-verse). This approach to education has been lost in many universities. Most great Western universities 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: Jeanette L. Hsieh, EdD

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. In Deerfield and Dolton, the nontraditional program is called REACH (Relevant Education for Adult Christians); at the Florida Regional Center, nontraditional delivery is known as EXCEL. The Florida Regional Center offers 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 Sciences. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include the premedical majors, which have a cooperative relationship with The Center for Bioethics and Human Dignity on campus. Trinity College also offers a dual Bachelor of Arts/Master of Arts degrees in Bioethics and Leadership and an accelerated Bachelor of Arts/Master of Arts degree in Intercultural Studies. Together with Trinity Evangelical Divinity School, Trinity College offers several pathways to ministry including an innovative five-year MDiv with pre-seminary honors program, and the Advanced Placement MDiv degree, where qualified students who major in Christian Ministries at the college can receive advanced standing at the seminary and complete their MDiv in a total of six years.

**Trinity Graduate School (TGS)**
Dean: Jeanette L. Hsieh, EdD

Trinity Graduate School offers master’s degree programs in Deerfield, Illinois (MA/BE, MA/L, MA/T and MEd/DL), and Davie, Florida (MA/CP and MBA). The Graduate School draws on faculty and course offerings from all the schools of the university. The Master of Arts in Bioethics degree program (MA/BE) capitalizes on the university’s nationally-known Center for Bioethics and Human Dignity (CBHD), offering coursework in modular and online formats. The Master of Arts in Leadership degree program (MA/L) combines coursework in interpersonal communication, conflict management, innovation, coaching/mentoring, and followership to equip students for servant leadership in the marketplace and in ministry. The Master of Arts in Teaching degree program (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 course work is offered one night a week in a cohort-based format to accommodate working adults. The new Master of Education in Diverse Learning degree program (MEd) offers a cohort-based curriculum in which most of the course work is offered in a hybrid format—partly in the classroom and partly online; it allows professional educators to gain additional breadth in their knowledge of and qualification to relate to differently-abled learners. (The MA/BE and MA/L degrees are also offered as dual degrees, with BA degrees from Trinity College.)

The Master of Arts in Counseling Psychology degree program (MA/CP) in Florida offers concentrations in Mental Health Counseling or Guidance and Counseling. (At the Deerfield Campus, the MA in Mental Health Counseling program is offered through Trinity Evangelical Divinity School.) The Master of Business Administration degree program (also in Florida) equips students to meet the fast-changing demands of the business world with creativity, flexibility, and an entrepreneurial spirit, always giving first priority to the demands of Christ and His kingdom.

**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 400 doctoral students, with nearly 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 Christian studies, archaeology, church history, educational ministries, intercultural studies, New Testament, Old Testament and Semitic languages, philosophy of religion, systematic theology, 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, a 75-hour Advanced Placement MDiv degree for those with an undergraduate ministry degree, and a new MDiv with pre-seminary honors degree program.

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

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time 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
Trinity International University
Deerfield Campus
2065 Half Day Road
Deerfield, IL 60015
Toll-free phone: 800.586.3435
Phone: 847.317.8000
Fax: 847.317.8097
Website: www.tiu.edu

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, ministerial, cultural, and sporting opportunities of the city.

Deerfield Campus Facilities

The R. A. Aldeen Building, on the north side of campus, contains classrooms, the Clothes Horse, the fitness center, the Department of Human Performance and Wellness faculty offices, and assessment lab.
Carlson Hall, also located on the north side of campus, is a men's 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 Facility Services Building, on the east side of campus, contains Facility Services (Maintenance, Grounds, Custodial, Motor Pool, Metra Shuttle Service, Locks & Keys, University Apartments & Graduate Housing Office, and Campus Safety & Security Services).

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

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

The **W. S. McLennan Academic Building**, also located on the west side of campus, houses college faculty offices and classrooms. It also contains the office of the Dean of the College and Graduate School, the office of the Associate Dean for the College and Graduate School, the Graduate School office, and science labs. 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 adult education program offices.

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

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

The **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 with shared bathrooms and lounges.


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

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

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

**Trinity Hall** on the north side of campus opened 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, Local and Global Partnerships and Campus 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.
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
Fax: 954.382.6420
Website: florida.tiu.edu

The Graduate School offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling, in Florida, as well as the Master of Business Administration (MBA). The Divinity School offers the Master of Arts (Christian Studies). The Excel undergraduate degree completion program of Trinity College offers majors in business administration, Christian ministries, elementary education, organizational leadership, and psychology.
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.

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

The Christian Engagement of Culture: Trinity in a Nutshell

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

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, and the delightful; as well as empathy for the unlovely, the commonplace, and the tragic.
- Develops the human capacity to create, which reflects the creative power of God.

3. A Sustained Interest in Every Participant

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

4. A Purposeful Involvement in Contemporary Society

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

5. A Serious Attempt to Encourage Career Potential

An attempt that:
- Applies formal instruction to issues of current importance.
- Offers guidance in the development of life-planning skills.
- Emphasizes a range of vocational possibilities more than specific occupational training.
- Promotes effective participation in the body of Christ.
6. A Creative Balancing of Tensions Inherent in the Educational Process

A balance that:

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

Academic Majors

For a description of each academic major, see page 70-72. The indented items are specific emphases within programs.

- Athletic Training
- Biblical Studies
- Biology
- Biology/Pre-Medical
- Biology/Pre-Physician Assistant
- Biology/Secondary Education
- Business
  - Accounting
  - Entrepreneurship
  - General Business
  - Human Resources
  - Management
  - Marketing
  - Ministry and Nonprofit Management
  - Organizational Leadership
  - Social Entrepreneurship
- Christian Ministries
  - Broad Field
  - Children’s and Family Ministries
  - Counseling/Social Services
  - Intercultural Ministries
  - Pastoral Ministries
  - Youth Ministries
- Communication
- Elementary Education
- English
- English/Communication
- English with Secondary Education Licensure
- General Studies
- Graphic Design
- History
  - Military History
  - History/Social Sciences with Secondary Education Licensure
  - Humanities
  - Mathematics
  - Mathematics with Secondary Education Licensure
- Music
  - Arts Administration
  - Church Music
  - Contemporary Music
  - Music and Missions
  - Performance
  - Piano Pedagogy
  - Psychology
  - Theory/Composition
  - Music Education/K-12
  - Philosophy
  - Apologetics
  - Ethics
  - Philosophy of Religion
  - Pre-Physical Therapy
- Psychology
  - Counseling Psychology
  - Health Psychology
  - Organizational Leadership
  - Social Science
  - Sport and Wellness Management

Faculty

Student-Faculty Ratio (Traditional) 14:1

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 Leadership Dual Degree
- American Studies Minor
- Biblical Studies Minor
- Bioethics Minor
- The Center for Bioethics and Human Dignity
- Christian Ministries Minor
- Christian Thought Minor
- Classical Studies Minor
- Coaching Minor
- Computer Information Systems Minor
- European Studies Minor
- Fitness Specialist Minor
- Graphic Design Minor
- Health Psychology Minor
- Intercultural Studies Minor
- Internship Program
- Management Information Systems Minor
- Military History Minor
- Music Minor
Nonprofit Management Minor  
Organizational Leadership Minor  
Political Science Minor  
Pre-Law Minor  
Pre-Nursing Program  
REACH (Adult Degree Completion Program)  
REACH to Teach  
Religious Studies Minor  

Off-Campus Study  
Ambex European Study Program (Germany)  
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 (Nashville, TN)  
Daystar University (Kenya)  
Focus on the Family Institute (Colorado Springs)  
India Studies Program  
INSIGHT Program for Visiting Students  
Jerusalem University College (Israel)  
Latin American Studies Program (Costa Rica)  
Los Angeles Film Studies Center  
Middle East Studies Program  
Scholars’ Semester in Oxford (England)  
Uganda Studies Program  
Washington Journalism Center  

Admissions Requirements  
For more detail, see “Undergraduate Admissions” on page 45.  

- 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/financialaid.
Community Life (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 seek to be available to all students and to cultivate growth regardless of the venue. In all things, our staff attempt to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency.

The Division for Student Affairs is located on the lower level of the Waybright Center and houses the office of the Senior Vice President for Student Affairs/Dean of Students, the associate and assistant deans of students, as well as the chaplain. The following undergrad offices are also located in the Waybright Center: Career Services, College Activities, Director for Residence Life, Global Community Partnerships, International Students and Scholar, Leadership Development, Local Community Partnerships, Multicultural Development, Student Government.

The Athletics Department is located in the Kenneth M. Meyer Sports Complex and the Counseling Center and Health Services are located in Owens Hall.

For information on Community Life Expectations, please refer to this section of the catalog.

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. The Aldeen 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, baseball, basketball, football, and soccer. Women compete in cross-country, 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. 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 MyTIU > University Life > 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. Local and Global Partnerships and Campus Ministry 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 cultural festival weeks (African, Asian and Latino), which focus 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.

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

Commuters

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

Health Services

Health Services are available to all Trinity students, their spouses, and dependents for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for lab tests, but all walk-in office visits with a registered nurse are free. Our campus physician comes for a few hours every week to see students by appointment. Physician services are free. Health insurance enrollment is handled by Student Accounting (847.317.8080) and plan information can be found at TIUInsurance.com. Health Services is located in the lower level of Owens Hall (800), near the Meyer Sports Complex.

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

Accepted students will receive further information and a proper form to be completed as part of the admissions process. Immunization forms may be downloaded from MyTIU>Campus Services>Counseling and Health Services. 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 $50 late fee is charged after that time.

International Student and Scholar Office

The International Student and Scholar Office provides comprehensive non-immigrant regulation advisement, hospitality assistance, social support, and advocacy for international students and strives to foster further cross-cultural understanding through interaction between the international students and the broader community.
The International Student and Scholar Office (ISSO) works with more than one-hundred-fifty international students and their families. Immigration matters for TEDS, TGS, and TC are handled in the ISSO. The office is located in the lower level of the Waybright Center.

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

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

During the school year, opportunities exist for fellowship (e.g., family dinners), recognition of accomplishments (e.g., honoring graduates), and cross-cultural discussion. Throughout the year, international students are also given the opportunity to assist in leading chapel services.

More information can be found on the ISSO website at www.tiu.edu/divinity/connect/internationalstudents/.

Local and Global Partnerships and Campus Ministries
Local and Global Partnerships and Campus Ministries are located in the Waybright Center and exist to create spaces and opportunities for students to learn a “way of life in Christ Jesus.” For us, this is the way of transforming grace, the way of mission and kingdom service, the way of biblical wisdom, and the way of reconciled relationships. Each initiative seeks to facilitate understanding of the authentic Christian life and to provide opportunities where faith can be put into practice. The biblical foundation for ministries 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.

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

- Creation Care: Working with environmental issues
- FaithAlive: Tutoring youth in North Chicago
- Renovate: Spanish-language 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 (Community Partnerships Cabinet), along with 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 Local Community Partnerships may receive Service Learning Credit. (For more information on Service Learning, see “Requirements for Graduation.”)

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

Global Community Partnerships
Our mission program partners with 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.

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

**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 multi-ethnic world, desiring to live out John 17:21: “I pray . . . that all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me” (NIV).

**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 myTIU-University Life.

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. Please contact the Coordinator of Graduate Student Affairs and Events for Waybright Student Center Reservations (aware@tiu.edu, 847.317.4062) or the University Receptionist (847.317.7008) to reserve other locations.

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

Living in a residence hall during your college experience is a unique opportunity! At Trinity, we believe that your residence hall is your home - a place for you to feel known and to participate in doing life with other people as we journey closer to God together. We seek to cultivate and facilitate a holistic environment that is conducive to meeting the educational goals of our students, to developing life skills, and to forming lifelong friendships.

The Residence Life staff is comprised of one Residence Director (RD) and one or two Assistant Residence Directors (ARD) in each residence hall who oversee the Resident Assistants responsible for fostering community discipleship among their students.

**Housing**
Trinity College believes that residence hall living fosters social and emotional development, so it is required that full-time students live on campus unless they meet one of the following criteria:
1. Those living with their parents
2. Seniors within 30 hours of graduation
3. Students having permanent live-in job situations
4. Students twenty-one years of age or older
5. Married students

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

The ADA coordinator, in consultation with the Academic Dean and faculty member(s) involved, assists students with disabilities by making academic accommodations. Academic accommodations 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 ADA coordinator at the earliest possible time. The ADA coordinator is part of the University Student Success Center.

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. Service learning credit is 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.

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

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

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

Student Ministries
- Discipleship Cabinet: Student leadership team creating different on-ramps for students to engage with God
- Community Partnership Cabinet: Students leading weekly outreach/service teams in the local community
- Mission Cabinet: The mission cabinet 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
- WMC (Women’s Ministry Council): A student leadership team that encourages women in leadership and growth through events, guest speakers, and seminars
- MUG (Men Under God): MUG exists to provide for mutual accountability and an opportunity for fellowship, prayer, and practical Biblical insight for the growth of male students at TIU.

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

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

Yearbook
The yearbook staff is an outlet for creative students to learn more about their university, gain leadership skills, and further their technical, business and creative 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 MyTIU/University Life > Student 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.

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

University Services

Alumni & Community Relations Office

The mission of the Alumni & Community Relations Department is to connect with alumni, parents, and members of both the internal and external communities by providing excellent care that fosters relationships and cultivates affinities for the University. This is accomplished through the offices of Alumni Relations, Communications, and Conference Services. Trinity’s Alumni & Community Relations Department, in addition to serving campus guests who contract to use Trinity’s facilities for conferences and other events, seeks to engage alumni and members of the community through publications, programs, special events, and the distribution of a variety of awards and scholarships made possible by the generous contributions of the alumni community and friends of Trinity. The Alumni & Community Relations Department is part of the University Advancement Division, which seeks to further Trinity by raising funds for scholarships, technology, building projects, educational programs, and the general
operations of the university. For information about upcoming events, publications, or awards please contact the Alumni & Community Relations Office at 847.317.8138 or e-mail alumni@tiu.edu. The alumni website is www.TristinTown.com.

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

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

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

Your safety and security is our highest priority. Please direct questions and concerns to Safety and Security Services at 847.317-6400.

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, confidential services for students, their spouses, staff, and the community. Individual and group counseling services are available. 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). The Counseling Center is located in the lower level of Owens Hall 800, next to the Sports Complex. For more information, please call our office at 847.317.4067 or e-mail us at counsctr@tiu.edu.

Dining Services
College students living in residence halls that are not a part of Senior Privileged Housing are required to participate in one of Hawkins Dining Hall Block Meal Plans that are available to them each semester.

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

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

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Meals per Semester</th>
<th>Munch Money</th>
<th>Plan Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkins All Access unlimited</td>
<td>unlimited</td>
<td>$0</td>
<td>• Plan provides students the freedom of not having to track their meal usage&lt;br&gt;• Provides the student with access to Hawkins Hall from 7:00 AM - 7:00 PM&lt;br&gt;• Recommended for athletes who need more frequent meals between work outs or practices&lt;br&gt;• Recommended for on campus students who do not have the ability to travel off campus for meals&lt;br&gt;• One sack lunch is available each day for schedule</td>
</tr>
<tr>
<td>Block 240</td>
<td>240</td>
<td>$100</td>
<td>• All undergraduate students are eligible.&lt;br&gt;• Approximately 15 meals per week.</td>
</tr>
</tbody>
</table>


Block 210  210  $50  • All undergraduate students are eligible.
• Approximately 13 meals per week.

Block 140  140  $50  • All undergraduate students are eligible.
• Approximately 9 meals per week.

Block 100  100  Not included  • Clinical practitioners during either fall or spring semester are eligible.
• Students who purchase a Block 240, 210, or 140 plan in the fall are eligible for a Block 100 in the spring
• Approximately 6 meals per week.

10 Meal  10  Not included  • All undergraduate students who are commuting or living in TC Senior Perks housing are eligible.
• All apartment residents are eligible.

*Munch Money is Dining Services credit that is added to your ID card with the purchase of an eligible meal plan and can be used at the White Horse Inn for a quick “to go” meal or a late-night snack.

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

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

Facility Services
Facility Services supports and enhances a positive learning, working, and living environment for Trinity by providing essential services in a manner that reflects the love and excellence of Christ in all things. The department is comprised of the custodial, maintenance, grounds, motor pool, shuttle service, locks and keys functions, campus safety and security, and university apartments and graduate residence halls. Facility 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 Campus Safety & Security Services at x6400 (847.317.6400) outside of regular business hours and holidays. Reports can also be made in person at Facility Services, which is located in the Facility Services Building on the south side of campus.

Mail Services
The Mail Services Department offers the same services as a post office (with the exception of passports and money orders). In addition Mail Services offers discounted FedEx shipping rates. Packages may be shipped via USPS or FedEx to both domestic and international locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until the student permanently closes his or her mailbox through the Mail Services department. 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 should contact Mail Services at 847.317.8170 or mailservices@tiu.edu.
Student Employment
The Trinity Career Service’s office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Work-Study and non-Work-Study jobs, are listed online at https://my.tiu.edu/university-life/employment-opportunities/.

The Human Resources department oversees the new hire process which consists of 4 steps. Students may not begin working until they have completed Step 3: Authorization to Work. Students working on campus will be required to present specific, original identifying documents (or certified copies) to be eligible for employment (see website for required documents). A downloadable form to complete the process can be found on my.tiu.edu under Administrative Resources > Human Resources Information > Payroll.
Personnel

President’s Cabinet

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

Neil Nyberg, JD (BA ’74)
Interim President

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

David Hoag, PhD
Senior Vice President for University Advancement

Jeanette L. Hsieh, EdD
Co-Provost
Senior Vice President for Academic Affairs
Dean, College and Graduate School

Roger L. Kieffer, MS
Senior Vice President for Enrollment

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

Tite Tiéno, PhD
Co-Provost
Senior Vice President of Education
Dean of Trinity Evangelical Divinity School

William O. Washington, PhD (BA ’88, MAR’98)
Senior Vice President for Student Affairs
Dean of Students, College
Board of Regents of Trinity International University

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

Judy Bradish  
Arlington Heights, Illinois  
Homemaker

Larry Collett  
St. Albans, Missouri  
Chairman of the Board  
Cass Information Systems, Inc.

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

Ron Dunn (B.A. ’84)  
Woodstock, Georgia  
President, CEO, and Owner  
Alliance Flooring, Inc.

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

James Gilbert (BA ’71)  
Turlock, California  
President, PHIREtech, LLC

Maureen Girkins  
Douglas, Michigan  
Former CEO

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

Steve Hawn  
Minneapolis, Minnesota  
EFCA National Board of Directors, Moderator  
Evangelical Free Church of America

Bill Jones (MA ’84)  
Ballwin, Missouri  
Senior Pastor,  
First Evangelical Free Church

Charlene Kalebic  
Lake Forest, Illinois  
Attorney, Schiff Hardin LLP

Robert Kleinschmidt (’76-’79)  
Medina, Minnesota  
Executive Vice President & Development Officer  
Carlson Hotels Worldwide

Paul Mang  
Winneka, Illinois  
Principal, McKinsey & Company

James Matson  
Glen Ellyn, Illinois  
Principal, Performance Trust

Mark Neaman  
Lake Forest, Illinois  
President and CEO  
NorthShore University Health System

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

Neil Nyberg (BA ’74)  
Battle Creek, Michigan  
Interim President, Trinity International University

Bill Olthoff  
Bourbonnais, Illinois  
President, Dutch Valley Growers, Inc.

Edmond L. Soliday  
Valparaiso, Indiana  
Indiana State Representative

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

W. Charles Thor  
Scottsdale, Arizona  
Senior Vice President, retired  
Jewel Companies, Inc.

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

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

Jeanette L. Hsieh, EdD
Senior Vice President for Academic Affairs
Dean, College and Graduate School

Karen Wrobbel, EdD
Associate Dean, College and Graduate School

Don Hedges, PhD
Associate Dean, College and Graduate School

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

Paul A. Worfel, PhD
Director, Division of Education

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

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

Wendy L. Martin, PhD
Director, Division of Social 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.

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 2001-12. Since 2001, he has graded AP Calculus exams for the College Board. Dr. Bialek is currently serving as chair of the Mathematics and Computer Information Systems Department.

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, and is chair of the Christian Ministries Department.

William P. Donahue, PhD
Associate Professor of Pastoral Theology
Joint appointment with Trinity Evangelical Divinity School
2012
AB, Princeton University
MABS, Dallas Seminary
PhD, University of North Texas

Dr. Donahue is a seasoned pastor, having served at Willow Creek Community Church in Illinois as well as congregations in Texas and Pennsylvania. With the Willow Creek Association and as founder and president of The LeaderSync Group, Inc., he has created leadership strategies and events for over 10,000 leaders on 6 continents. His areas of expertise include organizational strategy, team building, leadership development, and transformational community. His recent publications include Leading Life-changing Small Groups (Zondervan, 2012) and, with Les Parrott, Small Group Insights Guide (Zondervan, 2012).
Chris Firestone, PhD
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

Prior to coming to Trinity, Professor Fleming was a music critic for the Natal Mercury in Durban, South Africa, taught in a missions training program at International Teams, and worked in donor development for MAP International. She is the advisor of the student newspaper.

Steven D. Fratt, PhD
Professor of History
1990
BA, Westmont College, Philosophy, 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 Colonel commanding the Federal 1st Brigade, Illinois Volunteers of Civil War reenactors. Dr. Fratt has articles in Strategy and Tactics and North and South magazines, has been a consultant for several authors of military history, and is also the ongoing editor for the Oxford Online Military History Bibliography for “Tactics.” He is chair of the History Department.

Bradly M.P. Fruhauff, PhD
Assistant Professor of English
2011
BA, Calvin College
MA, Portland State University
PhD, Loyola University – Chicago

Dr. Fruhauff specializes in long 19th century literature (Victorian and Romantic period). Additional interests include the history of the novel, and the intersections of literature and philosophy, ethical criticism, and film studies. He is editor-in-chief of Relief: A Christian Literary Expression and writes poetry and fiction.

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. Mr. Glass is currently serving as chair of the Health Sciences Department.

**Bradley J. Gundlach, PhD**  
Professor of History  
Book Review Editor, *Fides et Historia*  
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. His book, *Process and Providence: The Evolution Question at Princeton, 1845-1929*, is forthcoming from Eerdmans. He is currently at work on a biography of Princeton theologian B. B. Warfield. He is also the Director of the Division of Humanities.

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

Dr. Don Hedges chairs the music department, and 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).

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

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
Senior Vice President for Academic Affairs
Dean, College and Graduate School
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 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 in 2004 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 of the Board of Trustees at Wheaton College and on the board of David C. Cook Ministries. Her scholarship interests focus on nurturing Christians to teach in a pluralistic society.

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.

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 Communication
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. Dr. Martin holds the Wesley Anderson Chair of the Business Department and serves as the Director of the Division of Social Sciences.

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 also specializes in Islam and history of the cinema.

Laurie Matthias, EdD
Associate 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. Additionally, one of her favorite activities on campus is leading a Life Together Group with a group of female students.

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 plus years of teaching at Trinity College Dr. Moulder has also taught at Moffat College (Kijabi, Kenya), Union Biblical Seminary (Puna, India), North Park Seminary (Chicago), Torch-Trinity Graduate School of Theology (Seoul, Korea), Cornerstone Christian College (Cape Town, S. Africa), 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.

Ruby L. Owiny, MA
Assistant Professor of Education
2013
B.A., Asbury University
M. A., Asbury University
PhD, candidate, University of Kentucky
Professor Owiny worked for 13 years in both private Christian schools and public schools in Lexington, KY. She served as an elementary classroom teacher and as a special educator. Her passion for teaching lies in the inner city in which she spent 11 years of her career. Her dissertation was based on virtual coaching of general education and special education teachers in Guatemala to train them in new teacher behaviors. Her current research interests include identifying methods for improving the quality of inclusive settings, including strategies teachers use in their general education classrooms, the relationship of general educators with their special educator counterparts in co-teaching relationships, and the interactions of students in those settings. Outside of the University, she directs Project REACH, a ministry to teachers in third world countries, to train them in inclusive principles.

Sylvie T. Raquel, PhD
Associate 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.

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

Brian Reichenbach directs the TIU Symphonic Band and Jazz Ensemble and teaches classes in applied trumpet, music theory, aural skills, music technology, and brass techniques. As a trumpet player he has performed with ensembles including Chicago Sinfonietta, Illinois Philharmonic Orchestra, Quad Cities Symphony Orchestra, and Millar Brass and is a member of the Elmhurst and Northbrook Symphonies. Professor Reichenbach has been a clinician for and appeared as soloist with area middle and high school ensembles. An avid chamber musician, he is a member of the International Chamber Artists and founding member of the Lincoln Park Brass. Before coming to Trinity, Professor Reichenbach taught trumpet at Olivet Nazarene University, North Central College, and College of DuPage. Since 2005 he has been active in musical worship at Blanchard Alliance Church in Wheaton.

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 Gonozyme Technical Support Group and participated in the development of a test kit called Chlamydiazyme. Presently he is overseeing undergraduate research that addresses nucleotide sequence differences among 165 rRNA genes in various species of chlorella. 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 and also serves as the chair of the Biology Department.

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

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

**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**  
Professor of Biology  
University Assessment Officer  
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, interim dean of Trinity Graduate School and REACH, and associate dean of Trinity Graduate School.

**Martha Lim Shin, MBA**  
Assistant Professor of Accounting  
2013  
BS, University of Florida  
MAS, University of Illinois at Urbana-Champaign  
MBA, University of Chicago, Booth School of Business  

Prior to coming to Trinity, Shin spent 18 years in management at Wrigley Company, a subsidiary of Mars Inc., and PepsiCo, and practiced as a Certified Public Accountant (CPA) at KPMG, LLC. She also cofounded a non-profit organization that mobilized Christian professionals and channeled resources from U.S. corporations to support missionaries in developing countries. She hopes to invest in future business men and women who would demonstrate integrity and faithfulness in the marketplace to impact the world for Christ.

**Aaron C. Smith**  
Visiting Assistant Professor of Health and Wellness  
2013  
BS Aurora University  
MS University of Illinois Chicago  

Professor Smith is a Visiting Assistant Professor of Health and Wellness. Prior to becoming a full time faculty member at TIU he taught a variety of exercise science courses at University of Illinois Chicago, TIU, and Aurora
University. He completed his master’s degree at the University of Illinois Chicago in Applied Exercise Physiology and researched the effects of various exercise tests as a means to predict endurance performance in male and female cyclists. He has also worked as a performance coach with athletes at Velocity Sports Performance and as a Body Geometry FIT Specialist for cyclists. His current research interests include high intensity interval training, resistance training for runners, and the biomechanical comparison of barefoot and shod running. Sports, health and wellness play a major role in people’s lives, and Professor Smith feels it is crucial to train up strong Christians with the tools to guide and mentor others in these areas so they can be their best and honor God.

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.

May Vang, PhD
Assistant Professor of Education
2012
BS, University of Wisconsin-Milwaukee
MA, Cardinal Stritch University
PhD, University of Wisconsin-Milwaukee

Dr. Vang taught elementary education in Milwaukee, Wisconsin. Prior to joining Trinity, Dr. Vang held teaching positions at the University of Wisconsin-Milwaukee and Marquette University. Her current areas of interests include literacy and language acquisition for minority language speakers. She is a member of the American Educational Research Association and has presented on the educational experiences of minority students, including language learners.

Brandon Waybright, MFA
Assistant Professor of Graphic Design
2013
BA Westmont College
MFA Otis College of Art and Design

With extensive experience as a designer and publisher, primarily working with musicians, artists, and cultural organizations, Professor Waybright’s practice employs design as a tool for exploration and community intervention. He is the author and designer of Los Angeles Mythology, a collection of visual and written poetry that was released in 2013 at the Museum of Contemporary Art in Los Angeles, California. His areas of research include multi-sensory design experiences, methods of interdisciplinary collaboration, and design as an agent for community. His approach to teaching centers on visual thinking and social responsibility, encouraging students to explore diverse ways of making as they construct their own fulfilling practices.

Paul A. Worfel, PhD
Associate Professor of Education
2011
BME, Central Michigan University
MM, Eastman School of Music
MA, Western Michigan University
PhD, Indiana University

Dr. Worfel is Associate Professor of Education and Director of the Division of Education. Prior to obtaining his doctorate from Indiana University (Bloomington) in Curriculum and Instruction, Worfel completed 19 years in public school in the area of music education. In addition to his doctorate, he has a Masters from Western Michigan
University in Philosophical and Sociological Foundations of Education and a Masters from Eastman School of Music in Performance and Literature. Besides his experience as a public school teacher he also served for eight years as founder and executive director of Homes In Service Ministries, a foster care program for hard-to-place teenagers located in Rochester, N.Y. His research interests include rural education, grading and assessment, along with pre-service teacher education.

Julia Wright, MA  
Visiting Assistant Professor of Graphic Design  
2013

MA Trinity Evangelical Divinity School  
BS Biola University

Julia Wright has worked in Graphic Design and Marketing & Communications for 15 years, focusing on non-profit educational institutions including Biola University, Trinity International University, several churches, and various Christian non-profits dedicated to missions and leadership training. Most recently she served as the Associate Director of Marketing and Communications at Lake Forest Country Day School. She also runs her own graphic design and marketing & communication consulting business. Her experience includes extensive work in print design, web design, email marketing, photography, advertising, and internal communications. Julia is passionate about the integration of art and theology across all spectrums of media and contexts, and more specifically as it relates to the use of art in worship in the church. Her integrative paper for her master's degree at Trinity Evangelical Divinity School explored the history of the use of images in the church since the reformation. As an artist, Julia works with photography, oil painting, and assemblage. She is passionate about helping students unlock their potential as artists and graphic designers and helping them understand their place as artists in Christ's Kingdom.

Peter L. Wright, EdD  
Associate 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 Dean, College and Graduate School  
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.

*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.

Paige Cunningham
Affiliate Professor of Law and Bioethics
Executive Director of The Center for Bioethics & Human Dignity
2010
BA, Taylor University
MA, Trinity Graduate School
JD, Northwestern University School of Law

Paige Comstock Cunningham is executive director of The Center for Bioethics & Human Dignity. She is also a Fellow at the Wilberforce Forum’s Council for Biotechnology Policy, a Fellow at the Institute for Biotechnology and the Human Future, and a Trustee of Taylor University. Cunningham is an adjunct professor of law at Trinity Law School and Trinity Graduate School. She was an adjunct instructor at Wheaton College for eight years. She graduated from Taylor University (summa cum laude) and earned her JD from Northwestern University Law School and an MA in Bioethics from Trinity Graduate School. Cunningham lectures and has published numerous articles, editorials, and book chapters in the areas of law, bioethics, and public policy. She has testified before congressional committees at the state and national level and has appeared frequently on radio and television.

Donald Erickson, 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.
## 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
<th>Degrees and Institutions</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
| Carol L. Kennett, PhD       | Professor Emerita of Education | 1996-2012 | BA, Eastern College  
MA, Immaculata College  
PhD, University of Pennsylvania |
| Carmen T. Mendoza, PhD      | Associate Professor Emerita of English/Communication | 1985-2012 | BA, Asbury College  
MA, Northeastern Illinois University  
PhD, Loyola 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 |
| Steven R. Pointer, PhD      | Professor Emeritus of History | 1985-2012 | BA, Duke University  
MA, Trinity Evangelical Divinity School  
PhD, St. Andrews University |
| Paul A. Twelker, EdD        | Professor Emeritus of Psychology | 1984-2004 | BA, San Diego State University  
MA, EdD, University of California–Los Angeles |
| Timothy J. Voss, MS         | Associate Professor Emeritus of Human Performance and Wellness | 1990-2012 | BA, Trinity College  
MS, University of Illinois |
| Clifford E. Williams, PhD   | Professor Emeritus of Philosophy | 1982-2012 | BA, Wheaton College  
PhD, Indiana University |
Endowed Faculty Chairs

The G. W. Aldeen Chair of International Studies is provided by Mr. Aldeen's children, June Aldeen Anderson and the late Norris Aldeen.

The Wesley Anderson Chair of Business: Given in honor of his outstanding fiscal leadership and service to the university. Wes served on the Trinity College Board and later as a full-time staff member for 13 years. The chair of the business department at the college will occupy this chair.

The Eva Cornelius Chair of Christian Education has been funded by Miss Eva Cornelius to advance the Christian education ministry of the seminary.

The Franklin and Dorothy Forman Chair of Christian Ethics and Theology is funded by Mr. and Mrs. Forman.

The Jeanette L. Hsieh Chair of Educational Leadership: Given in honor of Dr. Jeanette Hsieh's outstanding leadership at Trinity International University for more than 15 years. Dr. Hsieh has been a faithful servant to Trinity. She has served in numerous roles: Dean of the College and Graduate School, Provost/Executive Vice President, and Interim President. The Director of the PhD (Educational Studies) occupies this chair.

The ReachGlobal Mission Chair is funded by ReachGlobal of the Evangelical Free Church of America.

The Susan B. Stover Chair for Leadership in Christian Higher Education: The Dean of the college and/or graduate school will occupy this chair in perpetuity. In the event that the college/graduate school is reorganized the President will designate which Dean will occupy this chair in consultation with the donors or their representatives.

The Tite Tiénou Chair of Mission and Global Theology: Given in honor of Dr. Tite Tienou's outstanding leadership in this area. Once he retires as dean, Dr. Tiénou will occupy this chair as long as he continues as a full time TIU faculty member. Successors to this chair will have a proven commitment and ability to continue Dr. Tiénou's leadership in mission and global theology as determined by the President and in consultation with the donors or their representatives.

The William Washington Chair of Student Leadership: Given in honor of his outstanding leadership in student affairs for more than 25 years. Dr. Washington has been a faithful servant to his alma mater during this time frame. The Senior Vice President for Student Affairs will occupy this chair.

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.

Graham Aitken, MA
Lecturer in Christian Ministries, 2011
BA, MA, Trinity International University

Mallory Albertyn, MA, ATC
Lecturer in Health Science, 2012
BA, Trinity International University
MA, Trinity Graduate School

David Barshinger, ThM
Lecturer in Church History, 2013
BA, Cedarville University
ThM, Dallas Theological Seminary
PhD Candidate, Trinity Evangelical Divinity School

Amit Bhatia, MDiv
Lecturer in Christian Ministries, 2011
BA, Augustana College
MDiv, Trinity Evangelical Divinity School
PhD (ABD), Trinity Evangelical Divinity School

Sarah Beyer, MA
Lecturer in Christian Ministries, 2013
BA, Trinity International University
MA, Trinity Graduate School

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

Paul Brown, MDiv
Lecturer in Biblical and Religious Studies, 2006
BM, SUNY Postdam
MA, MDiv, Gordon-Conwell Theological Seminary

Matt Boutilier, MDiv
Lecturer in Christian Ministries, 2011
BS, Moody Bible Institute
MDiv, Baptist Bible Seminary
John Cannon, PhD
*Lecturer in Chemistry, 2008*
BS, Duke University
PhD, Princeton University

Eldon Carlson, MDiv
*Lecturer in Christian Ministries, 2013*
BA, Grace University
MDiv, Grace Seminary

Lisa Carriere, MA
*Lecturer in English, 2012*
BA, Wheaton College
MA, Northern Illinois University

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

Gina Cho, CPA, MAS
*Lecturer in Business, 2012*
BS, University of Illinois Urbana-Champaign
MAS, University of Illinois Urbana-Champaign

Dixie Davis, MA
*Lecturer in Psychology, 2012*
AA, College of Lake County
BA, MA, National Louis University

Mark Dillon, PhD
*Lecturer in Business, 2008*
BA, Bethel College
MDiv, Trinity Evangelical Divinity School
PhD, The Union Institute and University

Paul Eisenmenger, CPA, MBA
*Lecturer in Business, 2012*
BA, Judson College
MBA, DePaul University

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

Richard Gascho, DMin
*Lecturer in Christian Ministries*
BA, Trinity College
MDiv, Grand Rapids Seminary
Thm, Calvin Seminary
DMin, Trinity Evangelical Divinity School

Victoria Gascho, PhD
*Lecturer in Christian Ministries, 2011*
RN, Montcalm College
M. Min, Moody Bible Institute
PhD, Trinity Evangelical Divinity School

Mark Gerhardt, JD
*Lecturer in Sociology, 1998*
BA, University of Illinois
JD, John Marshall Law School

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

James Gordon, MA
*Lecturer in Philosophy, 2013*
BA, University of Michigan
MA, Trinity Evangelical Divinity School
PhD (ABD), Wheaton College Graduate School

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

Ginger Hill, MS
*Lecturer in Human Performance and Wellness, 2013*
BS, MS, Purdue University
Master Certified Health Education Specialist (MCHES)

Britt Hopkins, MA
*Lecturer in Interdisciplinary Studies, 2008*
BA, Trinity International University
MA, Trinity Evangelical Divinity School

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

Jason Irwin, MA
*Lecturer in Human Performance and Wellness, 2013*
BA, Emmaus Bible College
MA, Trinity Evangelical Divinity School

Katherine Jeffery, MACS
*Lecturer in Christian Ministries, 2008*
BA, BS, Indiana University
MEd, Clemson University
MACS, Trinity Evangelical Divinity School

Charlene Kalebic, JD
*Lecturer in Political Science and Business, 2005*
BA, Augustana College
JD, Loyola University of Chicago Law School

Wayne Kijanowski, MDiv
*Lecturer in Computer Information System, 2001*
BA, Northeastern University
MDiv, Trinity Evangelical Divinity School
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 Human Performance and Wellness, 2008*  
BA, Augustana College  
MS, University of Bridgeport

Daniel MacKinney, EdD  
*Lecturer in Spanish, 2011*  
BA, University of Illinois  
MA, Middlebury College  
EdD, Loyola University

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

Susan Matheson, MA  
*Lecturer in Education, 2011*  
BA, Trinity College  
MA, Saint Xavier University

Richard McLaughlin, MA  
*Lecturer in Christian Ministries, 2011*  
BA, University of Notre Dame  
MA, Moody Theological Seminary  
PhD student, Talbot School of Theology

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

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

Gregory Norwine, MRE  
*Lecturer in Biblical Studies, 2013*  
BA, University of Missouri, Columbia  
MRE, Trinity Evangelical Divinity School

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

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

Jillian Ross, MDiv  
*Lecturer in Christian Ministries, 2011*  
BA, Maranatha Baptist Bible College  
MDiv, Central Baptist Theological Seminary

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

Yacouba Sanon, MTh  
*Lecturer in Biblical Studies, 2013*  
MTh, Faculté de Théologie Evangélique de l’Alliance Chrétienne  
PhD candidate, Trinity Evangelical Divinity School

John Simons, MA, JD  
*Lecturer in English, 2011*  
BA, University of Florida  
MA, Reformed Theological Seminary  
JD, University of Florida College of Law

David Smith, EdD  
*Lecturer in Christian Ministries, 2011*  
CE, BA, Taylor University  
MA, Trinity International University  
EdD, Southern Baptist Theological Seminary

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

Jennifer Strehler, MS  
*Lecturer in Mathematics, 2006*  
BA, 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

Anne Tohme, MDiv  
*Lecturer in Biblical and Religious Studies, 2008*  
BA, John Brown University  
MDiv, Trinity Evangelical Divinity School
Angie Ward, PhD  
*Lecturer in Christian Ministries, 2011*  
BA, Trinity International University  
MA, Denver Seminary  
PhD, Southern Baptist Theological Seminary

Jessica J. Willson, ThM  
*Lecturer in Philosophy, 2013*  
BA, Maranatha Baptist Bible College  
MDiv, Maranatha Baptist Seminary  
ThM, Trinity Evangelical Divinity School

Kimberly Woodward, MS  
*Lecturer in Human Performance and Wellness, 2005*  
BA, MS, Illinois State University  
MA, Northern Illinois University (degree anticipated 2013)  
PhD (ABD), Trinity Evangelical Divinity School
Undergraduate Admissions

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 (Late March, Early April). Each event is slightly different, but all of them include the following:

- Opening Session
- President’s Welcome breakfast
- College Chapel Service
- Campus and Residence Hall Tours
- Class Visit
- Lunch in Hawkins Hall
- 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 the residence halls 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 http://undergrad.tiu.edu/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-schooled student, and information/explanation of curriculum used for home schooling.
Official College Transcripts (if applicable): Request official college transcripts from each college you have attended. Your application cannot be processed until we receive all official college transcripts. 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, test scores can be 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. The ACT or SAT is 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 suggests that students complete the Free Application for Federal Student Aid (FAFSA). This form should be completed by April 1 to insure the best financial aid package possible. Every student who completes the FAFSA will receive a minimum of $2,000 in institutional aid. The school code is 001772. Students are encouraged to 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
- Graduated in the top half of their high school class

Students who do not fully meet the academic requirements for admission are considered if there are factors that point to probable success. This decision is made by the Admissions Committee.

Applicants for whom English is not their native language must take the Test of English as a Foreign Language (TOEFL). Applicants with acceptable TOEFL scores may 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 Licensure: Persons who have earned a bachelor’s degree and seek enrollment at Trinity in order to meet Illinois Teacher Licensure requirements. Students must meet with the Division of Education prior to enrollment.

Visiting Student: A student not pursuing a degree program but desiring to be admitted for part-time studies (a maximum of 6 hours of credit per semester or one course per May Term session). A simplified admission procedure is used. 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.

Leave of Absence: A regular student, as defined above, who does not enroll in classes for one semester (summer excluded). A student who desires a leave of absence for a period of one semester should request a Leave of Absence (LOA) from the Student Affairs Office. This apprises Trinity of student program plans, and enables appropriate serves to be provided. A student on an approved leave of absence is considered active and campus services such as library, e-mail, faculty, etc. are available. Student accounts must also be in good standing for a student to remain active and be able to register for the next semester.

Dual Enrollment Student: A high school student who is enrolled at TIU in order to earn college and possibly high school credit (pending approval of their respective high school guidance office). These students must apply and be accepted into the program. A simplified admission procedure is used. Dual enrollment students are registered after University student registration is complete. A dual enrollment student may take up to two (2) courses per semester as a high school junior and up to three (3) courses per semester as a high school senior.

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.) Though practicing a fairly liberal transfer policy, the university reserves the right to accept only courses that are equivalent in content, objectives, and extent to those offered by Trinity. Students may receive credit for subjects not offered at Trinity when approved by the Associate Dean and validated by the University Registrar. For further information see Transfer Credit Policy on p.67.
## Finances

### College Tuition and Other Expenses

**Tuition Per Semester 2013-2014**

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11 hours, per hour</td>
<td>$1,100</td>
</tr>
<tr>
<td>12-18 hours, per semester</td>
<td>$13,195</td>
</tr>
<tr>
<td>Credit hours over 18, per hour</td>
<td>$550</td>
</tr>
</tbody>
</table>

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

**May Term**, per hour $353

| May Term, audit per hour | $75 |

Online Summer Course, per hour $450

### Meal Plans

- **Hawkins All Access plan (unlimited meals)** $2,305
- **Block 240 meal plan** $2,060
- **Block 210 meal plan** $1,890
- **Block 140 meal plan** $1,650
- **Block 100 meal plan** $1,325
- **Limited Availability**

### 10 Meal Pass $82

The Block 100 meal plan is available to clinical practitioners (student teachers). Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block 240, 210, or 140 meal plan during the fall semester.

The 10 Meal Pass is available to students who are approved to live in Senior Privileged Housing, who are apartment residents, or who live off campus.

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

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

### Residence Hall (includes voice mail service)

Carlson, Johnson & Madsen Halls

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$2,740</td>
</tr>
<tr>
<td>Double</td>
<td>$2,255</td>
</tr>
</tbody>
</table>

Trinity Hall

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>$3,225</td>
</tr>
<tr>
<td>Double with Living Room</td>
<td>$2,560</td>
</tr>
<tr>
<td>Double without Living Room</td>
<td>$2,360</td>
</tr>
</tbody>
</table>

May Term Room (Double) $350

### Fees

- **Comprehensive Fee** $190
- **General Instructional Fee** (in addition to Science, Health Science, HPW, Computer, and Music fees) $30

### Part-Time Students

**Tuition**

- Per hour, 1-11 hours $1,100
- Audit, per hour $75

### Fees

- **Comprehensive Fee (6-11 hours)** $95
- **General Instructional Fee (6-11 hours)** $15
  (in addition to Science, Health Science, HPW, Computer, and Music fees)
Health Insurance
Trinity offers a student health insurance plan, details are available at my.tiu.edu. 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
Deferment Fee
Students not participating in the traditional Trinity Alternative Payment Plan (TAPP) will be charged a deferment fee of 1 percent per month for any outstanding balance on their student account.

Failure to 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 (12+ hours). (Course fees are still required). Part-time students per hour. $75.00

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: $190.00
Part-time students: $95.00

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): $75.00
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 forms are available on the Records Office website: [www.tiu.edu/transcripts](http://www.tiu.edu/transcripts/).

- 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. These rates apply to both commuter and residential students. Freshman vehicle stickers are available on a limited basis.
  - First vehicle, per semester: $40.00
  - Each additional vehicle, per semester: $5.00

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) at [www.fafsa.gov](http://www.fafsa.gov). 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 $20,000 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  finaid@tiu.edu
Financial Aid Office  847.317.8060  800.435.8805
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 when measuring academic progress to determine financial aid eligibility. These standards apply to all students who receive institutional, state, and federal Title IV funds administered by the University. Federal Title IV programs include Direct Loans, federal Perkins Loans, and federal Work-Study.

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

1. Qualitative Standards of Academic Progress

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

   - Freshman  1.6 CGPA
   - Sophomore  1.8 CGPA
   - Junior  2.0 CGPA
   - Senior  2.0 CGPA

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

2. Quantitative Standards of Academic Progress or PACE

   Financial aid recipients are expected to complete a degree within 150 percent of the expected rate of completion. The Department of Education dictates that the student must successfully complete attempted course work at a specified PACE. PACE is defined as the number of cumulative successfully completed credit hours divided by the cumulative number of credit hours attempted. At TIU, students much achieve a PACE of 67 percent in order to complete degree requirements within the maximum timeframe allowed.

   - Credit hours transferred in from another institution that are accepted toward the student's educational program must be counted as both attempted and completed hours.
   - Course incompletes and withdrawals will count toward “hours attempted” and will negatively affect PACE.
   - Successful retaking of a course may improve PACE.

3. Failure to Meet the Satisfactory Academic Progress Standards

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

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

   Financial Aid Appeal
   Under certain circumstances, students who fail to meet Satisfactory Academic Progress after the Warning Semester may submit a written appeal. An appeal may be submitted under the following circumstances: Death of a relative, injury or illness of a student, or other special circumstances. The written appeal must include the following:

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

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

A student who submits a financial aid appeal will be notified in writing of the results of the appeal. A successful appeal results in one term of Financial Aid Probation.

Financial Aid Probation
A student on Financial Aid Probation may receive institutional, federal, and state financial aid funds for one semester or specified time period. At the end of the Probationary semester or specified time period, the student must meet Satisfactory Academic Progress standards in order to receive financial aid in subsequent semesters. Only one semester or specified time period of Financial Aid Probation is allowed in a student’s academic program.

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 state your intentions by returning your award letter 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 Direct Loan 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. Online Entrance counseling should be completed at:
   - Direct Loans: www.studentloans.gov
   - Perkins Loan: www.mappingyourfuture.org

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 $15,000 and $20,000 tuition awards 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 $15,000 and $20,000 tuition 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 & Faculty Academic Scholarships
These scholarships require outstanding academic performance. A student is eligible for a Presidential Dean’s or or Faculty Scholarship as an incoming student when he or she meets the requirements in the following table.
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>ACT/SAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>$12,000</td>
<td>28+ / 1240</td>
<td>3.25 -3.75 (or 4.0 with 20 ACT min/1000 SAT min)</td>
</tr>
<tr>
<td>Dean’s</td>
<td>$11,000</td>
<td>22-27/ 1050-1230</td>
<td>3.25-3.74 (or 2.75 with 26+ ACT)</td>
</tr>
<tr>
<td>Faculty</td>
<td>$10,000</td>
<td>22/1050</td>
<td>2.75-3.24 (or 3.5 with 20 ACT min /950 SAT min)</td>
</tr>
</tbody>
</table>

**The Phi Theta Kappa Scholarship**

These scholarships are offered to recognize Phi Theta Kappa members for their outstanding merit achievement in college. As such, TIU has developed the Phi Theta Kappa Scholarship in order to reward this successful start in college. The Phi Theta Kappa Scholarship is a renewable award worth a total of $1,500 per year. This scholarship is stackable upon any other merit-based aid (i.e., Dean's or Presidential Scholarship).

**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 respectfully determines these awards. For further information, please contact either the Music or Athletic department as appropriate.

**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 Stover Opportunity Grant*

This need-based grant assistance is awarded, as funds permit, to full-time students. It requires the completion of the Free Application for Federal Student Aid (FAFSA). The award amount varies. Contact the Financial Aid Office for details.

*Trinity Out-of-State Grant*

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 who are Illinois residents for help in paying tuition and mandatory fees. Maximum amount in 2012-2013: $4,720.

**Federal Grants and Loans**

*Federal Pell Grant*

Awarded to students for help in paying tuition and education-related costs. Maximum amount in 2012-2013 $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*

A low-interest loan that students borrow on their own behalf. FAFSA completion is required to determine eligibility. Repayment begins six months after graduation or if the student drops below half time status.

*Federal Carl D. Perkins Loan*

A low-interest loan that students borrow on their own behalf. FAFSA completion is required to determine eligibility. Repayment begins nine months after graduation or if the student drops below half time status.

*Federal Direct Parental Loan to Undergraduate Students (PLUS)*

A low-interest loan that parents borrow on the student’s behalf. The FAFSA completion is required to determine
eligibility. 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*
A grant of $500 awarded to students with at least one parent who graduated from Trinity.

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

*Waybright Diversity Grant*
An annual award of $500 that supports ethnic diversity at Trinity. Awarded to 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*
An annual award of $500 for all full-time students enrolling at Trinity who have another family member also pursuing an undergraduate degree as a full-time student at Trinity.

*Trinity Church Partnership Grant*
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 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 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*
Awarded to a full-time student who is the son or daughter of an ordained EFCA pastor currently serving in a local Free Church, as a Free Church missionary, or in another denominational or ministry position. New students receiving the EFCA Ordained Family Scholarship are guaranteed to receive a total of $13,000 in gift aid from Trinity each year they maintain eligibility.

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

*Gwendolyn Voss Memorial Scholarship*
Awarded to a female who demonstrates her love for the Lord and a desire to serve him. The recipient should evidence a quiet noncompetitive spirit and a desire to help those who are disadvantaged.

*James Lew Memorial Scholarship*
Award based on financial need. The recipient must be a junior or senior with at least a 3.0 GPA. This award is based on financial need.

*The Janis L. Carlson Elementary Education Scholarship*
An annual award of $1,000 (or more) given to a full-time student majoring in Elementary Education. The
recipient is chosen by the Financial Aid Office on the recommendation of the Elementary Education faculty. It is intended that the student receive this scholarship annually 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.

**Mephiboseth Endowed Scholarship**
A renewable scholarship established by Fellowship Homes Inc. in memory of Peter DeKorte for full-time students who have a physical impairment that is likely to continue indefinitely. Applicants are required to include a letter explaining their impairment and the likelihood of employment during the academic year. This scholarship is renewable.

**Peter Lu Memorial Scholarship**
Awarded to a returning sophomore or junior student majoring in chemistry or biology who, in the judgment of the science faculty, demonstrates the qualities that Peter Lu exemplified, that is 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 MyTIU. 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 the semester. Failure to finalize payment arrangements will result in a $200 fine assessed to registered students following the second week of the semester.

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

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

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

**Trinity Alternative Payment Plan (TAPP)**
The TAPP allows students to divide total semester costs into installments by enrolling in a three-, four-, or five-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 forms are available at www.tiu.edu/accounting.

**TAPP Payment Terms**

**Fall Semester**
- 5 Months  July 15, Aug.15, Sept. 15, Oct. 15, Nov. 15
- 4 Months  Aug. 15, Sept. 15, Oct. 15, Nov. 15
- 3 Months  First day of semester, Oct. 15, Nov. 15

**Spring Semester**
- 5 Months  Dec. 15, Jan. 15, Feb. 15, Mar. 15, Apr. 15
- 4 Months  Dec. 15, Jan. 15, Feb. 15, Mar. 15
- 3 Months  First day of semester, Feb. 15, Mar. 15

**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.

**University Email Messaging**
The Student Accounting Office uses the university's Google Apps system for notification of important information and deadlines. It is the student's responsibility to check his or her university e-mail.

**Outstanding Balances**
Any student 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 financial aid such as scholarship, grants, or loans. Deferment fees are charged on the last working day of each month.

The current semester's bill must be paid in full or be up to date on a traditional TAPP 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 or a diploma.

**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 during the fall and spring semesters:

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

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 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

**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 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 any reduction of financial aid. Students who find that they need to reduce their academic load will be refunded tuition and fees according to the policies listed above.

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

Accreditation
Trinity was accredited in 1969 by the Higher Learning Commission.
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

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 Illinois Professional Educator License.

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. Students enrolled in the traditional undergraduate program of Trinity College may take up to one online course per semester. (Note: an additional fee may apply for online courses.) Students are advised that Trinity’s online courses are accelerated, and that they should anticipate a heavy workload during any six-week period when they are enrolled in an online course. During summer term (including May term), students may enroll in up to 12 credit hours of online and face-to-face Trinity classes. However, they may enroll in no more than six credit hours (or two courses) concurrently.

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
A   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 (58 or more hours); course not applied to general education, major, or minor requirements; one course per semester; and a maximum of 12 hours with a P grade applicable to meeting the 126-hour graduation requirement. Student must file application for Pass / No Credit option by the third week of the semester.
corresponding to the last day to add a class. Once selected, this option may not be returned to the letter-grade system.

**NC — No Credit:** indicates that a student who opted to take a course under the Pass / No Credit option did not attain a “C-” or higher level of scholastic achievement. The NC grade is not computed into the Trinity grade point average.

**AU — Audit:** indicates regular involvement in the intellectual investigation of a course, even though academic credit is not received and hours are not counted in the computation of grade point average. Students may change from audit to credit up to the fifteenth day of the semester and from credit to audit up to the tenth week of the semester.

**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 of College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-25</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26-57</td>
</tr>
<tr>
<td>Junior</td>
<td>58-91</td>
</tr>
<tr>
<td>Senior</td>
<td>92+</td>
</tr>
</tbody>
</table>

### Scholastic Status

#### Honors

**Dean’s List:** Students who earn at least 12 hours and a 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 with a minimum of 48 credit hours of Trinity work 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>
*Including transfer credits but not grades.

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

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

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

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

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 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 (TIIAccess) 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 assessed. Individual courses may be added through the end of the tenth teaching day of the semester. Beginning the sixth teaching day, and prior to the end of the tenth week of the semester, a student may drop a class and receive a withdrawal grade 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.

**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.
Transfer Credit Policy: Trinity is pleased to receive credits from other postsecondary institutions to fulfill degree requirements, subject to the following criteria and limitations:

- The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including—but not limited to—regional accrediting agencies, such as the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), national accrediting agencies such as the Association for Biblical Higher Education (ABHE) and the Transnational Association of Christian Colleges and Schools (TRACS), and specialized accrediting agencies such as the National Association of Schools of Music (NASM). (For a complete listing of recognized accrediting bodies and accredited institutions, see the USDE Database of Accredited Postsecondary Institutions and Programs at http://ope.ed.gov/accreditation.) A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity course work at a cumulative GPA of 2.5 or higher.

- The student must have received a grade of “C” or higher (or its equivalent) from the sending institution in all course work presented for transfer.

- Trinity credits are based on semester hours, so credits from institutions that grant credits according to other delivery systems (e.g., quarters, trimesters) will be adjusted accordingly and proportional credit received.

- The General Education course IDS 150 and the capstone course in each major are nontransferable; they must be taken at Trinity.

- The General Education courses BI 101/110R, BI 111/120R, and BI 210/BI 210R are transferable, but the credits received to satisfy these requirements must be from sending institutions that are members of the Council for Christian Colleges and Universities (CCCU) or that are accredited by ABHE or TRACS.

- A maximum of 82 credits may be transferred into a BA degree program at Trinity.

- At least 30 of the last 45 credits (exclusive of credits by examination) applied to a degree must be taken at Trinity or in a nonresident program of study authorized by the faculty.

- Matriculated students may transfer in a maximum of 20 percent of the credits remaining to complete their program requirements.

- Students who complete an Associate in Arts degree at an accredited institution are guaranteed a minimum of 60 transfer credits. The A.A. degree fulfills general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category. Students with an A.A. degree must fulfill the Christian Thinking and Living course requirements in accordance with established policies.

- The Illinois Articulation Initiative’s general education core, completed at an accredited Illinois institution, fulfills the general education requirements in all categories with the exception of the Foundations of Christian Thinking and Living category. Students who complete the IAI general education core must fulfill the Christian Thinking and Living course requirements in accordance with established policies.

- To facilitate an efficient transfer processes, Trinity maintains a database of transfer articulation agreements involving individual courses, as well as blocks of courses taken at other institutions, including (but not limited to) area community colleges and online course offerings (see www.tiu.edu/transfer). The Records office can also facilitate preapproval of transfer course work according to university policies.

- Students who wish to appeal an evaluation of credits presented for transfer may do so in writing to the Dean of the College and Graduate School or designee.

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 licensure in elementary education or secondary education should be aware that the programs are accredited by and subject to Illinois State Board of Education curriculum requirements. While every effort will be made to apprise students of changes, they must fulfill these requirements to be 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. 124 semester hours of credit. Included in this are those hours required in general education and the student’s major field of study. A maximum of 12 hours of applied music (except music majors), 4 hours of Preparation for College Studies (PCS) classes, 4 hours of drama production, 6 hours of human performance and wellness activity courses, and 12 hours of internship will count toward graduation.

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

3. Successful completion of the general education requirements.

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

5. Fulfillment of the Service Learning requirement. Each full-time student is required to complete 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 Career Services Office, which administers service learning, 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 15 of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15 of the anticipated graduation year. The following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:

   A. Application for Graduation form

   B. When approved by faculty, any “Substitution/Waiver Form” should also be submitted to the Records Office for processing.
C. “6-Hour Contract,” if applicable, for Commencement participation (see below)

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 specifications to general education requirements located in the “Division of Education” section of the catalog.

Purpose

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

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

General Education Requirements (47-62 hours)

Foundations of Christian Thinking and Living (goals 1, 4, 5) 13 hrs

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 150</td>
<td>Foundations of Christian Thinking and Living</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 499X</td>
<td>Integrative Thought Capstone</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

Foundations of Life Long Learning (goals 2, 3, 5) 19-26 hrs

Communication Skills (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing*</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Arts and Humanities (9 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one of the following (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Studies in Poetry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Studies in Fiction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 224</td>
<td>Studies in Drama</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one of the following (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 231</td>
<td>Art Appreciation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ART 233X</td>
<td>Comparative Arts</td>
<td>3 hrs</td>
</tr>
<tr>
<td>IDS 301/302</td>
<td>The Western Cultural Heritage I/II (6)†</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 231</td>
<td>Music Appreciation</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Quantitative and Analytical Reasoning (7-12 hrs)**

*Choose one of the following (4 hrs):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 103</td>
<td>Introductory Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 105S</td>
<td>Environmental Biology</td>
<td>4 hrs</td>
</tr>
<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 140</td>
<td>Survey of Anatomy and Physiology</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

*Choose one of the following (3-6 hours):*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 101</td>
<td>Contemporary Chemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
<td>4 hrs</td>
</tr>
<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>HPW 351X</td>
<td>Biomechanics and</td>
<td></td>
</tr>
<tr>
<td>HPW 454X</td>
<td>Measurement, Research, Statistics &amp; Technology</td>
<td>3 + 3 hrs</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PS 101</td>
<td>Earth Science</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PS 110</td>
<td>Introduction to the Physical World</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

(Note: The following requirement is waived for students who have earned an ACT Math subscore of 25 of 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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 117</td>
<td>Mathematics in the Modern World</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 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.

† 3 credits apply here and 3 may be used in the Historical and Cultural Contexts category under Foundations of Cultural and Global Perspectives.

‡ Students whose ACT Math subscore is lower than 17 (or whose SAT Math subscore is lower than 400) and/or who haven’t successfully completed a high school Algebra II course need to take MA 116 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</th>
<th>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>3 hrs</td>
</tr>
</tbody>
</table>

**Economic, Social, and Political Structures (3 hrs)**

*Choose one of the following (3 hrs):*

<table>
<thead>
<tr>
<th>Course</th>
<th>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</th>
<th>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>
</tbody>
</table>
MUH 211 Survey of World Music 3 hrs
SOC 330 Race and Ethnic Relations 3 hrs
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 two years of high school study with grades of C or better. 0-8 hrs

Foundations of Personal Growth, Health, and Wellness (goals 4, 9) 6 hrs
Choose one of the following (3 hrs)
HPW 180 Introduction to Health and Wellness 3 hrs
HPW 190 Foundations of Human Performance and Wellness 3 hrs
HPW 202X Nutrition 3 hrs
Choose one of the following (3 hrs)
HPW 228X Sport and Wellness Psychology 3 hrs
PSY 140 Introduction to Psychology 3 hrs
PSY 210 Life Planning 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 Athletic Training Education (CAATE) and will qualify the student to take the Board of Certification (BOC) examination 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/Pre-Physician Assistant: designed to combine a solid theoretical foundation in the sciences with clinical education experiences to prepare students for admission into post-graduate professional physician assistant programs.

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 an Illinois Professional Educator License at the middle and high school levels (grades 6-12).

Business: designed to equip students with practical skills based on a strong academic foundation for success in business and other organizations. The major prepares graduates for administrative careers in businesses or nonprofit organizations, as well as for potential graduate work. Emphases include accounting, entrepreneurship, general business, human resources, management, marketing, ministry and nonprofit management, organizational leadership, and social entrepreneurship.

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 and family ministries, counseling/social services, intercultural ministries, pastoral ministries, and youth ministries.

Communication: designed to enhance students’ skills in oral, written, and visual communication. The major offers emphases in business communication, contemporary media, communication for ministry and relational communication in preparation for communication careers in public relations, human resources, ministry, 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 Illinois Professional Educator License 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 Licensure: provides an emphasis on language and literature. It enables students to communicate clearly and effectively and to develop skills in the interpretation and evaluation of literature. This major includes professional preparation for teaching of English and for other careers that demand a strong liberal arts background. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the middle and high school levels (grades 6-12) 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.

Graphic Design: focuses on theoretical concepts, practical skills, and contemporary tools involved in designing effective communication for print and digital media.

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 Licensure: 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 Illinois Professional Educator License that is valid for teaching at the middle and high school levels (grades 6-12) 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 Licensure: designed to provide students with a solid foundation in mathematics and a thorough understanding of current teaching methodologies. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License that is valid for teaching at the middle and high school levels (grades 6-12) in Illinois.

Music: designed to provide a solid, broad-based foundation in the understanding, teaching, and performance of music, with emphases in seven areas: arts administration, church music, contemporary music, music and missions, performance, piano pedagogy, psychology, and theory/composition. The major prepares students for careers such as private teaching, performance, music business or management, music ministry, and graduate study.

Music Education/K-12: designed to prepare students for state licensure 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 Illinois Professional Educator License that is valid for teaching music for 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.

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 124 to 115. 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 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. 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**: BE 5001 Foundations for Integrative Thought in Bioethics (3 hours) replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
• Any Approved Undergraduate major, general education, or elective course: (3 hours) of graduate credit can replace 3 hours of undergraduate credit.

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:

- BE 5001 Foundations of Integrative Thought (3 hours)
- BE 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 Leadership Dual Degree

Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that pairs an MA in Leadership with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: psychology, business, education, communication and Christian ministries.

In this program, an undergraduate student may earn a graduate degree as early as the year following their senior year by taking graduate-level courses beginning their junior year. Nine hours of course work from the MA counts toward the BA. These nine overlapping hours are taken as part of the undergraduate load.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from their academic advisor and an advisor capable of assessing their performance in an ongoing or recent leadership role is required.

Transfer students may apply for the program if they have 70 hours of undergraduate course work, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity course work, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their advisors and the Associate Dean of TGS 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 Leadership Dual Degree

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**: LR 5001 Foundations of Integrative Thought (3 hours) replaces either BI 101 or BI 111 in general education category Foundations of Christian Thinking and Living.
- **One LR course** (3 hours) replaces 3 hours of undergraduate elective credit.

Junior Year:

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

Summer Before Senior Year:

- Optional: Student takes modular courses in the May/July Leadership Institute summer sessions.

Senior Year:

- Student completes requirements for BA graduation.
- Student takes graduate courses, schedule permitting.

Summer After Senior Year:

- Student takes modular courses in the May/July Leadership Institute summer sessions.
- Student completes coursework for MA program.
- Student completes requirements for MA graduation.
BA in Psychology with the Counseling Psychology Emphasis (CPE) and MA in Mental Health Counseling (MHC)

Trinity Evangelical Divinity School and Trinity College offer a dual Bachelor of Arts/Master of Arts degree that combines a BA in Psychology (Counseling Psychology Emphasis) with an MA in Mental Health Counseling. This is an accelerated program where courses taken from the Divinity School may be counted toward undergraduate requirements and where a student may apply as early as their junior year to the Mental Health Counseling (MHC) program at TEDS.

Interested students are advised to discuss the program with their advisor as early as possible to allow for expedient course planning and to assure that overlapping course requirements can be planned and scheduled.

Students may apply for acceptance to the Master of Arts (MA) in Mental Health Counseling Degree through Trinity Evangelical Divinity School and must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. They must also have a positive recommendation from their academic advisor or Psychology Department Chairperson. Transfer students may apply for the program if they have 70 hours of undergraduate 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.

In this program, an undergraduate student may earn 12-15 hours of graduate credit while completing an undergraduate degree in Psychology. These graduate hours are taken as part of the undergraduate load, resulting in a savings of graduate tuition. One course (usually 3 credit hours) of graduate credit per semester/session may be taken at a time starting in the junior year. Nine hours of course work from the MA may count toward the BA, reducing the required hours for the BA from 124 to 115.

Upon completion of the undergraduate degree, the student is approximately a full semester ahead as they continue graduate studies in the MA MHC program.

Junior Year: Upon completion of 70 hours with a 3.0 GPA and permission of their advisor or department chair, students may submit a Cross-Registration form (juniors need the signature of the College Academic Dean) to request permission to take graduate level courses (up to 3 graduate credits or one class per semester). It is strongly suggested that the student be a member of Psi Chi.* During their junior year they may submit an application and letter of recommendation to Trinity Evangelical Divinity School Admissions. To be accepted to the MA MHC program as part of the Dual Degree option the student must have an interview with a full-time faculty member from the Counseling Department.

*Psi Chi is the International Honor Society in Psychology.

Summer session before Senior Year: Students may take up to 3 graduate credits.

Senior Year: Students may take up to 3 graduate credits per semester, plus ID 5080 Formation Group as a recommended option in last undergraduate semester for 0 credits.

Undergraduate Bachelor of Arts Degree Psychology Major (Counseling Psychology Emphasis) completed either December or May of Senior Year.

Semester or Session (Summer) following final Senior semester: Students would be eligible to take a full load of graduate work. Graduate course work would continue until the Master of Arts Degree (Mental Health Counseling) is completed (2 ½ years).

Pre-Seminary Honors/Five Year MDiv

The Pre-Seminary Honors Program is a collaborative effort between Trinity College and Trinity Evangelical Divinity School. High academic-capacity honors students sensing an early call to ministry are guided through an educational process which includes:

- 2 years at Trinity College/TIU participating in the Pre-Seminary Honors Program. (The emphasis is upon liberal arts education and confirming one’s call to ministry.)
- 3 years at Trinity Evangelical Divinity School. (The normal MDiv, pending application and acceptance into TEDS during the fourth semester at TIU.)

The student will be in a five year formation group guided by a faculty mentor—with appropriate assessment procedures and plateaus established. Cooperation between the Christian Ministries Dept. (TC) and the Master of Divinity program (TEDS) results in a seamless “Pathway to Ministry” at Trinity International University. This program is distinctive, if not unique, in that it is designed to minimize costs and maximize the time involved in obtaining the pastoral ministry degree of Master of Divinity. See Christian Ministries department for a complete description of this program.
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):

Non-Departmental Minors (Interdisciplinary)
- Political Science
- Pre-Law
- Sociology

Department of Biblical Studies
- Biblical Studies
- Religious Studies

Department of Biology
- Bioethics

Department of Business
- Nonprofit Management
- Organizational Leadership
- Practical Leadership

Department of Christian Ministries
- Christian Ministries
- Intercultural Studies

Department of Communication
- Graphic Design

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

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

Department of Psychology
- Health Psychology
- Organizational Leadership

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.

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

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

Internship Program

The Internship Program 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 bachelor’s degree from a regionally accredited institution who want to be licensed 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 licensure. The nontraditional curriculum is in the Division of Education section of the catalog. Candidates must pass the Illinois Test of Academic Proficiency, the appropriate content-area test, the appropriate edTPA, and the appropriate Assessment of Professional Teaching test in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. 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, in 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 Preparation for College Studies (PCS) 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 all 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 on MyTIU.

Special Programs: Off Campus

Off-Campus Study Programs

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

Students planning to complete any of the following programs should register using the Temporary Registration course, TR 099C (15 hours), in the appropriate semester. Upon completion of the off-campus program, the student must request that an official transcript be sent to the Trinity University Records Office from the school at which they completed their off-campus 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 off-campus semester courses on the Trinity transcript. Each completed course title will be posted under the IDS program description, and course grades with the GPA calculation will also be posted.

Special Off-Campus Study Program Course Designations:

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
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 337 India Studies Program
IDS 338 Ambex Program (Germany)
IDS 351 Consortium Student Visitor Program: Asbury
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
Academic Majors and Minors by Department

Interdisciplinary Studies

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

Division: Varied

Majors: General Studies, Humanities, Social Science

Minors: Political Science, Pre-Law, Social Science

General Studies Major
Requirements total 60 hours, which are distributed among three divisions. 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 divisions selected.

Prioritize three divisions from the following:

Division of Biblical, Religious, and Philosophical Studies
- Bible
- Biblical and Religious Studies
- Christian Ministries
- Greek and Hebrew
- Philosophy

Division of Education
- Education

Division of Humanities
- Art
- English
- Geography
- History
- Humanities
- Modern Foreign Language (e.g., Spanish)
- Music

Division of Science, Technology, and Health
- Biology
- Chemistry
- Computer Information Systems
- Health Sciences
- Human Performance and Wellness
- Mathematics
- Physics and Physical Science

Division of Social Sciences
- Business
- Communication and Graphic Design
- Political Science
- Psychology

DIVISION 1 Complete 30 hours, with a minimum of 12 hours in 300-level or above courses
DIVISION 2 Complete 18 hours, with a minimum of 6 hours in 300-level or above courses
DIVISION 3 Complete 12 hours, with 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 the Business Department, Communication Department, Education Department, History Department, Human Performance and Wellness Department (excluding HPW 180 and activities courses), Psychology Department, the area of Political Science or the area of Sociology
- 15 hours (6 hours at 300-level or above) in second choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in third choice of above departments or areas of study
- 12 hours (3 hours at 300-level or above) in any of the five remaining departments or areas of study listed above

**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):**
- POL 111 Introduction to Political Science 3 hrs
  Choose one:
  - POL 250 American Government 3 hrs
  - POL 252 Comparative Government 3 hrs
  Choose one:
  - POL 330X Public Policy 3 hrs
  - POL 361 International Relations 3 hrs
  - POL 382 Political Theory 3 hrs

**Elective Courses (choose one, 15 or 16 hrs):**
- **Track A:** American Studies Program semester, Washington, D.C. (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 Sciences 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 Sciences 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):**
- BUS 201 Introduction to Business Law 3 hrs
- IDS 200 Law, Justice, and Culture 3 hrs
- POL 250 American Government 3 hrs
- POL 255 Constitutional Law 3 hrs
POL 330X  Public Policy & Administration  3 hrs
POL 375  Topics in Law and Government  3 hrs
POL 382  Political Theory  3 hrs
POL 445  Internship  2-4 hrs
PH 381  History of Western Thought I  3 hrs
PH 382  History of Western Thought II  3 hrs
SOC 324  Criminology  3 hrs

Skills Courses (12 hrs):
(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-
  BI 453  Seminar in Discipleship and Justice  3 hrs
  BRS 231  Christian Doctrine  3 hrs
  BRS 330  Christian Evidences  3 hrs
  BRS 410  Biblical Criticism  3 hrs
  GR121-122 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 221X Intermediate Greek 3 hrs
- BI 222X Intermediate Greek 3 hrs
- 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 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 275 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
- BRS 330 Christian Evidences 3 hrs
BRS 334  Survey of New Religious Movements  3 hrs
BRS 335  Survey of World Religions  3 hrs

Elective Courses (choose 12 hours)
BRS 301  Encountering Mormon Culture  3 hrs
BRS 321X  American Church History  3 hrs
BRS 322X  Topics in Church History  3 hrs
BRS 333  Folk Religions  3 hrs
BRS 336  Topics in Contemporary Theology  3 hrs
BRS 337  Contemporary Paganism  3 hrs
BRS 338  Theological & Sociological Foundations of Evangelism  3 hrs
BRS 340X  History of Christianity  3 hrs
BRS 350  Topics in Biblical and Religious Studies  3 hrs
BRS 360X  Foundations of Intercultural Ministry  3 hrs
BRS 430  Advanced Topics in Religious Studies  3 hrs
(may be cross-listed with TEDS courses)
BRS 450  Independent Study  3 hrs

Biology Department
Division of Science, Technology, and Health

Majors/Minor: Biology Major, Biology Major with Pre-Medical Emphasis, Biology Major with Pre-Physician Assistant 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.

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.

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Animal Physiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 460</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 320</td>
<td>Biochemistry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Required Bioethics Courses (6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
<tr>
<td>BE 477X</td>
<td>Undergraduate National Conference</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**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](http://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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Required Biology Courses (54 hrs):**

**Core (25 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: the Plant and Animal Kingdoms</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</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 410</td>
<td>Biology Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Required Supporting Courses (23 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 320</td>
<td>Biochemistry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Required Bioethics Courses (6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</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>
<tr>
<td>BE 477X</td>
<td>Undergraduate National Conference</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Electives (highly recommended additional courses):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Animal Physiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 460</td>
<td>Comparative Vertebrate Anatomy</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>
Biology Major/Pre-Physician Assistant Emphasis

Major requirements total a minimum of 56 hours. This includes 25 hours in the required Biology courses, 28 hours in supporting courses and 3 hours of Bioethics courses.

Pre-Physician Assistant Program

This program has been designed to combine a solid theoretical foundation in the sciences with clinical education experiences to prepare students for admission into post-graduate professional physician assistant programs.

Required Courses for General Education (12 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>General Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 111</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Required Courses for Major (56 hrs)

Required Biology Courses (25 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: The Plant and Animal Kingdoms</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Choose one:

- BIO 315  | Genetics                                      | 4 hrs |
- BIO 430  | Developmental Biology                         | 4 hrs |

Required Supporting Courses (28 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 211</td>
<td>Organic Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 212</td>
<td>Organic Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 360</td>
<td>General Medical Conditions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PHY 112</td>
<td>General Physics II</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Required Bioethics Courses (3 hrs)

Choose one:

- BE 474X  | Introduction to Bioethics                    | 3 hrs |
- BE 476X  | Undergraduate Bioethics Institute            | 3 hrs |

Electives

Highly Recommended (Required by many physician assistant schools):

- HS 165X  | Responding to Emergencies and Sport Safety Training (First Aid and CPR Certification) | 3 hrs |

Choose at least one of the following psychology courses:

- PSY 335  | Child Development                             | 3 hrs |
- PSY 337  | Psychology of Adolescence                     | 3 hrs |
- PSY 339  | Adult Development                              | 3 hrs |

Recommended (Required by some physician assistant schools)

- PSY 310  | Abnormal Psychology                           | 3 hrs |
- COM 112  | Speech                                        | 3 hrs |

Choose one:

- ENG 210X | Business Communication                        | 3 hrs |
- ENG 240X | Writing for the Media I                       | 3 hrs |

Clinical Hours:

Requirement varies from 800-1000 hours among physician assistant programs.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 480</td>
<td>Professional Rotation in Health Sciences</td>
<td>1-6 hrs</td>
</tr>
</tbody>
</table>

*Specified: Volunteer hours should be supervised by a licensed health care practitioner with emphasis given to hours supervised by a physician assistant, preferably in a variety of health care settings (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 physician assistant schools. By the first semester of the sophomore year, students should contact possible physician assistant schools for information regarding prerequisite coursework required for admission. Courses may then be selected from the recommended courses.

**Biology/Secondary Education Major**
Major requirements total 95 hours. This includes 27 hours of required Biology courses, 4 hours of Biology electives, 20 hours of supplemental courses, and 44 hours of professional education and required supporting courses.

**Required Biology Courses (27 hrs):**
- BIO 111 General Biology 4 hrs
- BIO 112 Biology: the Plant and Animal Kingdoms 4 hrs
- BIO 210 Ecology and Field Biology 4 hrs
- BIO 220 General Botany 4 hrs
- BIO 310 Microbiology 4 hrs
- BIO 420 Cell and Molecular Biology 4 hrs
- CH 320 Biochemistry 3 hrs

**Elective Biology Courses (4 hrs):**
Choose one:
- BIO 315 Genetics 4 hrs
- BIO 330 Animal Physiology 4 hrs
- BIO 340 Human Anatomy and Physiology I 4 hrs
- BIO 341 Human Anatomy and Physiology II 4 hrs
- BIO 430 Developmental Biology 4 hrs
- BIO 460 Comparative Vertebrate Anatomy 4 hrs

**Supplemental Required Courses (20 hrs):**
- CH 111 General Chemistry I 4 hrs
- CH 112 General Chemistry II 4 hrs
- CH 203 Essentials of Organic Biochemistry 4 hrs
- PHY 111 Physics I 4 hrs
- MA 285X Statistics 4 hrs

**Professional Education Courses (44 hrs):**
- ED 101 Introduction to Teaching 2 hrs
- ED 103 Professional Skills for Teachers 1 hr
- 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 310 General Teaching Methods 2 hrs
- ED 311 General Teaching Methods Lab 1 hr
- ED 330 Introduction to Special Education 3 hrs
- ED 361 Teaching Biology in the Secondary School 3 hrs
- ED 368 Secondary Methods Pre-Clinical Experience 2 hrs
- ED 380 Diversity in Education 1 hr
- ED 381 Diversity Pre-clinical Experience 1 hr
- ED 413 Clinical Practice in the Secondary School 12 hrs
- ED 421 Classroom Management 1 hr
- ED 422 Advanced Seminar in Education 2 hrs
- ED 430 Educational Research and Assessment 2 hr
- PSY 337 Psychology of Adolescence 3 hrs

**Additional Licensure Requirements:**
Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.
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):
- 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
- PH 170 Logic 3 hrs
- PH 180 Introduction to Philosophy 3 hrs
- PH 182 Ethics 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 Sciences

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, Practical Leadership Minor, Practical Leadership Endorsement

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, spreadsheet and wordprocessing applications.

In addition to the Business Core, students must choose at least one area of emphasis. Additional areas of emphasis may be added if the courses in each of the additional 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):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 111</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 113</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 181</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222</td>
<td>Principles of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management*</td>
<td>3</td>
</tr>
<tr>
<td>BUS 440</td>
<td>Seminar in Management Policy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics**</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**MA 285X may be used for general education credit in Mathematics with an ACT of 22 or greater (520 on SAT). Student must have a C or better for this course to count toward a Business major.

**Emphases (choose one):**

**Accounting Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 321</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 322</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Management Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Highly Recommended (for students preparing for the CPA exam):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 324</td>
<td>Corporation and Partnership Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 326</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 327</td>
<td>Theory and Practice of Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Entrepreneurship Emphasis (12 hours)**

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

Choose two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 323</td>
<td>Individual Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 333</td>
<td>Sales Principles and Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Business Emphasis (12 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 310</td>
<td>Topics in Management: Personal Finance</td>
<td>3</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 Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 352</td>
<td>Compensation and Benefits</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose at least two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 170X</td>
<td>Leadership Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training -or-</td>
<td></td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>
Management Emphasis (12 hrs)

BUS 351 Organizational Development 3 hrs
BUS 353 Management of Change and Strategic Planning 3 hrs

Choose at least two of the following:

BUS 170X Leadership Dynamics 3 hrs
BUS 310 Personal Finance 3 hrs
BUS 319 Investments 3 hrs
BUS 323 Individual Income Taxation 3 hrs
BUS 333 Sales Principles and Practices 3 hrs
BUS 334 Advertising 3 hrs
BUS 424 Management Science 3 hrs
BUS 433 Concepts in Advanced Marketing 3 hrs
PSY 220 Interpersonal Skills Training 3 hrs
COM 332 Interpersonal Communication 3 hrs
PSY 305 Organizational Psychology 3 hrs

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 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 page 131.

PSY 220 Interpersonal Skills Training 3 hrs
PSY 420X Advanced Interpersonal Skills Training 3 hrs
BUS 170X Leadership Dynamics 3 hrs
BUS 378X Servant Leadership 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 373X Nonprofit Financial Management -or-
BUS 391 Entrepreneurial Accounting and Finance 3 hrs
BUS 392 Social Entrepreneurship 3 hrs

Choose at least two of the following depending upon your area of social interest:

BUS 333 Sales Principles and Practices 3 hrs
BUS 353 Management of Change and Strategic Planning 3 hrs
BUS 372X Nonprofit Management 3 hrs
CM 172 Introduction to Ministry 3 hrs
CM 260 Introduction to Intercultural Ministries 3 hrs
CM 342 Relational Skills for Ministry (with permission) 3 hrs
**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 Code</th>
<th>Course Title</th>
<th>Hours</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 gives 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 Code</th>
<th>Course 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 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></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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 351</td>
<td>Organizational Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3 hrs</td>
</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 Code</th>
<th>Course Title</th>
<th>Hours</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>
<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>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HPW 334X</td>
<td>Management of Sport and Wellness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 456X</td>
<td>Administration</td>
<td>3 hrs</td>
</tr>
<tr>
<td>POL 375</td>
<td>Topics of Law and Government</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>Requires Social Sciences Director approval depending on the topic</td>
<td></td>
</tr>
</tbody>
</table>

**Practical Leadership Minor (25 hrs)**

The minor in Practical Leadership is for qualified students in any field who are involved in on-campus leadership activities and who have been admitted into the program by the Office of Student Affairs. The minor provides formal leadership instruction designed to develop and support outstanding student leaders and to prepare them for professional leadership positions. Not available for Business or Psychology majors who have chosen the Organizational Leadership Emphasis located within their respective majors.

**Required Courses (7 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 170X</td>
<td>Leadership Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>-or-</td>
<td></td>
</tr>
<tr>
<td>LR 173</td>
<td>Emerging Kingdom Leadership I AND</td>
<td>1 hr</td>
</tr>
<tr>
<td>LR 174</td>
<td>Emerging Kingdom Leadership II</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
Leadership Theory Courses (select at least one) 3-15 hrs
Students are responsible to meet all prerequisites if applicable.

- BUS 351 Organizational Development 3 hrs
- BUS 353 Management of Change and Strategic Planning 3 hrs
- PSY 305 Organizational Psychology 3 hrs

Select one:
- BRS 360X Foundations of Intercultural Leadership 3 hrs
- COM 330 Intercultural Communication 3 hrs
- LR 6810 Intercultural Leadership (TGS course) 3 hrs grad credit

Leadership Application Courses (select at least one) 3-15 hrs
Students are responsible to meet all prerequisites if applicable.

- BUS 378 Servant Leadership 3 hrs
- CM 420 Ministry Leadership 3 hrs

Select one:
- CM 342 Relational Skills for Ministry 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- PSY 220 Interpersonal Skills Training 3 hrs

Select one:
- PSY 230 Crisis Intervention 3 hrs
- PSY 356 Conflict Management 3 hrs

Select one:
- COM 334 Group and Organizational Communication 3 hrs
- PSY 355 Group Dynamics 3 hrs

Practical Leadership Endorsement (13 hrs)
The endorsement in Practical Leadership indicates qualified students have been involved in significant on-campus leadership activities, which have been supplemented with formal classroom instruction. Requires application into Practical Leadership program and approval by the Office of Student Affairs. Not available to Business or Psychology majors who have chosen the Organizational Leadership emphasis located within their respective majors.

Required Courses (7 hrs)

- LR 170X Leadership Dynamics 3 hrs
- OR-
- LR 173 Emerging Kingdom Leadership I AND
- LR 174 Emerging Kingdom Leadership II 2 hrs
- LR 440 Practical Leadership Capstone 1 hr

Practicum

- LR 220 Practicum in Leadership (May be repeated) 1 hr
- LR 420 Advanced Practicum in Leadership (May be repeated) 1 hr

Leadership Theory Courses (select one) 3 hrs
Students are responsible to meet all prerequisites if applicable.

- BRS 360X Foundations of Intercultural Leadership 3 hrs
- BUS 351 Organizational Development 3 hrs
- BUS 353 Management of Change and Strategic Planning 3 hrs
- COM 330 Intercultural Communication 3 hrs
- LR 6810 Intercultural Leadership (TGS course) 3 hrs grad credit
- PSY 305 Organizational Psychology 3 hrs

Leadership Application Courses (select one) 3 hrs
Students are responsible to meet all prerequisites if applicable.

- BUS 378 Servant Leadership 3 hrs
- CM 342 Relational Skills for Ministry 3 hrs
CM 420    Ministry Leadership 3 hrs  
COM 332    Interpersonal Communication 3 hrs  
COM 334    Group and Organizational Communication 3 hrs  
PSY 220    Interpersonal Skills Training 3 hrs  
PSY 230    Crisis Intervention 3 hrs  
PSY 355    Group Dynamics 3 hrs  
PSY 356    Conflict Management 3 hrs

Christian Ministries Department

Division of Biblical, Religious, and Philosophical Studies

Major/Minors/Pre-Seminary Honors Program: 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 and Pre-Seminary Honors Program preparing for early entry into the MDiv program at Trinity Evangelical Divinity School

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

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

Our Goals:

- **Personal Maturity.** The Christian Ministries graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.

- **People-Skills.** The Christian Ministries graduate should be able to interact in a relationship-based ministry which empowers service, initiates discipleship and sustains appropriate biblical spiritual formation.

- **Penetrate the Culture.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.

- **Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan which accounts for effective leadership and efficient administration.

- **Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base which is cognizant of current theory, founded on the Scriptures and theologically sound.

Pathways to Ministry

Trinity International University guides students in preparation for ministry via these programs:

- **BA, Christian Ministries Major:** Earn your BA in 4 years in one of six emphases.
- **MDiv with Pre-Seminary Honors:** Earn your Master of Divinity 5 years after high school graduation.
- **BA & Advanced Placement MDiv:** Earn both degrees in 6 years. The Christian Ministries Major with a Pastoral Ministry emphasis student can qualify for advanced placement at Trinity Evangelical Divinity School.
- **BA & MDiv:** Earn both degrees in 7 year.

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 222-23</td>
<td>Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
</tbody>
</table>
CM 260 Introduction to Intercultural Ministries 3 hrs
CM 322-23 Advanced Integrated Field Experience 2-2 hrs
CM 335 Strategies for Discipling Ministries 3 hrs
CM 480 Christian Ministries Integrative Seminar 1 hr
BRS 231 Christian Doctrine* 3 hrs
BRS 338 Theological and Sociological Foundations of Evangelism* 3 hrs
Choose one:
  BRS 321X American Church History* 3 hrs
  BRS 322X Topics in Church History* 3 hrs
  BRS 340X History of Christianity* 3 hrs
Recommended:
  CM 350 Topics in Christian Education 1-3 hrs
  CM 400 Principles of Adult Ministry 3 hrs
  CM 412 Issues for Men and Women in Ministry 1 hr
  BRS 334 Survey of New Religious Movements 3 hrs
  BRS 335 Survey of World Religions 3 hrs

Required Certification
All CM students are required to provide proof of completion of Red Cross Community First Aid and CPR courses or their equivalency before taking CM 480 Christian Ministries Integrative Seminar.

Emphases (22-29 hrs)

Broad Field (27 hrs)
  CM 420 Ministry Leadership 2 hrs
  CM 475 Senior Seminar 2 hrs
Choose three:
  CM 175 Foundations of Youth Ministry 3 hrs
  CM 215 Foundations of Children's Ministry 3 hrs
  CM 315 Principles of Family Ministry 3 hrs
  CM 400 Principles of Adult Ministry 3 hrs
Christian Ministry Electives
  Any Christian Ministries courses not required above 11 hrs
Bible Elective
  Choose one upper-division BI course 3 hrs

Children’s and Family Ministries (28-29 hrs)
  CM 215 Foundations of Children’s Ministries 3 hrs
  CM 315 Principles of Family Ministries 3 hrs
  CM 320 Principles of Ministry Programming 3 hrs
  CM 342 Relational Skills for Ministry 3 hrs
  CM 400 Principles of Adult Ministry 3 hrs
  CM 420 Ministry Leadership 2 hrs
  ED 330 Introduction to Special Education 3 hrs
  PSY 335 Child Development ‡ 3 hrs
  ‡PSY 140 is a prerequisite for PSY 335
Choose one:
  CM 350 Topics in Christian Education 3 hrs
  CM 475 Senior Seminar 2 hrs
  ENG 235 Children’s Literature 3 hrs
  SOC 221 Marriage and the Family 3 hrs
Bible Elective
  Choose one upper-division BI course 3 hrs

Counseling/Social Services (23 hrs)
  CM 342 Relational Skills for Ministry OR
  CM 340 Principles of Relational Youth Ministry 3 hrs
  BI 453 Seminar in Discipleship and Justice 3 hrs
  PSY 220 Interpersonal Skills Training 3 hrs
  PSY 230 Crisis Intervention 3 hrs
  SOC/PSY 360X Introduction to Social Work ‡ 3 hrs
  ‡PSY 140 or SOC 101 is a prerequisite for SOC/PSY 360X
Choose two:
SOC 221  Marriage and the Family  3 hrs
SOC 222  Social Problems  3 hrs
PSY 300  Personality Theories  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 210X  Business Communication  3 hrs
PSY 355  Group Dynamics  3 hrs

**Intercultural Ministries (23-25 hrs)**

BI 453  Seminar in Discipleship and Justice  3 hrs
CM 360X  Foundations of Intercultural Ministries  3 hrs
COM 330  Intercultural Communications  3 hrs
SOC 231  Cultural Anthropology  3 hrs
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  Senior Seminar  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

COM 210X  Business Communication  3 hrs
GEO 100  World Geography  3 hrs
HI 271  Topics in World History  3 hrs

**Pastoral Ministries (24 hrs)**

CM 320  Principles of Ministry Programming  3 hrs
CM 342  Relational Skills for Ministry OR
CM 340  Principles of Relational Youth Ministry  3 hrs
CM 381  Introduction to Preaching  3 hrs
CM 420  Ministry Leadership  2 hrs
CM 475  Senior Seminar  2 hrs
GR 121-122 Elementary Greek  8 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
ADVANCED PLACEMENT MASTER OF DIVINITY
(In addition to the Pastoral Ministries emphasis, a student will need 9 additional hours to qualify for TEDS Advanced Placement MDiv program)

**BRS 330** Christian Evidences 3 hrs
**BRS 334** Survey of New Religious Movements 3 hrs
(May fulfill requirements of Religious & Ethnic Diversity—General Education Requirements)

**PH 182** Ethics 3 hrs

Cross-Cultural Experience

**Youth Ministries (22-24 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry or CM 342 Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 475</td>
<td>Senior Seminar</td>
<td>2 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence†</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 373X</td>
<td>Nonprofit Financial Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Pre-Seminary Honors/Five Year MDiv**

The Pre-Seminary Honors Program is a collaborative effort between Trinity College and Trinity Evangelical Divinity School. High academic-capacity honors students sensing an early call to ministry are guided through an educational process which includes:

- 2 years at Trinity College/TIU participating in the Pre-Seminary Honors Program. (The emphasis is upon liberal arts education and confirming one's call to ministry.)
- 3 years at Trinity Evangelical Divinity School. (The normal MDiv, pending application and acceptance into TEDS during the fourth semester at TIU.)

The student will be in a five year formation group guided by a faculty mentor—with appropriate assessment procedures and plateaus established. Cooperation between the Christian Ministries Dept. (TC) and the Master of Divinity program (TEDS) results in a seamless “Pathway to Ministry” at Trinity International University. This program is distinctive, if not unique, in that it is designed to minimize costs and maximize the time involved in obtaining the pastoral ministry degree of Master of Divinity.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101</td>
<td>Understanding the Old Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 111</td>
<td>Understanding the New Testament</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BI 210</td>
<td>Biblical Interpretation</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology Elective</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BRS/COM/MUH/SOC</td>
<td>Religious and Ethnic Diversity Elective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS/POL/SOC</td>
<td>Economic, Social, and Political Structures Elective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CH/PHY/PS</td>
<td>Chemistry or Physical Science Elective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GR 121-122</td>
<td>Elementary Greek</td>
<td>8 hrs</td>
</tr>
<tr>
<td>HPW 180</td>
<td>Introduction to Health and Wellness</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 112</td>
<td>Pre-Seminary Formation Group (4 semesters)</td>
<td>0 hrs</td>
</tr>
<tr>
<td>CM 180</td>
<td>Christian Character Development</td>
<td>1 hr</td>
</tr>
<tr>
<td>CM 222</td>
<td>Integrated Field Experience</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CM 223</td>
<td>Integrated Field Experience</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
CM 475  Senior Seminar  2 hrs
(with Honors Project – 1 hour, Independent Study)  1 hr
CM 480  Christian Ministries Intensive Seminar  1 hr

Honors Coursework:
BI 275  Teaching the Bible (Honorize)  3 hrs
BRS/HI/PH 359H Seminar: Christian Classics  3 hrs
-OR-
BIO/HI 359H  Christianity & Darwinism  3 hrs
-OR-
XX 359 H  Topics for Honors Students  3 hrs
ENG 111H  Critical Thinking & Writing  3 hrs
HI 202H  World Civilizations II  3 hrs
IDS 150H  Found. of Christian Thinking & Living  3 hrs
MUH 231H  Music Appreciation  3 hrs
PH 180H  Introduction to Philosophy  3 hrs

Total Undergraduate Hours:  66 hrs

Total Graduate (MDiv—TEDS) Hours:  94 hrs
Total Degree Hours  160 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):
BI 275  Teaching the Bible  3 hrs
CM 172  Introduction to Ministry  3 hrs
CM 201  Survey of Christian Education  3 hrs
CM 222-23  Integrated Field Experience  2-2 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 cultura-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
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- 3 hrs
- CM 342 Relational Skills for Ministry
- CM 350 Topics in Intercultural Ministry 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 Advanced Ministry Internship 3 hrs

Communication Department

Division of Social Sciences

Major/Minor: Communication Major, Graphic Design Major, Graphic 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 45 hours, including 27 hours of core courses and 18 hours from one of four concentrations. (Note: Students must have the permission of the Communication Department Chair to pursue more than one concentration. Appropriate substitutions for overlapping courses will be determined for those students.)

CORE:
Overview of Communication (9 hours)
Select three of the following courses:
- COM 120 Survey of Communication Theory 3 hrs
- COM 204 Mass Communication 3 hrs
- COM 330 Intercultural Communication 3 hrs
- COM 332 Interpersonal Communication 3 hrs

Communication in Practice (18 hours)
- COM 112 Speech 3 hrs
- COM 240X Writing for the Media I 3 hrs
- COM 340X Writing for the Media II 3 hrs
- COM 241X Prepracticum two semesters 1 hr each
- COM 445 Internship 3 hrs
- GPH 100 Design Software I 2 hrs
- GPH 200 Design Software II -or-
- GPH 270 Web Design 3 hrs

Concentrations
Business Communication Concentration (18 hrs)
- COM 140 Introduction to Public Relations 3 hrs
- COM 210X Business Communication 3 hrs
- COM 230 Advanced Public Speaking 3 hrs
- COM 334 Group and Organizational Communication 3 hrs
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Contemporary Media Concentration (18 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 440X</td>
<td>Topics in Media Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 441X</td>
<td>Practicum</td>
<td>1 hr</td>
</tr>
<tr>
<td>GPH 110</td>
<td>Graphic Design I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 210</td>
<td>Graphic Design II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 230</td>
<td>Photography -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 260</td>
<td>Typography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 300</td>
<td>Design Software III</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>

**Communication for Ministry Concentration (18 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 230</td>
<td>Advanced Public Speaking</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communi</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 338</td>
<td>Gender and Family Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

- CM 175  Foundations of Youth Ministry | 3 hrs
- CM 215  Foundations of Children’s Ministry | 3 hrs
- CM 260  Introduction to Intercultural Ministries | 3 hrs
- CM 315  Principles of Family Ministry | 3 hrs
- CM 400  Principles of Adult Ministry | 3 hrs

**Relational Communication Concentration (18 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communi</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 338</td>
<td>Gender and Family Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

- PSY 300  Personality Theories | 3 hrs
- PSY 350  Social Psychology    | 3 hrs

Choose one:

- PSY 170X  Leadership Dynamics | 3 hrs
- PSY 230  Crisis Intervention  | 3 hrs
- PSY 356  Conflict Management  | 3 hrs

**Graphic Design Major**

The graphic design major focuses on theoretical concepts, practical skills, and contemporary tools involved in designing effective communication for print and digital media. Students will examine the foundations of design, such as color, form, and structure, and use those foundations to create strong visual messages. During the course of their time at Trinity, students in the graphic design major will have multiple opportunities to hone their skills in professional settings and will develop a professional portfolio.

**Minimum of 53 Credit Hours Total**

**Graphic Design Core (35 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPH 100</td>
<td>Design Software I</td>
<td>2 hrs</td>
</tr>
<tr>
<td>GPH 110</td>
<td>Graphic Design I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II</td>
<td>2 hrs</td>
</tr>
<tr>
<td>GPH 210</td>
<td>Graphic Design II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 230</td>
<td>Photography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 260</td>
<td>Typography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 270</td>
<td>Web Design</td>
<td>2 hrs</td>
</tr>
<tr>
<td>GPH 300</td>
<td>Design Software III</td>
<td>2 hrs</td>
</tr>
<tr>
<td>GPH 310</td>
<td>Graphic Design III</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 360</td>
<td>Design History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GPH 410</td>
<td>Graphic Design IV</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CIS 490</td>
<td>Computer Ethics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
A minimum of 3 hrs of Topics in Graphic Design from the following courses:

- GPH 150 Topics in Graphic Design 1-3 hrs
- GPH 250 Intermediate Topics in Digital Design 2-3 hrs

**Professional Experience (8-9 hrs)**

- GPH 440 Portfolio in Graphic Design 3 hrs
- GPH 445 Internship in Graphic Design 3 hrs
- GPH 490 Capstone in Graphic Design 3 hrs

**Required Supporting Courses (9 hrs)**

- ART 231 Art Appreciation -or-
- ART 233X Comparative Arts 3 hrs
- COM 204 Mass Communication 3 hrs
- BUS 334 Advertising 3 hrs

**Recommended Courses**

- ART 241 Studio Art 2 hrs
- ART 331 History of Art I 3 hrs
- ART 332 History of Art II 3 hrs
- ART 341 Advanced Studio Art 2 hrs
- GPH 390 Graphic Design Project 2-3 hrs

**Graphic Design Minor**

The Graphic Design Minor is intended for students who want to learn the fundamentals of graphic design and to prepare themselves to use visual communication more effectively in their careers and lives. Requirements for this minor total 24 hours, including required courses (10 hours) and electives (14 hours).

**Required Courses (10 hrs):**

- GPH 100 Design Software I 2 hrs
- GPH 110 Graphic Design I 3 hrs
- GPH 200 Design Software II 2 hrs
- GPH 210 Graphic Design II 3 hrs

**Electives (14 hrs):**

- BUS 334 Advertising 3 hrs
- CIS 430 Advanced Topics in Computer Applications 3 hrs
- CIS 490 Computer Ethics 3 hrs
- GPH 150 Topics in Graphic Design 1-3 hrs
- GPH 230 Photography 3 hrs
- GPH 250 Intermediate Topics in Graphic Design 2-3 hrs
- GPH 260 Typography 3 hrs
- GPH 270 Web Design 2 hrs
- GPH 300 Design Software III 2 hrs
- GPH 310 Graphic Design III 3 hrs
- GPH 360 Design History 3 hrs
- GPH 390 Graphic Design Project 3 hrs
- GPH 410 Graphic Design IV 3 hrs
- GPH 440 Portfolio in Graphic Design 3 hrs
- GPH 445 Internship in Graphic Design 3 hrs

**Division of Education**

**Program**

The Division of Education seeks to develop highly qualified Christian teachers who view teaching as a mission. They nurture their students, reflect critically on their practice, and facilitate classroom experience to maximize the potential of all learners. Our faculty focuses on three main areas of preparation: the personal, the professional, and the practical. While we believe that all three areas are important, our focus on the personal, relational aspects of education is our key distinctive, the core value that connects our educational philosophy to our Christian worldview, our emphasis on the community, and our commitment to diversity. It is from this concept of the personal with its emphasis on the teacher as nurturer that our motto, “Touching Lives One Student at a Time,” has been developed.
We believe that the education program should be viewed as a continuous, seamless process beginning with the first introduction to the profession in Introduction to Teaching (ED 101) and culminating in the professional semester of clinical practice. Education courses (with the exception of ED 101, 103, 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. 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. TIU offers three pathways toward a Professional Educator License.

1. Traditional Undergraduate Program
2. Accelerated Adult Program: REACH to Teach BA or license only
3. Accelerated Adult Program: Master of Arts in Teaching (MA/T) license only, MA

Candidates in the license only program or MA/T must hold a bachelor’s degree from a regionally accredited institution.

**Traditional Program**

Division of Education candidates completing an approved education major and all State requirements will be eligible to receive a Professional Educator License for Elementary Grades, Middle School Grades, and/or High School. The Music Education major prepares candidates for the Professional Educator License covering all grades, kindergarten through high school. **Traditional Majors/Minors:** Elementary Education, Biology/Secondary Education, English with Secondary Education Licensure, History/Social Sciences with Secondary Education Licensure, Mathematics with Secondary Education Licensure, Music Education/K–12. Information for education majors other than Elementary may be found in the respective major in this catalog.

**Accelerated Adult Program**

Division of Education candidates who complete the approved nontraditional BA program for Elementary Education (REACH to Teach) and meet all State requirements will be eligible to receive a Professional Educator License for Elementary Grades and Middle School Grades.

Individuals who have already received a bachelor’s degree from a recognized, regionally accredited institution may pursue a Professional Educator License only for Elementary Grades, Middle School Grades, and High School. Qualified individuals seeking a Professional Educator License for Elementary Grades, Middle Grades, or High School only, may pursue the Master of Arts in Teaching program offered through Trinity Graduate School. **Nontraditional Majors/Minors:** Elementary Education (BA or Licensure Only), Biology/Secondary Education (Licensure Only), English with Secondary Education (Licensure Only), History/Social Sciences with Secondary Education (Licensure Only), Mathematics with Secondary Education (Licensure only).
Additional Licensure Requirements

Candidates must pass the Illinois Test of Academic Proficiency (TAP), the appropriate content-area test, the appropriate Assessment of Professional Teaching, and the appropriate edTPA in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure.

ACT Disclosure Statement

The following information is provided as a benchmark that students may use to measure their preparedness for an education program. In some cases, this will allow them to save time and money by not beginning a course of study for which they have not been adequately prepared.

The Division of Education assessment data indicate that the majority of candidates who are successful in completing the education program have earned a composite score of 22 or higher on the ACT*. Candidates with ACT scores below 22, who have successfully completed the education program, have generally needed multiple attempts at passing the required licensure tests, have had difficulty maintaining a cumulative GPA of 2.5, and/or have needed to extend their program into a ninth or tenth semester.

Individuals with ACT scores below 22 should consult with an education advisor to carefully consider the requirements of an education major as well as their personal potential for success. While a cumulative ACT score of 22 does not guarantee seamless progress through the education program, candidates who have earned ACT scores below 22 who wish to pursue an education major should

1. Attempt the Illinois Test of Academic Proficiency (TAP) in the first semester at Trinity
2. Seek remediation for identified areas of weakness
3. Utilize the services of the University Student Success Center in completing course assignments
4. Anticipate repetition of courses for which a grade below “C” (2.0) is earned
5. Utilize summer course work
6. Carefully consider and possibly limit outside obligations such as employment, volunteer responsibilities, and other campus activities
7. Allow time for multiple attempts at passing the content-area test prior to clinical practice
8. Plan to extend their program beyond eight semesters

*SAT composite of 1030

Candidacy Requirements

Traditional Programs

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

- Have completed 30 hours of college-level work with:
  - Cumulative GPA of 2.5 or above;
  - Grades of C (2.0) or above in ED 101, ED 103, and ENG 111
- Successfully complete the Division of Education Handbook requirement
- Pass the Illinois Test of Academic Proficiency (TAP) or receive a waiver based upon completion of the ACT plus Writing with a score of 22 or higher
- Complete acceptable application for admission to the Division of Education with supporting documents
- Successfully complete Professional Skills Assessment
- Receive approval of the Division of Education Teacher Education Council

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

- Earn grade of C (2.0) or above in all professional education and major (content, concentration, endorsement) courses
- Provide verification of successful First Aid/CPR/AED training
- Maintain a cumulative GPA of 2.5 or above
• Maintain an ED-GPA of 2.75 or above
• Establish an acceptable Pre-Clinical Field Experience File by due date including:
  ▪ current field experience profile
  ▪ signed Professionalism and Confidentiality Agreement
  ▪ current TB test (negative finding)
  ▪ current fingerprint-based background check (negative finding)
  ▪ signed Guidelines and policy for social media and online communication statement

Admission to clinical practice (Gate 3) is open to candidates who
• Establish an acceptable Clinical Placement Application by due date including:
  ▪ placement preference form
  ▪ signed contractual agreement
  ▪ signed transcript request form
  ▪ a current TB test (negative finding)
  ▪ current fingerprint-based background check (negative finding
  ▪ documentation of DCFS Mandated Reporter training
• Pass the appropriate content-area test(s)
• Successfully complete the appropriate pre-edTPA
• Complete all required pre-clinical experiences with satisfactory recommendation from mentoring teachers
• Compete all education and major (content, cognate, concentration, endorsement) courses with a grade of
  at least C (2.0), a cumulative GPA of 2.5 or above, and ED-GPA of 2.75 or above
• Resolve any monitored progress plan requirements or dispositional referral issues
• Receive approval of the Division of Education Teacher Education Council and the Dean of Students

Recommendation for professional educator licensure (Gate 4) is open to all candidates who
• Complete the professional semester with grades of “C” (2.0) or above and with:
  ▪ a cumulative GPA of 2.5 or above
  ▪ an ED-GPA of 2.75 or above
• Complete all requirements of professional semester
• Pass the appropriate Assessment of Professional Teaching (APT)
• Pass the appropriate edTPA
• Graduate from Trinity College or provide evidence of an earned bachelor’s degree from a regionally
  accredited institution
• Submit an application for licensure and all other related documents

Nontraditional Programs
Admission to an education cohort is open to those who
• Meet the standard admission requirements for a nontraditional program
• Have no more than six credits of course work in general education and content, concentration, or
  endorsement outstanding
• Complete ENG 111R, or equivalent, with grade of “C” (2.0) or above
• Hold a cumulative GPA of 2.5 or above

Admission to the Division of Education (Gate 1) is open to BA Candidates who
• Complete ENG 111R, or equivalent, with grade of “C” (2.0) or above
• Complete ED 100R and ED 110R with grade of “C” (2.0) or above
• Hold a cumulative GPA of 2.5 or above
• Pass the Illinois Test of Academic Proficiency (TAP) or receive a waiver based upon completion of the ACT
  plus Writing with a score of 22 or higher
• Successfully complete the Professional Skills Assessment
• Successfully complete the Division of Education Handbook requirement
• Complete acceptable application for admission to the Division of Education with supporting documents
• Receive approval of the Division of Education Teacher Education Council

Admission to the Division of Education (Gate 1) is open to candidates seeking nontraditional professional educator licensure only who
• Have an earned bachelor’s degree from a regionally accredited institution
• Pass the Illinois Test of Academic Proficiency (TAP) or receive a waiver based upon completion of the ACT plus Writing with a score of 22 or higher
• Complete ENG 111R, or equivalent, with grade of “C” (2.0) or above
• Complete ED 100R and ED 110R with grade of “C” (2.0) or above
• Hold a cumulative GPA of 2.5 or above
• Successfully complete the appropriate content-area test (Secondary licensure candidates only)
• Successfully complete the Professional Skills Assessment
• Complete acceptable application for admission to the Division of Education with supporting documents
• Successfully complete the Division of Education Handbook requirement
• Receive approval of the Division of Education Teacher Education Council

Continuation and Completion of Nontraditional Education Programs
Admission to pre-clinical field experience (Gate 2) is open to candidates who have been admitted to the Division of Education and who
• Earn a grade of “C” (2.0) or above in all courses taken to meet program requirements for licensure or endorsement
• Maintain cumulative GPA of 2.5 or above
• Maintain an ED-GPA of 2.75 or above
• Establish an acceptable Pre-Clinical Field Experience File by due date including:
  • current field experience profile
  • signed Professionalism and Confidentiality Agreement
  • current TB test (negative finding)
  • current fingerprint-based background check (negative finding)
  • signed Guidelines and policy for social media and online communication statement
  • Provide verification of successful First Aid/CPR/AED training

Admission to clinical practice (Gate 3) is open to candidates who
• Establish 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, and documentation of DCFS Mandated Reporter training
• Pass the appropriate content-area test
• Complete all required field experiences with satisfactory recommendation from mentoring teachers
• Earn a grade of “C” (2.0) or above in all education and major (content, cognate, endorsement, concentration) coursesComplete all professional education and major (content, cognate, concentration, endorsement) course work with grade of “C” (2.0) or above and with a cumulative GPA of 2.5 or above, and an ED GPA of 2.75 or above
• Successfully complete the appropriate pre-edTPAResolve any monitored progress plan or dispositional referral requirementsReceive approval of the Division of Education Teacher Education Council and the Dean of Students

Recommendation for professional educator licensure (Gate 4) is open to all candidates who
• Complete the professional semester with grades of “C” (2.0) or above with a cumulative GPA of 2.5 or above and an ED-GPA of 2.75 or above
• Completed all requirement of professional semester
• Submit an application for licensure and all other related documents
• Pass the appropriate Assessment of Professional Teaching (APT)
• Pass the appropriate edTPA
• Earn a bachelor's degree from Trinity College or a regionally accredited college or university

The following Teacher Education Programs leading to an Illinois Professional Educator License are approved and recognized by the Illinois State Board of Education:

- Elementary Education with Middle School Endorsement/K-8
- Music Education/K-12
- Secondary Education with Middle School Endorsement/6-12
  - English Language Arts
  - Mathematics
  - Science: Biology
  - Social Science: History

**Title II Information**

During the 2011-12 reporting year, 45 candidates completed an approved program and were recommended by the Division of Education for initial state teacher certification. Forty-one (41) candidates completed their professional semester of clinical practice. Each candidate, on average, completed 40 hours per week in the field over 14-15 weeks for an average of 560-600 clock hours of clinical practice. Of the 19 faculty who supervised candidates in clinical practice, 4 were full-time faculty within the Division of Education, 1 was a part-time faculty member of the Division of Education but full-time within the institution, and 14 were part-time faculty not otherwise employed by the institution. The resulting ratio of clinical practitioners to university supervisor was 2.37:1.

Of the 42 candidates who completed the Illinois Test of Basic Skills or the Test of Academic Proficiency required for admission to an education program, 42 passed (100%). The statewide pass rate for the Illinois Test of Basic Skills was 100%. Of the 43 program completers who attempted the appropriate content-area test required for admission to clinical practice, 43 passed (100%). The statewide pass rate for the same content-area tests was 100%. Of the 43 program completers who attempted the appropriate Assessment of Professional Teaching test required for certification, 43 passed (100%). The statewide pass rate for the same Assessment of Professional Teaching tests was 100%.

**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.

**General Education (47-62 hrs):**

Complete College’s requirements with the following specifications:

- **Economic, Social, & Political Structures:** POL 250 American Government
- **Foundations of Personal Growth, Health and Wellness:** HPW 180, ED/PSY 260X

**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):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1 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 310</td>
<td>General Teaching Methods</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 311</td>
<td>General Teaching Methods – Pre-Clinical Experience</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 312</td>
<td>Methods of Teaching Reading in Primary Grades (K-3)</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 331</td>
<td>Methods of Teaching Reading in Intermediate Grades (4-8)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 342</td>
<td>Methods of Teaching Science, Health, and Social Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 345</td>
<td>Methods of Teaching Mathematics, K-8</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 349</td>
<td>Integrating the Arts in Instruction</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 350</td>
<td>Integrated Methods Pre-Clinical Experience</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
ED 380  Diversity in Education  1 hr
ED 381  Diversity Pre-clinical Experience  1 hr
ED 401  Clinical Practice in the Elementary School  12 hrs
ED 421  Classroom Management  1 hr
ED 422  Advanced Seminar in Education  2 hrs
ED 430  Educational Research and Assessment  2 hrs
ENG 235  Children’s Literature  3 hrs
PSY 337  Psychology of Adolescence  3 hrs
HI 121  or 122 U.S. History I  or II  3 hrs

Area of Concentration/Endorsement (up to 18 additional 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 ED 342 Methods of Teaching Science, Health, and Social Science.

Biology/Secondary Education Major: See Biology Department.

English with Secondary Education Licensure Major: See English Department.

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

Mathematics with Secondary Education Licensure Major: See Mathematics Department.

Music Education/K-12: See Music Department.

Nontraditional Programs
General Education for REACH BA Candidates in Elementary 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 180R  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.
One course must be American History. 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
Math
Complete REACH’s requirements 3 hrs

Intercultural Study
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)
(IPsyhological Educator Licensure for Elementary and Middle Grades)
ED 100R Introduction to Teaching 3 hrs
ED 103R Professional Skills for Teachers 1 hr
ED 240R Foundations of Education 2 hrs
ED 260R Educational Psychology/Human Development 3 hrs
ED 310R General Teaching Methods 3 hrs
ED 306R Reading & Writing across the Curriculum 3 hrs
ED 330R Introduction to Special Education 3 hrs
ED 331R Reading: Literacy Development and Assessment 3 hrs
ED 341R Concepts and Methods of Teaching Science & Health K-8 2 hrs
ED 343R Concepts and Methods of Teaching Social Studies K-8 2 hrs
ED 345R Elementary Math Methods 2 hrs
ED 349R Integrating the Arts in Instruction K-8 2 hrs
ED 385R Multicultural Field Experience 1 hr
ED 401R Clinical Practice in the Elementary School 12 hrs
ED 421R Classroom Management 1 hr
ED 422R Advanced Seminar in Education 2 hrs
ED 430R Educational Research and Assessment 2 hrs
MA 200R Mathematical Concepts 4 hrs
PSY 337R Psychology of Adolescence 3 hrs

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

Nontraditional Teacher Licensure Program
College graduates who hold a bachelor’s degree from a regionally accredited institution who want to be certified to teach elementary, middle, 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 licensure requirements must be completed prior to recommendation for professional educator licensure. Division of Education personnel will review college transcripts to determine if additional courses must be completed for licensure. Candidates must pass the Illinois Test of Academic Proficiency, the appropriate content-area test, the appropriate edTPA, and the appropriate Assessment of Professional Teaching test in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. 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.

Professional Educator Licensure in Elementary and Middle Grades (57 hrs)
ED 100R Introduction to Teaching 3 hrs
ED 103R Professional Skills for Teachers 1 hr
ED 240R Foundations of Education 2 hrs
ED 260R Educational Psychology/Human Development 3 hrs
ED 303R Fundamentals of Elem. & Middle School Methods 3 hrs
ED 306R Reading & Writing across the Curriculum 3 hrs
ED 330R Introduction to Special Education 3 hrs
ED 331R Reading: Literacy Development and Assessment 3 hrs
ED 341R  Concepts and Methods of Teaching Science & Health K-8  2 hrs
ED 343R  Concepts and Methods of Teaching Social Studies K-8  2 hrs
ED 345R  Elementary Math Methods  2 hrs
ED 349R  Integrating the Arts in Instruction K-8  2 hrs
ED 385R  Multicultural Field Experience  1 hr
ED 401R  Clinical Practice in the Elementary School  12 hrs
ED 421R  Classroom Management  1 hr
ED 422R  Advanced Seminar in Education  2 hrs
ED 430R  Educational Research and Assessment  2 hrs
ENG 235R  Children’s Literature  3 hrs
MA 200R  Mathematical Concepts  4 hrs
PSY 337R  Psychology of Adolescence  3 hrs

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

Professional Educator Licensure in Middle Grades and High School (41 hrs)
(available only in English Language Arts, Mathematics, Science: Biology, and Social Science: History)
ED 100R  Introduction to Teaching  3 hrs
ED 103R  Professional Skills for Teachers  1 hr
ED 240R  Foundations of Education  2 hrs
ED 260R  Educational Psychology/Human Development  3 hrs
ED 306R  Reading & Writing across the Curriculum  3 hrs
ED 330R  Introduction to Special Education  3 hrs
ED 360R  Fundamentals of Secondary and Middle School Methods  3 hrs
ED 361R  Teaching Biology in the Secondary & Middle School (Biology licensure only)  2 hrs
ED 362R  Teaching Language Arts & Literature in the Secondary & Middle School (English licensure only)  2 hrs
ED 363R  Teaching History & Social Studies in the Secondary & Middle School (History licensure only)  2 hrs
ED 364R  Secondary & Middle School Math Methods (Math licensure only)  2 hrs
ED 385R  Multicultural Field Experience  1 hr
ED 413R  Clinical Practice in the Secondary School  12 hrs
ED 421R  Classroom Management  1 hr
ED 422R  Advanced Seminar in Education  2 hrs
ED 430R  Educational Research and Assessment  2 hrs
PSY 337R  Psychology of Adolescence  3 hrs

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.

English Department
Division of Humanities
Majors: English, English/Communication, English with Secondary Education Licensure

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 445X Internship 3 hrs
- GPH 100 Design Software I 2 hrs
3 hrs required from the following (with instructor's guidance and consent)
- ENG 241X Prepracticum 1-2 hrs
- ENG 441X Prepracticum 1-2 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 License**
Requirements total 92 hours. This includes 48 hours of English courses and 44 hours of professional education and required supporting courses.

**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
- ENG 336  Creative Writing  3 hrs
- COM 112  Speech  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 (44 hrs):**
- ED 101  Introduction to Teaching  2 hrs
- ED 103  Professional Skills for Teachers  1 hr
- 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 310  General Teaching Methods  2 hrs
- ED 311  General Teaching Methods Lab  1 hr
- ED 330  Introduction to Special Education  3 hrs
- ED 362  Teaching Language Arts and Literature in the Secondary School  3 hrs
- ED 368  Secondary Methods Pre-Clinical Experience  2 hrs
- ED 380  Diversity in Education  1 hr
- ED 381  Diversity Pre-clinical Experience  1 hr
- ED 413  Clinical Practice in the Secondary School  12 hrs
- ED 421  Classroom Management  1 hr
- ED 422  Advanced Seminar in Education  2 hrs
ED 430  Educational Research and Assessment  2 hrs
PSY 337  Psychology of Adolescence  3 hrs

Additional Licensure Requirements:
Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all licensure tests in order to complete their program. Students are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

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.

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 an application to the Program Director and complete a personal interview with a selection committee. To remain in the program, students must maintain a 2.75 GPA in major courses and meet skills competencies and clinical observation hours requirements at each level.

Athletic Training 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 BOC 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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HPW 203</td>
<td>Performance Training and Ergogenic Aids</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HPW 234</td>
<td>Risk Management</td>
<td>2 hrs</td>
</tr>
<tr>
<td>PHY111-112</td>
<td>General Physics I and II</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

**NOTE:** Students who choose to participate in athletics, complete teacher licensure, or double major in Sport and Wellness Management, Pre-Physical Therapy or other Health Science majors should be aware that they may require a longer time commitment than four years to meet their educational goals.

### 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):

<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>CH 111</td>
<td>General Chemistry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

#### Required Courses (51 hrs):

**Biology (13 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 410</td>
<td>Biology Seminar</td>
<td>1 hr</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>BIO 112</td>
<td>Plant and Animal Kingdoms</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 310</td>
<td>Microbiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Immunology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Bioethics (3 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>
</tbody>
</table>

**Health Sciences (16 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 162</td>
<td>Introduction to Athletic Training</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 168</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HS 261</td>
<td>Advanced Techniques and Assessment of Athletic Injuries I</td>
<td>2 hrs</td>
</tr>
<tr>
<td>HS 262</td>
<td>Advanced Techniques and Assessment of Athletic Injuries II</td>
<td>2 hrs</td>
</tr>
<tr>
<td>HS 364</td>
<td>Rehabilitation and Therapeutic Exercise</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 366</td>
<td>Therapeutic Modalities and Pharmacology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Chemistry (8 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

**Physics (8 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY111-112</td>
<td>General Physics I and II</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Child Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Recommended Courses (required by some physical therapy schools):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computer Fundamentals</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HPW 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 351X</td>
<td>Biomechanics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
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  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
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 485 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:

- ART 200X, 331, 332
- 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 Licensure Major
Requirements total 92 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 38 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 485 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 260X Education Psychology and Human Development
- PSY 337 Psychology of Adolescence
- SOC 330 Race and Ethnic Relations

**Professional Education Courses (38 hrs):**

- ED 101 Introduction to Teaching 2 hrs
- ED 103 Professional Skills for Teachers 1 hr
- ED 240 Foundations of Education 2 hrs
- ED 306 Reading and Writing across the Curriculum 3 hrs
- ED 310 General Teaching Methods 2 hrs
- ED 311 General Teaching Methods Lab 1 hr
- ED 330 Introduction to Special Education 3 hrs
- ED 363 Teaching History & Social Studies in Secondary School 3 hrs
- ED 368 Secondary Methods Pre-Clinical Experience 2 hrs
- ED 380 Diversity in Education 1 hr
- ED 381 Diversity Pre-clinical Experience 1 hr
- ED 413 Clinical Practice in the Secondary School 12 hrs
- ED 421 Classroom Management 1 hr
- ED 422 Advanced Seminar in Education 2 hrs
- ED 430 Educational Research and Assessment 2 hrs

**Additional Licensure Requirements:**

Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all licensure tests in order to complete their program. All candidates must pass a competency test in Illinois history or meet the competency requirement through transfer of an appropriate course prior to taking social studies methods (ED 363). Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

**History Major: Military History Emphasis**

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 485 Philosophy of History 3 hrs
Choose two seminars (6 hrs):
(research papers must be on military topics)
- 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 271 Topics in World History [Military Course Topic required] 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
- HI 122 United States History II 3 hrs
- HI 321X American Church History 3 hrs
- HI 372 History of Ideas in America 3 hrs
- HI 373 African American History 3 hrs
- HI 374 American Civil War 3 hrs
- HI 375 or HI 475 Any United States Topic 3 hrs

American Literature Courses (6 hrs):
- ENG 318 American Literature I 3 hrs
- ENG 320 American Literature II 3 hrs

Political Science Courses (6 hrs):
- POL 250 American Government 3 hrs
- POL 255 Constitutional Law 3 hrs
- POL 330X Public Policy and Administration 3 hrs
- POL 375 Topics in Law and Government (American topic only) 3 hrs

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 American Church History 3 hrs
- HI 322X Topics in Church History 3 hrs
- HI 340X History of Christianity 3 hrs
- HI 420 Seminar in Medieval/Renaissance History 3 hrs
PH 362 Philosophy of Religion 3 hrs
PH 381 History of Western Thought I 3 hrs
PH 382 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):
- ENG 302 Classical Literature 3 hrs
- HI 410 Seminar in Ancient Greece and Rome 3 hrs
- MUH 341 Music History I 3 hrs
- PH 381 History of Western Thought I 3 hrs

Elective Courses (12 hrs):
- ART 200X European Fine Arts Tour 3 hrs
- ART 331 History of Art I 3 hrs
- BI 313 New Testament Church 3 hrs
- ENG 306 Renaissance Literature 3 hrs
- ENG 402 Advanced Literary Studies (Classical/Medieval topics only) 3 hrs
- ENG 406 Shakespeare 3 hrs
- GR 221X Intermediate Greek 3 hrs
- HI 420 Seminar in Medieval/Renaissance History 3 hrs

European Studies Minor (24 hrs)

History Courses (12 hrs):
- HI 261/361 Topics in Military History (European military history only) 3 hrs
- HI 325 Topics in European 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

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 340 British Novel 3 hrs
- ENG 406 Shakespeare 3 hrs
- MUH 341 Music History I 3 hrs
- MUH 342 Music History II 3 hrs
- PH 381 History of Western Thought I 3 hrs
- PH 382 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 271  Topics in World History [military topics only]  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:** 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.

---

**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- 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 446Field 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 Professional Educator License, the candidate must also pass the content-area test for health (#142). 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 Major with Secondary Education Licensure, 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
- 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 47 hours. This includes 36 hours of required courses, 3 hours of elective courses, and 8 hours of supporting courses. Up to 8 hours count for general education requirements.

Required Courses (36 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

Elective Courses (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

Mathematics Major with Secondary Education Licensure
Major requirements total 87 hours. This includes 32 hours of required mathematics courses, 3 hours of mathematics electives, 8 hours of supporting courses, and 44 hours of professional education courses. Up to 8 hours count for general education requirements.

Required Courses (32 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 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
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

Professional Education Courses (44 hrs):
ED 101  Introduction to Teaching  2 hrs
ED 103  Professional Skills for Teaching  1 hr
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 310  General Teaching Methods  2 hrs
ED 311  General Teaching Methods Lab  1 hr
ED 330  Introduction to Special Education  3 hrs
ED 364  Teaching Mathematics in the Secondary School  3 hrs
ED 388  Secondary Methods Pre-clinical Experience  2 hrs
ED 380  Diversity in Education  1 hr
ED 381  Diversity Pre-clinical Experience  1 hr
ED 413  Clinical Practice in the Secondary School  12 hrs
ED 421  Classroom Management  1 hr
ED 422  Advanced Seminar in Education  2 hrs
ED 430  Educational Research and Assessment  2 hrs
PSY 337  Psychology of Adolescence  3 hrs
Additional Licensure Requirements:
Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all appropriate licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. See specific requirements listed in the Division of Education.

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. Music and music education majors may include MUT 360 (Computers in Music).

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 113 Principles of Marketing 3 hrs
- BUS 115 Human Resources Management 3 hrs
- CIS 110 Introduction to Computer Fundamentals 4 hrs
- CIS 120 Computer Programming I 3 hrs
- CIS 310 Database Management Systems 4 hrs
- CIS 490 Computer Ethics 3 hrs

Electives (1-4 hrs):
Choose 1-4 hours from any other CIS courses.

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 Mac lab in the adjacent Lew Center houses computers equipped with MIDI keyboards and software to enhance theory, composition, and music education studies.

Performance groups include the Concert Choir, Symphonic Band, Orchestra, Jazz Ensemble, Handbell Choir, and numerous vocal and instrumental ensembles. A large number of students participate in these groups regardless of
their chosen major. The large ensembles typically present fall, Christmas, and spring concerts, and the Concert Choir and Symphonic Band tour extensively during Spring Break or in the month of May. Trinity ensembles have traveled throughout the United States, as well as in Europe, South America, the Caribbean, and the Far East.

The Music Department regularly presents concerts, recitals, and music theater productions on campus. Choral and instrumental groups also perform in local churches.

**Goals of the Music Department:**

We intend that by the time of graduation, as a music or music education major, the student will have

1. Demonstrated a thorough working knowledge of music theory, history, and performance, with specialization in K-12 music education (general, and choral or instrumental), music performance, piano pedagogy, music history, music theory/composition, contemporary music, and/or church music, along with a sense of how to integrate that knowledge with Christian faith and practice

2. Evidenced an attitude toward performance and learning that is Christian in word and in actuality, exercising godly stewardship of time, ability, and talent, interacting meaningfully with a supportive community, and competing healthfully

3. Exhibited the necessary skills and qualifications to enter graduate school in music (e.g., MM, MA) or music education (e.g., MME) [with the exception of full-time teaching experience, if required]

4. Prepared for a lifetime of learning and creativity, service to church and community, and avocational participation in music

5. Participated in the rich musical culture available in the city of Chicago and its suburbs

**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 [Note: This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).]

3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)

4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 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):
- MUH 111 Introduction to Music History and Literature 3 hrs
- MUE 331 Basic Conducting 3 hrs
- MUH 341 Music History I 3 hrs
- MUH 342 Music History II 3 hrs
- MUT 101 Fundamentals of Music 3 hrs
- MUT 121 Music Theory I 3 hrs
- MUT 122 Aural Skills I 1 hr
- MUT 221 Music Theory II 3 hrs
- MUT 222 Aural Skills II 1 hr
- MUT 223 Music Theory III 3 hrs
- MUT 224 Aural Skills III 1 hr
- MUT 322 Aural Skills IV 1 hr
- MUT 360 Computers in Music 3 hrs
- MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons 8 hrs

Emphases
Each music major must choose at least one of the following eight emphases:

**Arts Administration Emphasis (15 hrs):**
- BUS 113 Principles of Marketing 3 hrs
- BUS 115 Human Resources Management 3 hrs
- BUS 353 Management of Change and Strategic Planning 3 hrs
- MUS 372X Nonprofit Management 3 hrs
- BUS 373X Nonprofit Financial Management 3 hrs

**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) 4 hrs
- MUZ 210V 210M 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):**
Note: For this emphasis area, students must demonstrate guitar proficiency, and must choose the following courses to fill General Education Requirements:

Quantitative and Analytical Reasoning:
- BIO 140 Survey of Anatomy and Physiology 3 hrs
- PSY 285X* Statistics 3 hrs

Personal Growth, Health and Wellness
- PSY 140* Introduction to Psychology 3 hrs
- MUW 437X Music in Worship 3 hrs

Choose 1: 3 hrs
- PSY 220 Interpersonal Skills Training
- PSY 230 Crisis Intervention
- PSY 255 Psychology of Addiction

Choose 2: 6 hrs
- PSY 300 Personality Theories
- PSY 310 Abnormal Psychology
- PSY 320 Learning and Motivation
Choose 2:
- PSY 372 Cognitive/Behavioral Psychology 6 hrs
- 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 90 hours. This includes the 39 hours from the Music core, 15 hours of additional Music courses, and 36 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 Academic Proficiency, the appropriate content-area test, the appropriate edTPA, and the appropriate Assessment of Professional Teaching test in order to complete their program. **Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure.** 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>Hours</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>MUZ 250-259, 350-359, 450-459</td>
<td>Advanced Level Private Lessons</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

**Additional Music Courses (15 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 249X</td>
<td>General Music Methods, 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>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>
<tr>
<td>MUH 211</td>
<td>Survey of World Music</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

- MUE 432X Choral Conducting, Methods and Literature 3 hrs
- MUE 433X Instrumental Conducting, Methods and Literature 3 hrs

**Recommended:**

Participation in MUZ 285 Jazz Ensemble for those who qualify.

**Professional Education Courses (36 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>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 103</td>
<td>Professional Skills for Teachers</td>
<td>1 hr</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>Read/Write 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 380</td>
<td>Diversity in Education</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 381</td>
<td>Diversity Pre-Clinical Experience</td>
<td>1 hr</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>2 hrs</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 440 &amp; 441</td>
<td>Clinical Practice/Music K–12</td>
<td>12 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescents</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
**Additional Licensure Requirements:**
Candidates must pass the Illinois Test of Academic Proficiency, the appropriate edTPA, and all licensure tests in order to complete their program. Candidates are required to comply with all state licensure requirements that are in place at the time of application for licensure. Consult specific requirements listed in the Division of Education.

**Music Minor**
Students wishing to earn a minor in music must complete 24 hours in the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUH 111</td>
<td>Introduction to Music History and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUH 341</td>
<td>Music History I -or-</td>
<td></td>
</tr>
<tr>
<td>MUH 342</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUT 121</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUT 122</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUT 221</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUT 222</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUZ 150-159, 250-259, 350-359, 450-459 Private Lessons in one applied instrument/voice</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Music electives (excluding applied music or music organization [MUZ] credits)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The music minor requires six semesters in a Music Ensemble.

**Philosophy Department**

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

**Major: Philosophy**

Philosophy is unique and in a constant state of change. The great American philosopher William James once called philosophy "a collective name for questions that have not been answered to satisfaction of all who have asked them." Philosophy, in other words, addresses those multifaceted, world-view type questions that confront everyone who thinks. Those who study philosophy are empowered to develop, express, and defend their own philosophical perspectives. Those who study it here learn to bring their ideas into dialogue with the past masters and current dignitaries, many of whom are great Christian minds. By using a distinctly critical, historical, and Christian approach, our goal is to help produce the next generation of excellent thinkers. Our graduates will know how to think critically, historically, and Christianly about these views. And they will be prepared to stake claims and provide reasons with a design plan aimed at truth, goodness, and beauty. A few of these graduates will even take philosophy as their life’s work. The rest will take philosophy to their life’s work. But wherever they may find themselves, all of them will bring the best tools of philosophy to bear on the fundamental moral and intellectual questions of our time.

**Philosophy Major**

Requirements total 31 hours. These include 16 core hours of Philosophy courses and 15 hours from elective courses. Additionally, students may complete up to two specializations of 12 hours each chosen from among their elective hours.

**Core (16 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PH 381</td>
<td>History of Western Thought I</td>
<td>3</td>
</tr>
<tr>
<td>PH 382</td>
<td>History of Western Thought II</td>
<td>3</td>
</tr>
<tr>
<td>PH 499</td>
<td>Fall Senior Seminar</td>
<td>1</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>PH 431</td>
<td>Contemporary Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PH 432</td>
<td>Problems in Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

15 hours of elective courses are required of all Philosophy majors (including 9 hours specifically designated as PH courses). Non-Philosophy electives can be chosen from any of the courses listed below in "Specializations." Note students completing one specialization need 3 additional hours of electives to complete the major.
Specializations
Philosophy majors may achieve a Specialization designation in Apologetics, Ethics, or Philosophy of Religion by taking 12 hours in that specific area. No Specialization is required and no more than two Specializations are allowed.

**Apologetics (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 330</td>
<td>Apologetics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Choose three:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 351</td>
<td>Topics in Apologetics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 431</td>
<td>Contemporary Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 432</td>
<td>Problems in Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ID 5002</td>
<td>Foundations of Cultural Engagement</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PR 5500</td>
<td>Apologetics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Oxford Center or RZIM Institute <em>(program and credits must be preapproved)</em></td>
<td></td>
<td>1-6 hrs</td>
</tr>
</tbody>
</table>

**Ethics (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Choose three:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 352</td>
<td>Topics in Ethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 431</td>
<td>Contemporary Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 432</td>
<td>Problems in Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 477X</td>
<td>Undergraduate National Conference</td>
<td>2-3 hrs</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PR 7220</td>
<td>Ethical Theory</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Philosophy of Religion (12 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH 362</td>
<td>Philosophy of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Choose three:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH 353</td>
<td>Topics on Philosophy of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 359H</td>
<td>Christian Classics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 431</td>
<td>Contemporary Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 432</td>
<td>Problems in Philosophy <em>(not taken to fulfill Core requirement)</em></td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 335</td>
<td>Survey of World Religions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Any one Religious Studies (TGS), Philosophy of Religion or World Religions (TEDS) course</td>
<td></td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Psychology Department**

Division of Social Sciences

**Majors/Minors:** Psychology Major, Psychology Major with a Counseling Psychology Emphasis, Psychology Major with a Health Psychology Emphasis, Psychology Major with an Organizational Leadership Emphasis, Health Psychology Minor, Organizational Leadership Minor

Also, Trinity offers a Dual Degree combining the Psychology Major (Counseling Psychology Emphasis) at Trinity College with a Master of Arts in Mental Health Counseling at Trinity Evangelical Divinity School.

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 Sciences disciplines help the student gain an understanding of the impact of sin on our world and provide a means to study where we are in our relationships with one another and how to make the changes necessary to bring about a society that meets God’s expectations. We believe that it is only through knowing the depth of the problems that exist that
Christians can seriously tackle these issues in a manner that brings glory to God and leads to a social world that reflects what God intended—a world in which all interactions are based in love for one another.

In preparing students for graduate school, the workplace, the community, their church, and their family life, we encourage them to explore and develop their values, interests, and abilities as thoughtful learners, to mature as authentic people, and to hone their critical thinking skills and problem-solving capabilities to function well beyond the degree-seeking years. We stand committed to lead ourselves and the learners entrusted to us in scholarly endeavors that will ultimately transform our lives as we allow ourselves to be guided by God’s Spirit.

**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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3 hrs</td>
</tr>
<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>
</tr>
</tbody>
</table>

**Developmental Psychology Course (choose one, 3 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 335</td>
<td>Child Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Theory Courses (choose two, 6 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>(taken after PSY 350)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>(taken after PSY 320)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>(taken after PSY 300)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Integrative Course (choose one, 3 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 the Christian Faith</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Elective Courses (21 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 170X</td>
<td>Leadership Dynamics</td>
<td>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 251</td>
<td>Topics in Counseling Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 255</td>
<td>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>Child Development †</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence†</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 339</td>
<td>Adult Development †</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>
</tbody>
</table>
PSY 356  Conflict Management  3 hrs
PSY 360X  Introduction to Social Work  3 hrs
PSY 372  Cognitive/Behavioral Psychology**  3 hrs
PSY 374  Physiological Psychology  3 hrs
PSY 400  Therapeutic Psychology**  3 hrs
PSY 420X  Advanced Interpersonal Skills Training  3 hrs
PSY 430  Psychology of Religion‡  3 hrs
PSY 435  Psychological Tests and Assessment  3 hrs
PSY 440  Integration of Psychology and the Christian Faith‡  3 hrs
PSY 445X  Internship II  2-6 hrs
PSY 450  Independent Study  2-6 hrs
PSY 460  Thesis  3-6 hrs
PSY 470X  Leadership Dynamics Practicum  1 hr

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.

**Counseling Psychology Emphasis (18 hours)**
Course selections must include 18 hours in Psychology as part of the 47-hour requirement for the Psychology Major.

The Counseling Psychology Emphasis (CPE) has been created for Psychology Majors who wish to focus their course selections to those that will prepare them for further training in the people helping professions.

**Required Courses (18 hrs)**

- PSY 300  Personality Theories  3 hrs
- PSY 310  Abnormal Psychology  3 hrs

Select one:
- PSY 220  Interpersonal Skills Training  3 hrs
- PSY 230  Crisis Intervention  3 hrs
- PSY 240  Human Sexuality  3 hrs
- PSY 251  Topics in Counseling Psychology:  3 hrs
- PSY 255  Psychology of Addiction  3 hrs

Select two:
- PSY 345/445/470 Internship: (counseling related only)  3 hrs
- PSY 355  Group Dynamics  3 hrs
- PSY 356  Conflict Management  3 hrs
- PSY 372  Cognitive Behavioral Psychology  3 hrs
- PSY 374  Physiological Psychology  3 hrs
- PSY 420  Advanced Interpersonal Skills Training  3 hrs
- PSY 435  Psychological Tests and Assessment  3 hrs

Select one:
- PSY 360x  Introduction to Social Work  3 hrs
- PSY 400  Therapeutic Psychology  3 hrs

PSY 140 Introduction to Psychology is a prerequisite for all 300-level PSY courses.

**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)**

- HPW 180  Introduction to Health and Wellness  3 hrs
- PSY 140  Introduction to Psychology  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 250  Special Topics (topics that deal directly with health)  3 hrs
   PSY 255  Psychology of Addiction  3 hrs

Suggested Courses
   PSY 320  Learning and Motivation  3 hrs
   PSY 345/445/470 Internship (Health Psychology)  2-6 hrs
   PSY 350X  Social Psychology  3 hrs

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 the 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 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)
   HPW 180  Introduction to Health and Wellness  3 hrs
   PSY 140  Introduction to Psychology  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 250  Special Topics (topics that deal directly with health)  3 hrs
   PSY 255  Psychology of Addiction  3 hrs
Suggested Courses
PSY 320 Learning and Motivation 3 hrs
PSY 345/445/470 Internship (Health Psychology) 2-6 hrs
PSY 350X Social Psychology 3 hrs

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)
- PSY 170X Leadership Dynamics 3 hrs
- PSY 220 Interpersonal Skills Training 3 hrs
- PSY 378X Servant Leadership or 3 hrs
- CM 420 Ministry Leadership (for CM majors) 3 hrs
- PSY 420X Advanced Interpersonal Skills Training 3 hrs
- PSY 470X Leadership Dynamics Practicum 3-4 hrs

Select at least one (3-6 hrs):
- BUS 351 Organizational Development 3 hrs
- PSY 305 Organizational Psychology 3 hrs

Select courses from the list below to fulfill 24 total hrs for the minor (3-6 hrs)
- BE 476X Undergraduate Bioethics Institute 3 hrs
- BE 477X Undergraduate Bioethics National Conference 2-3 hrs
- BI 453 Seminar in Discipleship and Justice 3 hrs
- BRS 360X Foundations of Intercultural Ministries 3 hrs
- 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 Sciences Director approval depending on the topic

PSY 355 Group Dynamics 3 hrs

Online Degree Completion Programs
Trinity offers three majors completely online, enabling upper-division students to complete their major through convenient online delivery. Currently, Business, Christian Ministry and Psychology degrees can be completed online.

Admission to Online Majors
Students who have earned at least 60 credit hours are the preferred candidates for online degree completion. Those with a minimum of 36 credit hours are eligible to apply to the online degree programs. Other admission standards, as stated elsewhere in the catalog, apply.

Business (48 hrs)
The online degree program in Business is designed to prepare leaders of integrity who hold fast to the word of God. Based in the liberal arts tradition, the major is designed to help students develop skills applicable throughout their lives by starting and working in many different types of organizations, including large and small businesses, nonprofits, and ministries.
Trinity’s Business curriculum has a bias toward practical application. This allows working students to immediately use course concepts on the job. Because most of the program’s professors have had careers in their area of expertise, students gain a “real world” perspective on course topics. All faculty are committed Christians who will challenge students to understand how their faith can help them navigate the complexities of organizational life while honoring God and serving man.

In addition to the Trinity College General Education courses, students in the major take a core of 37 hours of Business classes. These are designed to equip them with the foundational skills necessary for leading and managing in dynamic environments. Students also take 12 additional hours in one of three emphases: Management, Ministry and Nonprofit Management, or Social Entrepreneurship. Emphases are specifically designed to help students gain administrative skills to serve others and make a difference in the world.

All students in the Business program must demonstrate proficiency in Algebra and Computer Skills. Algebra proficiency may be demonstrated by a Math ACT score of 18 or higher, successful completion of a college-level Algebra course, or achieving a passing score on the CLEP exam in College Algebra. Computer Skills proficiency may be demonstrated by a high school or college transcript documenting the successful completion of a computer skills course, completion of CIS 100 or other college-level computer skills course while enrolled in the program, or achieving a passing score on the CLEP exam in Information Systems and Computer Applications.

**Required Courses (37 hours):**

- BUS 103 Economics for Managers 3 hrs
- BUS 111 Principles of Management 3 hrs
- BUS 113 Principles of Marketing 3 hrs
- BUS 181 Survey of International Business 3 hrs
- BUS 201 Business Law 3 hrs
- BUS 221 Principles of Accounting I 3 hrs
- BUS 222 Principles of Accounting II 3 hrs
- ENG 210X Business Communication 3 hrs
- MA 285X Statistics with Lab* 4 hrs
- BUS 411 Financial Management** 3 hrs
- BUS 440 Seminar in Management Policy 3 hrs
- BUS 490 Seminar in Business and Management Ethics 3 hrs

*MA 120 required prerequisite if Algebra proficiency not met

**CIS 100 required prerequisite if Computer Skills proficiency not met

**Emphases (choose one):**

**Management Emphasis (12 hours)**

- BUS 115 Human Resources Management 3 hrs
- BUS 310 Personal Finance 3 hrs
- BUS 351 Organizational Development 3 hrs
- COM 332 Interpersonal Communication 3 hrs

**Ministry and Nonprofit Management Emphasis (12 hours)**

- BUS 372X Nonprofit Management 3 hrs
- BUS 373X Nonprofit Financial Management 3 hrs

Choose two of the following:

- BUS 115 Human Resources Management 3 hrs
- BUS 351 Organizational Development 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- CM 320 Principles of Ministry Programming 3 hrs

**Social Entrepreneurship Emphasis (12 hours)**

- BUS 391 Entrepreneurial Accounting and Finance 3 hrs
- or BUS 373X Nonprofit Financial Management 3 hrs
- BUS 392 Social Entrepreneurship 3 hrs

Choose at least two from the following, depending upon your area of social interest *(Note: While all of these courses are acceptable options, not all are currently available online. Students should consult with their academic advisory for further information):*

- BE 474X Introduction to Bioethics 3 hrs
- BI 453 Seminar in Discipleship and Justice (with permission) 3 hrs
- BUS 351 Organizational Development 3 hrs
- BUS 372X Nonprofit Management 3 hrs
Christian Ministries (48-51 hours)
The Christian Ministries department empowers and equips Trinity students theologically and theoretically in the areas of personal maturity, relational competence, and ministry skill in order to engage contemporary culture through Christ. It is the department’s Vision to see each of its graduates walking confidently in their calling for their lives as children of God and servants of His kingdom.

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.

The program’s goals are to:

- **Personal Maturity.** The Christian Ministries graduate should be able to demonstrate a healthy sense of self in Christ, commitment to a lifestyle of ministry and progress toward godly character.

- **People-Skills.** The Christian Ministries graduate should be able to interact in a relationship-based ministry which empowers service, initiates discipleship and sustains appropriate biblical spiritual formation.

- **Penetrate the Culture.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.

- **Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan which accounts for effective leadership and efficient administration.

- **Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base which is cognizant of current theory, founded on the Scriptures and theologically sound.

Broad Field (48 hours)
The Christian Ministry Broad Field Ministries Degree maintains a full ministry scope for the person who desires to prepare for an effective ministry of discipleship across many fields or a more “customized” approach to fit the direction of the student.

**Foundations (6 hours)**
- CM 201 Survey of Christian Education 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs

**Integrated Field Experience (12 hours)**
- CM 224 IFE–Spiritual Formation 3 hrs
- CM 225 IFE–Small Groups 3 hrs
- CM 324 IFE–Discipleship 3 hrs
- CM 325 IFE–Ministry Methods 3 hrs

**Specific Ministry Strategies (9 hours)**
Choose three:
- CM 175 Foundations of Youth Ministry 3 hrs
- CM 215 Foundations of Children’s Ministry 3 hrs
- CM 315 Principles of Family Ministry 3 hrs
Family Ministries

Description:
The Christian Ministry Family Ministries Degree maintains the broad ministry scope and access to ministry education already available online (Broad Field) while allowing for a specialization in a distinctive area of ministry expertise. The family ministries specialization lays a foundation for an effective ministry of discipleship across the age-span within the context of a local church ministry.

COURSE WORK:

Foundations: 6 hrs
CM 201* Survey of Christian Education 3 hrs
Or CM 172 Introduction to Ministry, 3 hrs
CM 260* Introduction to Intercultural Ministries 3 hrs

Integrated Field Experience: 12 hrs
CM 224* IFE Spiritual Formation 3 hrs
CM 225* IFE Small Groups 3 hrs
CM 324* IFE Discipleship 3 hrs
CM 325* IFE Ministry Methods 3 hrs

Family Ministry Courses (9 hrs):
CM 280 Psych. & Soc. Foundations of Family 3 hrs
CM 315 Principles of Family Ministry 3 hrs
SOC 221 Marriage and the Family 3 hrs

Specific Ministry Strategies: Choose 1 of 3 3 hrs
CM 175 Foundations of Youth Ministry 3 hrs
CM 215 Foundations of Children’s Ministry 3 hrs
CM 400 Principles of Adult Ministry 3 hrs

Finishing Courses: 9 hrs
CM 320 Principles of Ministry Programming 3 hrs
CM 342* Relational Skills for Ministry 3 hrs
CM 420 Min Leadership or CM 475 Senior Seminar 2 hrs
CM 480 Christian Ministries Integrative Seminar 1 hr

Total Christian Ministry Hours 39 hrs

Biblical Studies Required Coursework (embedded): 12 hrs
BI 275*# Teaching the Bible 3 hrs
BRS 231*# Christian Doctrine 3 hrs
BRS 338*# Theological & Soc. Foundations of Evangelism 3 hrs
BRS 340X*# History of Christianity 3 hrs
Total Christian Ministries Credits: 51 hrs

Coursework for the minor in Biblical Studies:

Additional General Education Requirements: 12 hrs
- BI 101# Understanding the Old Testament 3 hrs
- BI 111# Understanding the New Testament 3 hrs
- BI 210# Biblical Interpretation 3 hrs
- IDS 150# Found. of Christian Living & Thinking 3 hrs

Total Biblical Study Minor Hours# (includes embedded) 24 hrs

Recommended:
- ED 330 Introduction to Special Education 3 hrs
- ENG 235 Children's Literature 3 hrs
- PSY 335/337/339 Human Development 3 hrs
- PSY 360X Introduction to Social Work 3 hrs

Pre-Seminary

Description:
The Christian Ministry Pre-Seminary Degree maintains the broad ministry scope and access to ministry education while allowing for a specialization in a distinctive area of ministry. The pre-seminary (pastoral preparation) specialization lays a foundation for an effective ministry of leadership, preaching and shepherding in the context of a local church ministry. It is designed to enable a student to do further graduate studies at a seminary of their choice. It particularly has in view the Advanced Placement MDiv of Trinity Evangelical Divinity School.

COURSE WORK:

Foundations: 14 hrs
- CM 201* Survey of Christian Education 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- GR 121-122* Elementary Greek 8 hrs

Integrated Field Experience: 6 hrs
- CM 224* IFE—Spiritual Formation 3 hrs

IFE Elective (Choose 1 of 3) + 3 hrs
- CM 225* + IFE—Small Groups
- CM 324* + IFE—Discipleship
- CM 325* + IFE—Ministry Methods

Pastoral Relationships: 9 hrs
- CM 342* Relational Skills for Ministry 3 hrs
- CM 372X Nonprofit Management OR
- PSY 305 Organizational Psychology 3 hrs
- CM 381* Introduction to Preaching 3 hrs

Specific Ministry Strategies: Choose 1 of 4 3 hrs
- CM 175 Foundations of Youth Ministry 3 hrs
- CM 215 Foundations of Children's Ministry 3 hrs
- CM 315 Principles of Family Ministry 3 hrs
- CM 400 Principles of Adult Ministry 3 hrs

Finishing Courses: 8 hrs
- CM 320 Principles of Ministry Programming 3 hrs
- CM 420 Ministry Leadership 2 hrs
- CM 475 Senior Seminar 2 hrs
- CM 480 Christian Ministries Integrative Seminar 1 hr

Total Christian Ministry Hours 40 hrs

1 +CM 224 required; Choose 1 of 3—CM 225, CM 324 or CM 325.
Biblical Studies Required Coursework (embedded): 12 hrs
- BI 275*# Teaching the Bible 3 hrs
- BRS 231*# Christian Doctrine 3 hrs
- BRS 338*# Theological & Soc. Foundations of Evangelism 3 hrs
- BRS 340x*# History of Christianity 3 hrs

Total Christian Ministries Credits: 52 hrs

Coursework for the minor in Biblical Studies:

Additional General Education Requirements: 12 hrs
- BI 101# Understanding the Old Testament 3 hrs
- BI 111# Understanding the New Testament 3 hrs
- BI 210# Biblical Interpretation 3 hrs
- IDS 150# Found. of Christian Living & Thinking 3 hrs

Total Biblical Study Minor Hours# (includes embedded) 24 hrs

Advanced Placement Courses: (In addition to the Pre-Seminary emphasis, a student will need 12 additional hours—some can meet General Education requirements—to qualify for TEDS Advanced Placement MDiv program.)
- BRS 330* Christian Evidences 3 hrs
- BRS 334* Survey of New Religious Movements 3 hrs
- PH 182* Ethics 3 hrs
- Theology Elective* 3 or 6 hrs
- Cross-Cultural Experience

Advanced Placement Courses: 12 hrs

Recommended:
- BI 221X/BI 222X* (GR 221X/GR 222X) 6 hrs
- COM 112 Speech 3 hrs
- PH 362 Philosophy of Religion 3 hrs
- PSY 220 Interpersonal Skills Training 3 hrs
- PSY 355 Group Dynamics 3 hrs
- SOC 360X Social Psychology 3 hrs

Psychology (47 hrs)
Through the online Psychology Major, students are not only prepared for graduate school and the workplace, they learn how to better understand themselves, and relate with others in an effective manner. Starting with a Christ-centered curriculum, students can learn the knowledge and skills to be part of God’s restorative work in a fallen world.

The online courses are a subset of the all of the Psychology Department’s offerings and are chosen and sequenced to not only complete the Psychology Major, but to complete an emphasis in Counseling Psychology. This emphasis has wide applications to community, church and home, but is designed to prepare students for further training in the people helping professions.

Below is the list of courses that are offered online. Other courses from the Psychology Department which are not offered online may be used to fulfill the requirements of the Psychology major and also to fulfill the requirements of the Counseling Psychology emphasis. (See the full list of courses that can be used to fulfill requirements of the Major and the various emphases in the Psychology Department section of this catalog.)

Core (11 hrs)
- PSY 140 Introduction to Psychology 3 hrs
- PSY 141 Psychology Seminar 1 hr
- PSY 285X Statistics 4 hrs
- PSY 346X Research Methods and Design 3 hrs

Developmental Psychology (3 hrs)
- PSY 337 Psychology of Adolescence 3 hrs

Theory Courses (6 hrs)
- PSY 300 Personality Theories 3 hrs
- PSY 320 Learning and Motivation 3 hrs
### Application Course (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Integrative Course (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 440</td>
<td>Integration of Psychology and the Christian Faith</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Electives (21 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 255</td>
<td>Psychology of Addiction</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 345</td>
<td>Internship I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive/Behavioral Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Counseling Psychology Emphasis (18 hrs)

Course selections must include 18 hours in Psychology as part of the 47 hour requirement for the Psychology Major. The Counseling Psychology Emphasis (CPE) has been created for Psychology Majors who wish to focus their course selections to those that will prepare them for further training in the people helping professions.

#### Theory Course

<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>
</tbody>
</table>

#### Clinical Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Specialty Course (select one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 255</td>
<td>Psychology of Addiction</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Practical Courses (select two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 345/445/470 Internship: (counseling related only)</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 372</td>
<td>Cognitive Behavioral Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

#### Professional Issues Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Online Course Descriptions:

All course titles and descriptions are the same as in the current traditional program section of this catalog, with the exception of the following change:

#### BUS 103  Economics for Managers

This course provides an overview of key microeconomic and macroeconomic concepts. Issues of supply and demand, money and banking, pricing, market structures, and national income accounting are studied. This course is not appropriate for students wishing to take further studies in economics.
Course Descriptions

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 even-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 haggadic and halakhic midrashim. Prerequisites: BI 101, 210. Offered on demand. *Three hours.*

**BI 312**  
*Life of Christ*  
A study of the life of Jesus Christ, with emphasis on crisis events. Attention is given to the uniqueness of each of the four Gospels, to the development in Jesus' ministry, and to the topics of Messiahship, kingdom of God, discipleship, and controversy. Prerequisites: BI 111, 210. Offered fall semester in even-numbered years. *Three hours.*

**BI 313**  
*New Testament Church*  

**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 fall 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 spring semester in even-numbered years. *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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biblical Studies major. Offered fall semester in odd-numbered years. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biblical Studies major. Offered spring semester. 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 on demand. 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 on demand. Four hours.

**BIO 220** General Botany
The taxonomy, anatomy, physiology, and ecology of vascular and nonvascular plants will be studied. Emphasis will be placed on the relationship of the cellular, organismal, and gross structures of vascular plants with development and function in time and environment. Laboratory is included. Prerequisites: BIO 111 and CH 112. Laboratory fee. Offered on demand. Four hours.

**BIO 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 spring 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 on demand. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biology, Biology/Pre-Medical, Biology/Pre-Physician Assistant, and Biology/Secondary majors. Offered 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 fall semester 2013. *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 410). Prerequisites: BIO 111 and at least one of the following: BIO 310, 340-341, 420. Instructor's consent by signature required. May be repeated for credit. Laboratory fee may be required. Offered on demand. *One to four hours.*
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 with the 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 in odd years. 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—Judais, 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 neothodoxy, 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. Offered fall semester. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Biblical Studies major. 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.

Business

BUS 103 Contemporary Economics
This is a survey course in economics. Issues of supply and demand, national income accounting, money and banking, market structures, and contemporary economic issues are studied. Both microeconomic and macroeconomic principles are presented Offered each semester and online as scheduled. 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 and online as scheduled. 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 and online as scheduled. 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 and online as scheduled. 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 and online as scheduled. 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 and online as scheduled. 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. Prerequisite: BUS 207 or permission of instructor. 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 and online as scheduled. Three hours.

BUS 222  Principles of Accounting II
A managerial accounting course, BUS 222 builds on topics from BUS 221 and focuses on the use of accounting information for internal decision making. Topics include cost analysis, forecasting, budgeting, the time value of money, and performance evaluation. Prerequisite: BUS 221. Offered spring semester and online as scheduled. 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 and online as scheduled. 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 fall 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 and online as scheduled. *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 and online as scheduled. 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 and online as scheduled. 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 oneself authentically, building community, providing and sharing leadership. Prerequisite: BUS/PSY 170, PSY 220, and either admission to either the Organizational Leadership Emphasis, Organizational Leadership Minor, or consent of either business or psychology department chair. Offered fall semester. Three hours.

BUS 390  Entrepreneurship and New Venture Creation
Students in this course will be exposed to concepts in new venture creation for entrepreneurial, intrapreneurial, 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 on campus spring semester even-numbered years and also online as scheduled. 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 startup, organization, and financing of enterprises with social purposes. The role of entrepreneurial activity as a means to generate economic growth and to alleviate poverty will also be covered. Offered on campus fall semester odd-numbered years and online as scheduled. 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 222 and MA 285X. Offered fall semester and online as scheduled. 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  Marketing Strategy
An analysis of the conceptual and theoretical developments related to marketing management and an appraisal of these developments in terms of their ability to facilitate understanding, production, and control of marketing. Application of the theoretical foundations will be made through case studies. Prerequisites: BUS 113 and junior or senior standing. Offered spring semester alternate years. 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, 221, and senior standing. Offered fall semester and online as scheduled. 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 internship coordinator. Class meets once during the first full week of each semester. 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 either the Organizational Leadership Emphasis or the Organizational Leadership Minor, 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Business major. Offered spring semester and online as scheduled. Three hours.

LR 170X (BUS, 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.

LR 173 Emerging Kingdom Leadership I
Theory and practice of the foundations of Christian leadership. Students will be exposed to the roles and responsibilities of Biblical leaders as well as to introductory concepts in leadership styles, interpersonal relationships, and planning. Through a series of papers and other assignments, course participants will delve more deeply into the foundational leadership principles learned in the Emerging Kingdom Leaders program. Prerequisite: Admission into Emerging Kingdom Leaders Program, Freshman only. Offered fall semester. One hour.

LR 174 Emerging Kingdom Leadership II
Students in this course will gain practical leadership experience by planning and conducting a leadership conference for high school students. Participants will be exposed to and will be challenged to apply principles in organizing, group dynamics, motivation, delegation and conflict resolution. In addition to the experiences offered in the Emerging Kingdom Leaders program, course matriculants will complete a series of assignments designed to help them in their personal leadership development. Prerequisites: Admission into Emerging Kingdom Leaders Program, LR 173, Emerging Kingdom Leadership I. Offered spring semester. Two hours.

LR 220 Practicum in Advanced Leadership
This practice is for students who hold positions on approved leadership cabinets but who are not in executive roles. Qualifying leadership experiences must involve at least 20 of leadership responsibilities during a semester. Students are required to keep a leadership journal as well as complete a reflection paper and a research paper dealing with topics related to leadership. Students will adhere to internship standards. May be repeated. Prerequisites: Approval of the Department of Student Affairs. One semester.

LR 420 Practicum in Advanced Leadership
This practicum is up for students who hold executive leadership positions in approved on-campus activities. Qualifying leadership experiences must involve at least 45 hours of practical leadership experience along with significant responsibility/oversight of others. Students will adhere to TIU internship standards including keeping a leadership journal, meetings with a Leadership Coach, and the completion of a reflection paper. May be repeated. Prerequisite: Approval of the Department of Student Affairs. One hour.
LR 440  **Practical Leadership Capstone**  
This course challenges students to synthesize their leadership coursework and activities to prepare them for professional leadership positions. Students will reflect upon their leadership growth and gain a greater appreciation of their individual leadership styles through tools such as ePortfolios, Personal Development Plans, Leadership Practices inventory, and Integration Papers. Upon completion of the course, students will receive an endorsement letter documenting their involvement in the Practical Leadership Program and citing their individual leadership strengths. Prerequisites: Senior standing. Course fee required. *One hour.*

**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 on demand. *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 fall 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 even-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 in even-numbered years. *Four hours.*

CH 212  **Organic Chemistry II**  
A continuation of CH 211. Interpretation of NMR and IR spectra is studied. Laboratory is included. Prerequisite: CH 211. Laboratory fee. Offered spring semester in odd-numbered years. *Four hours.*

CH 305  **Scientific Applications**  
In depth instructional or laboratory experience designed to enhance the student’s expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of instructor. Instructor’s consent by signature required. Offered 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 on demand. *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 on demand. *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 on demand. *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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Chemistry and Chemistry/Pre-Medical majors. Offered on demand. *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 on demand. *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 on demand. *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 on demand. *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 spring 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 250  Intermediate Topics in Computer Applications
Selected topics of general interest not offered in the CIS curriculum (e.g., databases, spreadsheets). May be repeated with a different topic. Computer laboratory fee. 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 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, liked lists, stacks, queues, and trees) and file structure (sequential, random, and indexed). Prerequisite: CIS 220. Computer laboratory fee. Offered on demand. Three hours.

CIS 410  Systems Analysis and Design
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 spring semester in odd-numbered years. *Three hours.*

### Christian Ministries

**CM 112 Pre-Seminary Formation Group**
Pre-Seminary Formation Group is an intentional weekly experience under the leadership of a faculty member. As an essential part of the Pre-Seminary Honors Program, it seeks to create an environment of growth in personal spiritual life, relational skills and ministry skills for the students in this program. Course schedule and activities are determined by the Faculty Mentor of the Pre-Seminary Honors Program. Students are enrolled for 4 semesters. Regular attendance necessary for credit, only two absences per semester permitted. Credit/No Credit. Offered fall and spring semesters. *Zero hours.*

**CM 172 Introduction to Ministry**
An introduction to the purposes, challenges, and scope of various types of ministries and ministry programs, with particular focus made in those areas in which we offer emphases. Personal contact and interaction ministry leaders will seek to enlarge the vision of students for how ministry can be carried out. Offered fall semester. *Three hours.*

**CM 175 Foundations of Youth Ministry**
An exploration of biblical, educational, and philosophical foundations of youth ministry. Current youth culture and developmental needs of adolescents will be examined in light of these foundations. Students will be required to develop a personal theory of ministering to youth through biblical education, personal evangelism, and relational discipleship. *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. *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. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 172 or 175. Required for all Christian Ministries majors and minors. Offered each year. *Four hours on completion of both semesters in one academic year.*
CM 224  Integrated Field Experience—Spiritual Formation
This course is designed to explore the theoretical foundations for personal growth and ministry issues, including spiritual growth and its application to character development. Students will participate in Christian ministry roles during the semester for a total of 60 hours and additional weekly coursework. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. 3 credit hours.

CM 225  Integrated Field Experience—Small Group Ministry
An opportunity for students to be initiated into ministry leadership roles. Emphasis will be placed on discerning spiritual giftedness, sense of personal calling to ministry, individual leadership style, and on theoretical and experiential exploration of methods of small group ministries. Students will participate in Christian ministry roles during the semester for a total of 60 hours and additional weekly coursework. 3 credit hours.

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 challenges and opportunities 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 280  Psychological & Sociological Foundations of Family
This course draws upon understandings of family from a range of social science perspectives and interacts with the related topics from a Christian integrative perspective. The disciplines of family process, psychology, and sociology reveal strengths and weaknesses that can be observed in healthy and unhealthy examples of this basic unit of society. Students will be challenged to wrestle with societal issues across time and into the present concerning the most intimate of human relationships. 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. 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. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. Prerequisite: CM 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 324  Integrated Field Experience—Discipleship
An opportunity for students to participate in an intensive and advanced level of ministry leadership for a total of 120 hours for the semester. Emphasis will be placed on developing strategies for facilitating personal effectiveness and maturity as a Christian leader and study of the biblical principles and practical models of Christian discipleship. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. 3 credit hours.

CM 325  Integrated Field Experience—Ministry Methods
Students will participate in an intensive and advanced level of ministry leadership for a total of 120 hours over the course of the semester. Additional coursework will emphasize the development of practical ministry skills for the student’s selected area of emphasis. This course fulfills one (1) service learning requirement (equivalent to IDS 106) for each semester of enrollment with a grade of C or higher. 3 credit hours.

CM 335  Strategies for Discipling Ministries
A study of biblical principles and practical models of Christian discipleship. Emphasis is on theoretical and

**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. 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. Three hours.

**CM 345  **Ministry Internship
This course is designed to build upon earlier Integrated Field Experiences. Total credits for internships (including all Integrated Field Experiences) may not total more than 12 hours. 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  **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  **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  **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 381  **Introduction to Preaching
This course studies the basic development of preaching and sermon techniques to enhance the presentation of truth for evangelism and discipleship. It includes interactive learning and preaching opportunities to apply practical preaching design, Biblical principles, and contemporary applications. Three hours. Prerequisites: Biblical Interpretation class.

**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. 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. Two hours.

CM 445 Ministry Internship
This course is designed to offer additional supervised ministry experience in an area of choice. Students must have completed a previous internship (CM 345) in order to be eligible for this course. Total credits for internships (including IFE and Adv. IFE) may not total more than 12 hours. Taken by permission of instructor. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Christian Ministries major. Offered spring semester. One hour.

Communication

COM 112 Speech
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. Offered each semester. Three hours.

COM 120 Survey of Communication Theory
Study of communication theories from the scientific, rhetorical, and analytical perspective. Emphasis is placed on theories and research of recent times. Three hours.

COM 140 Introduction to Public Relations
An analysis of public relations theory and practice, focusing on public relations environments, audiences, and message strategies. Three hours.

COM 204 Mass Communication
An analysis of the nature and effects of mass media in modern society. Includes topics such as advertising, news management, violence in the media, impact of the mass media on politics, and the role of mass media in the formation and change of attitudes. Three hours.

COM 210X (ENG 210X) Business Communication
This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. Three hours.

COM 230 Advanced Public Speaking
An examination of the development of public speaking from classical to contemporary times. Students will analyze historically influential speeches and apply rhetorical principles to their own speeches. 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 media experience with on-campus publications. May be repeated once for credit. Prerequisite: COM 240X and permission of instructor required. Offered each semester. One to two hours.

COM 290 Communication Project
Participation in a supervised project involving print, electronic, and/or visual communication. May be repeated for credit. Permission of instructor required. One hour.
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 every year. 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 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 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 on-campus publications. May be repeated for credit. Prerequisites: COM 241X and permission of instructor required. Offered each semester. One to two hours.

COM 445    Internship
Practical field experience of at least 135 hours of supervised work in a communication-related position approved by the department. Prerequisites: COM 240X, COM 340X, and at least one prepracticum. 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.

COM 490    Communication Capstone
An examination of contemporary interpersonal and organizational communication practices in relation to communication theory, ethics, and biblical principles. Students will create a portfolio of print and electronic documents that demonstrate their skills in written and visual communication. This course fulfills the IDS 499x Integrative Thought Capstone requirement for students in the Communication major. Three 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 103R    Professional Skills for Teachers
A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements for the Illinois State Board of Education as implemented by TIU's Division of Education. This course must be taken at Trinity if the preliminary Professional Skills Assessment is not passed. One hour.
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. Provides an emphasis on school law as a foundation for the fair and just treatment of all students and their families. Candidates work throughout the 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. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Prerequisite: ED 100R. 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. The role and use of technology to support instruction and enhance student learning is addressed. 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
Examines best practice in reading and writing for middle and high school students including factors related to reading development and comprehension strategies, vocabulary development, fluency, and motivation. Emphasis is upon teaching methods that develop strategic reading of content materials and methods that develop the reading/writing connection, with heavy attention to the Before-During-After (B-D-A) Instructional format. Designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas that addresses academic, linguistic and cultural diversity. This course is designed to fulfill the reading coursework for the Professional Educator License [105 ILCS 5/21-B-20(1)]. 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 reading problems. Prerequisites: ED 303R, ED 306R, and admission to the Division of Education (Gate 1). Three hours.

ED 341R Concepts & Methods of Teaching Science & 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: ED 303R and admission to the Division of Education (Gate 1). Two hours.

ED 343R Concepts and Methods of Teaching Social Studies K-9
A course encompassing the scope, content resources, methods, and interdisciplinary application of teaching social studies in the elementary classroom. Limited to elementary education candidates. Prerequisites: ED 303R, admission to the Division of Education (Gate 1) and passing score on IL history competency exam. Two hours.

ED 345R Elementary Math Methods
This course is an extension of MA 200R. Content includes a study of the methods of teaching elementary math concepts, grades K-8. Emphasis is placed on a diagnostic approach to math instruction and development and to a sound theory of the acquisition of math concepts at the elementary grades. Prerequisites: ED 303R and admission to the Division of Education (Gate 1). Two hours.

ED 349R Integrating the Arts in Instruction K-9
This course focuses on the integration and utilization of art, music, drama, and dance to enhance learning in the elementary classroom. Prerequisites: ED 303R and admission to the Division of Education (Gate 1). Two hours.
ED 360R  **Fundamentals of Secondary and Middle School Methods**  
An orientation to secondary education with emphasis on brain-based and constructivist learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning. The role and use of technology to support instruction and enhance student learning is addressed. Prerequisites: Admission to the Division of Education (Gate 1) and admission to Field Experience (Gate 2). *Three hours.*

ED 361R  **Teaching Biology in the Secondary and Middle School**  
A course encompassing the current subject-specific methods and approaches used in teaching biology in the secondary and middle school. Course work includes development of curriculum incorporating content, scientific method, and laboratory exercise. 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. Prerequisite: ED 360R. *Two hours.*

ED 362R  **Teaching of Language Arts and Literature in the Secondary and Middle School**  
Study of problems and methods of teaching language skills and literature in the secondary school. Prerequisite: Candidates must be proficient in grammar and usage and must submit a satisfactory writing sample before being allowed to enroll in the course. Writing samples will be judged by the staff of both English and Education Departments. 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. Prerequisite: ED 360R. *Two hours.*

ED 363R  **Teaching History and Social Studies in the Secondary and Middle School**  
A course encompassing the scope, content resources, subject-specific methods, and interdisciplinary application of teaching history and social studies in the secondary and middle school. 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. Prerequisite: ED 360R. *Two hours.*

ED 364R  **Secondary and Middle School Math Methods**  
Content includes a study of the methods of teaching secondary and middle school mathematical concepts and includes issues of curriculum, planning, instructional delivery, application, and assessment. Required for middle school mathematics endorsement and all secondary mathematics candidates. Includes a 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. Prerequisite: ED 360R or ED 363R. *Two hours.*

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**  
Full-time 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. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test is required at least one semester prior to the start of the professional semester. All candidates must meet the requirements for clinical practice outlined in the *Division of Education Handbook*, which include passing the Assessment of Professional Teaching (APT) and the edTPA. Must be taken in the same semester with ED 421R and ED 422R. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). *Twelve hours.*

ED 413R  **Clinical Practice in the Secondary School**  
Full-time 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. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test is required at least one semester prior to the start of the professional semester. All candidates must meet the requirements for clinical practice outlined in the *Division of Education Handbook*, which include passing the Assessment of Professional Teaching (APT) and the edTPA. Must be taken in the same semester with ED 421R
and ED 422R. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Twelve 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 in the same semester with ED 422R and ED 403R or ED 413R. 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 in the same semester with ED 421R and ED 403R or ED 413R. Two hours.

ED 430R  Educational Research and Assessment
Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. The effective use of current and emerging technology, as well as appropriate digital tools, in research and assessment of student learning will be emphasized. Two hours.

ENG 235R  Children’s Literature
A survey and critical study by genre of literature for children and adolescents. Prerequisite: consent of instructor. Does not fulfill a humanities general education requirement. 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. Prerequisite: Admission to the Division of Education (Gate 1). Four hours.

Education (Traditional)

ED 101  Introduction to Teaching
A survey course designed to provide candidates with a basic understanding of the teaching profession through experiences and activities focused on three broad categories: teachers and teaching, students and schools, and schools and society. Special emphasis is given to multicultural issues in education. A minimum of 10 hours of field experience is required. Verification of completion of field component is required for education candidates to pass this course. Completion of this course with a grade of C or better is required for admission to the Division of Education. Concurrent registration in ED 103. Offered each semester. Two hours.

ED 103  Professional Skills for Teachers
A course that intentionally focuses on the skills necessary to be a teacher, including oral and written communication as well as dispositions. Also emphasizes the requirements of the Illinois State Board of Education as implemented by TIU’s Division of Education. This course must be taken at Trinity. Concurrent registration in ED 101. One hour.

ED 110  Instructional Technology
The utilization of educational technology in the school environment with an emphasis on learning both the skills in using educational technologies as well as on how to integrate these resources into daily classroom activities. Candidates will become familiar with application software, emerging technologies and media and will create lessons and units that integrate technology into the different content areas. Course work is both individual and collaborative. Final offering Fall 2013. 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. Provides an emphasis on school law as a foundation for the fair and just treatment of all students and their families. Candidates work throughout the semester to develop their own educational philosophy. Verification of completion of field component is required for education candidates to pass this course. Offered each semester. Two hours.

ED 249X (MUE 249X)  General Music Methods in the Public Schools, Grades K-12
A course designed for the music specialist who will teach and supervise in elementary, middle, and senior high school. Various school music methods are studied, including Orff and Kodaly. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of
technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Teaching skills are developed in a laboratory teaching environment. A minimum of 36 hours of evaluated field experience is required. Membership in NAfME Collegiate is required. Verification of successful completion of field component and middle school philosophy module are required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Verification of successful completion of Clinical Experience (Gate 2). Offered fall semester in odd-numbered years. Three hours.

ED 260X (PSY 260X) Educational Psychology/Human Development
A survey of the theories and philosophies of learning and human development in the children and adolescents. The course examines best practice in reading & writing for middle and high school students including factors related to reading development & comprehension strategies, vocabulary development, fluency, and motivation. Emphasis is placed on teaching methods that develop strategic reading of content materials and methods that develop the reading/writing connection, with heavy attention to the Before-During-After (B-D-A) instructional format. Designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas that addresses academic, linguistic and cultural diversity. This course is designed to fulfill the reading coursework for the Professional Educator License [105 ILCS 5/21-B-20(1)] Prerequisite: Admission to the Division of Education (Gate 1). Offered each year. Three hours.

ED 306 Reading and Writing Across the Curriculum
Examines best practice in reading & writing for middle and high school students including factors related to reading development & comprehension strategies, vocabulary development, fluency, and motivation. Emphasis is placed on teaching methods that develop strategic reading of content materials and methods that develop the reading/writing connection, with heavy attention to the Before-During-After (B-D-A) instructional format. Designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas that addresses academic, linguistic and cultural diversity. This course is designed to fulfill the reading coursework for the Professional Educator License [105 ILCS 5/21-B-20(1)] Prerequisite: Admission to the Division of Education (Gate 1). Offered each year. Three hours.

ED 310 General Teaching Methods
A research-based, comprehensive, and practical introduction to pedagogical methods. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards & the Common Core State Standards; planning effective lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Concurrent registration in ED 311. Prerequisite: Admission to the Division of Education (Gate 1). Two hours.

ED 311 General Teaching Methods-Pre-Clinical Experience
Provides an opportunity to practice skills acquired in ED 310. Includes micro-teaching to peers in small groups and practice in cooperative team teaching typical of middle school experiences. Verification of successful completion of field component is required to pass this course. Concurrent registration in ED 310. Prerequisite: Admission to the Division of Education (Gate 1). One hour.

ED 312 Methods of Reading: Primary Grades (K-3)
First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist K-3 balanced literacy approach which includes read alouds, shared reading/writing, guided reading/writing and independent reading/writing. Comprehension components are addressed: comprehension strategies, decoding, oral language development, vocabulary and background knowledge development, and fluency. Integration of the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum are addressed. Strongly addressed are the methods used to assess and address reading problems with specific attention to the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: Admission to Field Experience (Gate 2). First offered Fall 2014 for those enrolled Fall 2012 and after. Offered fall semester. Three hours.

ED 322 Methods of Reading: Intermediate Grades (4-8)
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective 4-8 reading/language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the full curriculum. This second course places a relatively greater emphasis on writing than in the first course. There is also increased attention to literary devices, vocabulary strategies and comprehension skills/strategies for both narrative fiction and non-narrative texts (expository, informational texts). Close attention is given to the B-D-A instructional format. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students' needs. Prerequisites: Admission to Field Experience (Gate 2), ED 310, ED 312. Concurrent registration in ED 342, ED 345, ED 349, ED 350. First offered Fall 2014 for those enrolled Fall 2012 and after. Offered spring semester. Three hours.
ED 330 Introduction to Special Education
A survey of the history, practices, and challenges of special education, including an overview of the court cases and laws leading to IDEA and how these laws affect children with disabilities. Consideration of the cognitive, emotional, physical, and sensory needs of students with disabilities. Emphasis is placed on identification of individual needs, including Response to Intervention, and appropriate resources, collaborative teams, concerns of families and appropriate planning for Individualized Education Programs. Includes methods of instruction for cross-categorical special education environments and the use of assistive technology and digital tools to address student needs and maximize learning. This course is designed to fulfill the coursework for the Professional Educator License [105 ILCS 5/21B-20(1)]. Includes a minimum of 12 hours of special education field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and ED 260X (education majors) or PSY 140 (non-education majors). Offered each semester. 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 310, ED 306. Concurrent registration in ED 342, ED 345, ED 349, ED 350. Offered spring semester. Final offering in 2013-2014. Three hours.

ED 342 Methods of Teaching Science, Health, and Social Science
A study of the methods of teaching science, health, and social science in the elementary school with particular emphasis on the topics, organization, and integration within the overall elementary curriculum. Effective use of current and emerging technologies and digital tools to support research and learning appropriate to the discipline is included. Prerequisites: Admission to the Division of Education (Gate 1), Admission to Field Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 345, ED 349, ED 350 and passing score on IL history competency exam. Offered spring semester. Three hours.

ED 345 Methods of Teaching Mathematics, K-8
Methods for the effective teaching of elementary and middle school mathematics to all students. Emphasis is placed on a developmental, problem-solving approach for acquisition of conceptual and procedural understanding across all domains. Instructional objectives and assessments are aligned to the Common Core Standards for Mathematics. Additional content includes Cognitively Guided Instruction (CGI), the effective mathematics learning environment, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: Admission to Field Experience (Gate 2). Concurrent registration in ED 322, ED 345, ED 349, ED 350. Offered spring semester. Three hours.

ED 349 Integrating the Arts
A course focusing on the integration and utilization of art, music, drama, and dance to enhance learning in the elementary classroom. Prerequisites: Admission to Field Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 345, ED 350. Offered spring semester. One hour.

ED 350 Integrated Pre-Clinical Experience
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 part of the junior block. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 342, ED 345, ED 349. Offered spring semester. Two hours.

ED 361 Teaching Biology in Secondary Schools
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. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to Biology/Secondary Education majors. Prerequisites: ED 310, Admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester. Two hours (2013-2014); Three hours (beginning 2014-2015 for those enrolled Fall 2012 and after).

ED 362 Teaching English in Secondary Schools
Study of and experience in teaching language arts and literature in secondary and middle school. Emphasis on curriculum development, teaching strategies, and instructional planning. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to
English/Secondary majors. Prerequisites: ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester. Two hours (2013-2014); Three hours (beginning 2014-2015 for those enrolled Fall 2012 and after).

ED 363  Teaching History in Secondary Schools
A course encompassing the scope, content resources, subject-specific methods, and interdisciplinary application of teaching history and social studies in the secondary and middle school. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to History/Secondary majors. Prerequisites: ED 310, or concurrent registration in ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2) and passing score on IL history competency exam. Offered spring semester. Two hours (2013-2014); Three hours (beginning 2014-2015 for those enrolled Fall 2012 and after).

ED 364  Teaching Mathematics in the Secondary Schools
Content includes a study of the methods of teaching secondary and middle school mathematical concepts, and includes issues of curriculum, planning, instructional delivery, application, and assessment. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to and required for middle grade and secondary level mathematics endorsement candidates. Prerequisites: ED 310, or concurrent registration in ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2) and passing score on IL history competency exam. Concurrent registration in ED 368. Offered spring semester. Two hours (2013-2014); Three hours (beginning 2014-2015 for those enrolled Fall 2012 and after).

ED 368  Secondary Methods Pre-clinical Experience
Candidates spend two ½ days each week in a secondary school for a total of approximately 90 hours of evaluated field experience. Focuses on the application of pedagogical methods associated with teaching in a secondary school such as making content relevant to students, appropriate questioning techniques, and creating age-appropriate instructional activities. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: ED 310, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 361, ED 362, ED 363, or ED 364. Offered spring semester (beginning 2014-2015 for those enrolled Fall 2012 and after). Two hours.

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). Final offering FA 2013. Three 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. Final Offering 2013-2014. 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). Final offering 2013-2014. 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 spring 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 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). Final offering 2013-2014. *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). Final offering 2013-2014. *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 spring semester. *One hour.*

ED 380  
**Diversity in Education**
Candidates develop competency in knowledge and skills for working effectively with and appropriately teaching all students including those from diverse ethnic, racial, gender, linguistic, and socioeconomic groups through the concurrent field placement and class assignments. Concurrent registration in ED 381 (formerly ED 385) and ED 430. Prerequisite: ED 310 or ED/MUE 249X. Offered fall semester. First offered fall 2015. *One hour.*

ED 381  
**Diversity Pre-clinical Experience**
Candidates apply relevant knowledge and skills to actual classroom practice through 36 clock hours of supervised, evaluated school experience with children from diverse ethnic, racial, gender, linguistic, and socioeconomic groups. The experience seeks to expose candidates to the inequalities of education in America. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Concurrent registration in ED 380 and ED 430. Prerequisite: ED 310 or ED/MUE 249X, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered fall semester. First offered fall 2015. *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. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: One general methods course (ED 310, 249X, 372X or
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, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the *Division of Education Handbook*, which includes passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Must be taken in the same semester with ED 421 and ED 422. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Offered each semester. *Twelve hours.*

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 Academic Proficiency 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. *Six hours/six 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, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the *Division of Education Handbook*, which includes passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Must be taken in the same semester with ED 421 and ED 422. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Offered each semester. *Twelve 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Elementary Education and Music Education K-12 majors. *Two hours.*

ED 430  
**Educational Research & Assessment**
Teacher candidates will learn how to use assessment data to make ethical, legal, and research-based decisions for their students. An emphasis will be on measurement theory and assessment-related issues such as validity, reliability, bias, and appropriate and accurate scoring. The effective use of current and emerging technology, as well as appropriate digital tools, in research and assessment of student learning will be emphasized. Concurrent enrollment in ED 385 or ED 380 and ED 381. Offered fall semester. First offered fall 2015. *Two 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. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. *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. Verification of successful completion of field
component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. Three hours.

ED 440/441 Clinical Practice/Music K-12
Full-time experience in teaching music at both the elementary and secondary levels under the direction of a qualified cooperating teacher. A passing score on the Illinois Test of Academic Proficiency (TAP) and the appropriate content-area test is required at least one semester prior to the start of the professional semester. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which include passing the Illinois Assessment of Professional Teaching (APT) and the edTPA. Prerequisites: Senior standing, completion of all major and profession education course work, approval of the Division of Education, admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Offered each semester. Six hours/six 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

ENG 111 Critical Thinking and Writing
Intensive practice in academic writing, with emphasis on the writing process leading to writing effective arguments. Students will enhance skills in idea development and in the effective organization and expression of ideas. A major paper including research and documentation of sources is required. Grammar and usage may be included as needed. Prerequisite: ACT English score of 19 or more or SAT verbal score of 450 or more or successful completion of PCS 105. Offered each semester. Three hours.

ENG 210X (COM 210X) Business Communication
This course covers the fundamentals of both written and oral communication in the contemporary marketplace. It includes theory while emphasizing practical and varied applications simulating a broad range of professional and organizational situations. Particular attention is paid to persuasive writing, oral presentations, collaboration, and the appropriate use of technology. Prerequisite: ENG 111 or equivalent. 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.

Note: A total of only 4 hours of drama productions count toward the 124 hours required for graduation.

ENG 220 Studies in Poetry
Basic methods of reading and analyzing poetry: study of forms, techniques, and modern critical approaches. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 222 Studies in Fiction
Close analysis of short stories, novellas, and novels. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 224 Studies in Drama
Principles of dramatic technique, analysis, and surveys of important developments in the history of drama. Prerequisite: ENG 111 or equivalent. Offered each year. Three hours.

ENG 230 Survey of Contemporary Critical Theory
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.

ENG 235 Children’s Literature
A survey and critical study by genre of literature for children. Integrates culturally diverse literature. Prerequisite: ENG 111. Does not fulfill a humanities general education requirement or an English major requirement. Three hours.

ENG 240X (COM 240X) Writing for the Media I
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.
ENG 241X (COM 241X) Prepracticum
Practical media experience with on-campus publications. May be repeated once for credit. Prerequisite: COM 240X and permission of instructor required. Offered each semester One to two hours.

ENG 250 Topics in English
Selected topics in English. Course may be repeated with different topic. Offered on demand. One to three hours.

ENG 260 Christianity and Modern Literature
A course exploring attempts to integrate and redefine faith in modern literature. Emphasis will be on broadly biblical themes in modern fiction, but poetry, drama, and essays will also be included. Authors such as the following will be represented: Solzhenitsyn, C. S. Lewis, T. S. Eliot, Buechner, Potok, Baldwin, Dillard, Robert Penn Warren, Luci Shaw, and August Wilson. Prerequisite: ENG 111 or equivalent. Three hours.

ENG 302 Classical Literature
A study of selected major works of the classical Greek and Roman age, including Sophocles, Homer, Aeschylus, Virgil, and Platus. Prerequisite: ENG 220 or 224. Three hours.

ENG 304 Studies in Film
Basic introduction to film studies, including cinematic elements and film history (primarily American but including foreign). Required weekly film screenings and reporting. Major paper required. Prerequisite: ENG 111 or equivalent and/or the permission of the instructor. Three hours.

ENG 306 Renaissance Literature
Study of major authors, including Spenser, Milton, Donne, Herbert, and the English sonneteers. Prerequisites: ENG 220 or 222, and 224. Three hours.

ENG 310 Romantic Literature
Studies of major romantic poets: traces from the 18th-century roots the evolution of romanticism as a worldview. Prerequisite: ENG 220. Three hours.

ENG 316 Modern European Literature
Study of works from major European authors, including such writers as Camus, Greene, Beckett, Isben, Kafka, Mauriac, Solzhenitsyn. Prerequisite: ENG 220, 222, or 224. Three hours.

ENG 318 American Literature I: Puritanism Through Transcendentalism
American cultural and intellectual history as reflected in such authors as Jonathan Edwards, John Woolman, Emerson, Thoreau, Poe, Hawthorne, Melville. Prerequisite: ENG 220 or 222. Three hours.

ENG 320 American Literature II: Civil War Through Depression
Continuation of ENG 318. Authors studied may include Whitman, Dickinson, Twain, Dreiser, F. Scott Fitzgerald, T. S. Eliot, Anderson, Hurston, and Flannery O'Connor. Prerequisite: ENG 220 or 222. Three hours.

ENG 336 Creative Writing
In-depth study of fiction writing techniques and extensive writing practice. The course may include components of poetry and/or drama writing at the discretion of the professor. Prerequisites: ENG 111 and ENG 220 or 222 or 224 and permission of the instructor. Three hours.

ENG 340X (COM 340X) Writing for the Media II
Continuation of ENG/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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the English, English/Communication, and English with Secondary Licensure majors. Offered spring semester. 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 on-campus publications. May be repeated for credit. Prerequisites: COM 241X and permission of instructor required. Offered each semester. One to two hours.

**ENG 445 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.

**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.

**Graphic Design**

**GPH 100 Design Software I**
An introduction to current industry standard design software, such as the Adobe Creative Suite with particular desktop publishing applications using Adobe InDesign. Computer laboratory fee. Offered fall semester. Two hours.

**GPH 110 Graphic Design I**
An overview of the field of graphic design and an introductory examination of foundations of design, such as color, form, placement, and structure. Prerequisite: GPH 100 Three hours.

**GPH 150 Topics in Graphic Design**
Selected topics of general interest in the area of graphic design. May be repeated with a different topic. Computer laboratory fee. Offered on demand. One to three hours.

**GPH 200 Design Software II**
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.

**GPH 210 Graphic Design II**
A continuation of the study of foundations of design with particular focus on designing for print media. Students will examine how audiences are identified and then targeted with visual communication in outlets such as brochures, posters, and magazines. Prerequisite: GPH 110 and GPH 200. Three hours.

**GPH 230 Photography**
An overview of the tools and skills required for quality photography in print and digital contexts. Emphasis is placed on exposure, composition, formal aesthetics, lighting, and printing. Three hours.

**GPH 250 Intermediate Topics in Graphic Design**
Selected topics of general interest in the area of graphic design not offered elsewhere in the graphic design curriculum. May be repeated with a different topic. Computer laboratory fee. Offered on demand. Two to three hours.
GPH 260  Typography
An introduction to typography including type history, typefaces, type selection, layout, the use of type in effective designs, and creative approaches to using type. Prerequisite: GPH 100 and GPH 200. Three hours.

GPH 270  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 yearly. Two hours.

GPH 300  Design Software III
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/ENG 243X. Offered fall semester. Two hours.

GPH 310  Graphic Design III
This course builds on design concepts and skills from previous courses with a particular emphasis on interactive media. Topics include navigation, hierarchical conceptualization, development of effective interfaces, and kinetic typography. Prerequisite: Graphic Design II. Three hours.

GPH 360  Design History
This survey course examines how graphic design has changed over time and been influenced by significant artistic, historical, and technical developments. Three hours.

GPH 390  Graphic Design Project
Participation in an instructor-approved, supervised graphic design project either on or off campus. Student must produce a final project in print or interactive media. Prerequisite: Graphic Design II. Two or three hours. May be repeated for up to six hours of credit.

GPH 410  Graphic Design IV
This course focuses on advanced visual problem solving with emphasis on branding, corporate communication systems, style guides, and areas of professional practice. Prerequisite: Graphic Design III. Three hours.

GPH 440  Portfolio in Graphic Design
Students will develop their professional portfolios using previous projects and developing new ones. Portfolio presentation techniques and critiques of both portfolio content and presentation will be included. Prerequisite: Graphic Design III. Three hours.

GPH 445  Internship in Graphic Design
Participation in an internship, preferably outside the college community, that involves approximately 10 hours per week of supervised work in the graphic design field. Prerequisite: Graphic Design II. Three hours. May be repeated for up to six hours of credit.

GPH 450  Independent Study
Research and specialized study to meet the needs of individual students. Prerequisite: consent of the instructor. Offered on demand. One to four hours.

GPH 490  Capstone in Graphic Design
Students will propose and execute an original project, culminating in a final exhibition and portfolio presentation. Project will be accompanied by a written component. GPH 440 should be taken prior of concurrently with GPH 490. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Graphic Design major. 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.
**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 fall 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 spring 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, the Middle East and Arab/Israeli wars. 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 spring semester. *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 spring semester in even-numbered years. *Three hours.*

**HI 340X (BRS 340X) History of Christianity**

**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 fall semester in even-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 odd-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 spring semester in odd-numbered years. *Three hours.*

**HI 375 Topics in American History**
An examination of selected topics in the social, economic, political, and cultural development of the United States from the colonial era to the present. Topics have included Colonial America, twentieth-century American culture, Vietnam War. May be repeated for credit if topic concentration differs. Offered fall semester in odd-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 spring semester in 2015. *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 fall semester in 2015. *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 2013. *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 spring semester in 2014. *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 fall semester in even-numbered years. *Three hours.*

**HI 485 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the History and History/Social Science with Secondary Education Licensure majors. Offered fall semester in even-numbered years. *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 standards for teacher licensure. 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 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 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 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). Final offering 2013-2014. 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. Final offering 2013-2014. 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). Final offering 2013-2014. 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). Final offering 2013-2014. 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). Final offering 2013-2014. 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 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 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Sport and Wellness Management major. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Athletic Training major. Offered every semester. **One hour.**

**HS 450 Independent Study**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Offered on demand. **One to four hours.**

**HS 454X (HPW 454X) Measurement, Research, Statistics, and Technology**
A lecture/laboratory approach to the measurement techniques, instruments, research methodology, and technology used in the fields of human performance and wellness/health sciences. The course focuses on test selection/construction criteria, standardized tests, and techniques employed in the measurement of the cognitive, affective, and psychomotor domains. Common statistical models will be used to evaluate the measurement results and to apply them in the processes of exercise prescription and wellness counseling. Laboratory is included.
Prerequisites: HPW 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 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 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. This course must be taken at Trinity. Offered each semester. Three 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 the 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 spring semester and May Term in even-numbered years. 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 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 from the Associate Dean or the Director of the Division of Science, Technology and Health.

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 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 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. 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 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 337 India Studies Program**

The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India's past and contemporary realities students will have opportunities to
explore a variety of issues - poverty, social justice, rapid social change, religious pluralism - through the eyes and experience of Indian Christians. Rounding out the semester experience, students will also have the opportunity to take courses in their major areas with Indian students and professors. Additional information is available at www.BestSemester.com or from the Associate Dean.

IDS 338  Ambex Program
The Ambex program is based in Regensburg, Germany, and is accredited by Corban University of Oregon (a fellow CCCU school). The program consists of a variety of courses, including Reformation history and theology, which are done sequentially in modular fashion and also include a series of European excursions to enhance the experiential dimension. Teaching faculty from Corban and a number of other Christian institutions are used in the program. Additional information is available at www.ambex.org or from the Associate Dean.

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.

Mathematics

MA 116  Intermediate Algebra
The real number system, linear and quadratic equations, exponents, radicals, complex numbers, graphing, functions, determinants, and inequalities. May not be applied toward general education requirement. Offered fall semester. Three hours.

MA 117  Mathematics in the Modern World
This is a general-education course designed especially for non-science majors. The course will further develop the quantitative skills and reasoning ability of such students. It will serve as an introduction to some of the great ideas and relevant applications found within the discipline of mathematics. Includes problem-solving strategies, functions and their graphs, probability, statistics and the mathematics of finance. Additional topics may include Fibonacci numbers, cryptography, infinity, fractals, chaos, tiling, knots, voting theory, game theory, and fairness. This course cannot be taken as a prerequisite for MA 121. Prerequisites: high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400); or MA 116. Offered each semester. Three hours.

MA 118  Finite Mathematics
Includes functions and their graphs, systems of linear equations, linear programming, the mathematics of finance, combinatorics, basic probability, and statistics. This course cannot be taken as a prerequisite for MA 121. Prerequisites: MA 116; or high school Algebra II course and minimum ACT Math score of 17 (or minimum SAT Math score of 400). Offered on demand. Four hours.

MA 120  College Algebra and Trigonometry
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.

MA 121  Calculus and Analytic Geometry I
Includes functions and graphs, derivatives and their applications, derivatives of trigonometric functions, integration. Prerequisite: MA 120; or high school Precalculus and minimum ACT Mathematics score of 22 (or minimum SAT Math score of 520). Computer fee. Offered spring semester. Four hours.

MA 122  Calculus and Analytic Geometry II
Includes applications of integration, derivatives and integrals of exponential and logarithmic functions, techniques of integration, parametric equations, polar coordinates, infinite series. Computer fee. Prerequisite: MA 121. Offered fall semester. Four hours.

MA 200  Mathematical Concepts
This course is designed especially for elementary education majors. Content includes all concepts normally
emphasized in the contemporary elementary school. Special attention is given to the introduction and development of the operations on the set of whole numbers by using appropriate teaching methods. Prerequisite: Admission to the Division of Education (Gate 1). Offered on demand. Four hours.

MA 221 Calculus and Analytic Geometry III
Includes three dimensional analytic geometry, vectors, partial derivatives, functions of several variables, multiple integrals, vector calculus. Computer fee. Prerequisite: MA 122. Offered spring semester in even-numbered years. Four hours.

MA 285X (BIO, 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.

MA 321 Mathematical Statistics
Probability theory, random variables, discrete distributions, continuous distributions, sampling theory, correlation and regression, and hypothesis testing. Prerequisite: MA 121. Offered fall semester in even-numbered years. Four hours.

MA 331 Linear Algebra
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.

MA 335 Differential Equations
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.

MA 340 History of Mathematics
Includes Greek mathematics, non-Western mathematics, the development of calculus, mathematics of the 18th and 19th centuries, non-Euclidean geometry, and set theory. Prerequisite: MA 121 or consent of instructor. Offered spring semester in odd-numbered years. Four hours.

MA 350 Topics in Mathematics
Selected topics in Mathematics announced. May be repeated for credit with different topic. Prerequisites: MA 121, 122. Offered on demand. Three to four hours.

MA 411 Modern Algebra
Groups, rings, fields, and Galois theory. Prerequisite: MA 121. Offered on demand. Three hours.

MA 412 Geometry
Topics selected from advanced Euclidean Geometry, differential geometry, and topology. Prerequisite: MA 122. Offered on demand. Three hours.

MA 413 Real Analysis
The real number system, limits continuity and differentiability of real functions, the Riemann integral. Prerequisite: MA 122. Offered fall semester in odd-numbered years. 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. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Mathematics and Mathematics with Secondary Education Licensure majors. 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 teach and supervise in elementary, middle, and senior high school. Various school music methods are studied, including Orff and Kodaly. Areas of focus include: aligning curriculum, instruction, and assessment; writing objectives tied to Illinois Learning Standards; planning effective
lessons that scaffold instruction; differentiating instruction for the individual needs of students; the role and use of technology to support instruction and enhance student learning; and creating authentic assessments. Emphasis will be placed on understanding the middle school philosophy. Teaching skills are developed in a laboratory teaching environment. A minimum of 36 hours of evaluated field experience is required. Membership in NAfME Collegiate is required. Verification of successful completion of field component and middle school philosophy module are required for education candidates to pass this course. Prerequisites: Admission to the Division of Education (Gate 1) and Admission to Field Experience (Gate 2). Offered fall semester in odd-numbered years. 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 on demand. Three hours.

MUE 324 Vocal Pedagogy
Course designed for vocalists and/or future music educators interested in teaching voice privately or as part of a choral program. Classroom instruction covers vocal technique, an overview of the vocal mechanism, literature selection, and voice classification. Enrolled students are expected to teach a voice student assigned to them for the semester. Offered on demand. Two hours.

MUE 331 Basic Conducting
The study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, and basic choral tone building. Prerequisite: MUT 221 or consent of instructor. Offered fall semester 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 335 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 spring semester in even-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 odd-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 odd-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 fall semester in even-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 on demand. 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, and principles of programming. Special attention is given to methods of building successful public school choral programs, including recruitment, scheduling, budgeting, discipline, and rehearsal procedures. This is the capstone course for Music Education majors with choral emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. Three hours.
**MUE 433X (ED 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. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. *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 222  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. This course fulfills the IDS 499X Integrative Thought Capstone requirement
for students in the Music major. 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 on demand. 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 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 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 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 (including Guitar 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 semester. 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 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 odd/even-numbered years. Three hours.

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 fall semester odd/even-numbered years. *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. *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 330  Apologetics  
This course prepares students to make an intellectual defense of the Christian faith. The course surveys the historic challenges to the Christian truth claims and the means and methods Christians have used to address these challenges. Emphasis is given to the current state of affairs in the academy and culture in terms of the major problems and solutions under discussion. Prerequisite: PH 180. *Three hours.*

PH 351  Topics in Apologetics  
Selected topics in apologetics not taught under a specific course title. May be repeated for credit if topic differs. Offered on demand. Prerequisite: PH 180. *Three hours.*

PH 353  Topics in Philosophy of Religion  
Selected topics in philosophy of religion 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. *Three hours.*

PH 381  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 382  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 fall 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 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.*

**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.*

**PH 499  Fall Senior Seminar**
This course prepares students to meet their vocational objectives by consolidating the philosophy department’s curriculum and the student’s academic experiences into a personal portfolio and life plan. The portfolio requirements include items such as the completion of a curriculum vitae, a sample paper, the acquisition of references, the creation of a graduate school target list (or equivalent job opportunity list), the completion of the GRE or LSAT, the completion of a senior assessment and an exit interview. Prerequisites: The student must be a philosophy major, have taken at least five philosophy courses, and be of junior or senior standing. Offered fall semester. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Philosophy major.

**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 2014 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 110  Introduction to the Physical World
This is a general education course designed especially for non-science majors. Students will be introduced to the basic concepts associated with various areas of physical science including geology, astronomy, and meteorology. Students will study the theoretical and empirical evidences that support our current understanding of God's physical world. There is no laboratory associated with this course. Offered each semester. Three 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.

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, LR 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 fall 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 spring 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 251 Topics in Counseling Psychology
A seminar focusing on a selected topic specific to the area of counseling psychology. May be repeated for credit if topic varies. Offered on demand. Three hours.

PSY 255 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
A survey of the theories and philosophies of learning and human development in the children and adolescents. Emphasis is placed on the cognitive processes associated with the learning and the factors that influence motivation and engagement of children and adolescents. Offered each semester. Three hours.

PSY 280 Introductory Statistics
An examination of both descriptive and inferential statistics. Specific topics include the scientific method, data analysis and production, measures of central tendency and variability, correlation and regression, random sampling and probability, nonparametric inferential tests, and parametric inferential tests including one-way analysis of variance. Credit obtained in this course is not applicable toward meeting the general education requirement of the college or for meeting major requirements in biology, sociology, psychology, or business. Offered each semester. Computer fee. Three hours.
PSY 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  Theories of Learning
A study of the philosophy, history, methodology, theory, and research of learning and motivation. Applications of learning principles to a variety of contexts. Prerequisite: PSY 140. Offered fall semester. Three hours.

PSY 335  Child Development
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  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  Adult Development
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 the uses and varieties of research methods in the social sciences. Students will gain experience in designing and interpreting research and will become sophisticated consumers of research by recognizing strengths and limiting liabilities of research methods. At the end of the course, students should feel comfortable reading and reviewing the research of others, and be capable of proposing and carrying out their own research projects. Majors are strongly encouraged to complete this course no later than their junior year. Prerequisites: PSY 140 and PSY 285X. Offered spring semester. (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 fall 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 oneself authentically, building community, providing and sharing leadership. Prerequisite: BUS/PSY 170, PSY 220, and either admission to either the Organizational Leadership Emphasis, Organizational Leadership Minor, 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 and moral behavior. Prerequisite: a minimum of 9 hours of psychology course work and junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Offered spring semester in even-numbered years. 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 the 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. Prerequisite: a minimum of 15 hours of psychology course work. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Offered spring semester in odd-numbered years. 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 346. 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 either the Organizational Leadership Emphasis or the Organizational Leadership Minor, 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 on demand. *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 the online registration program 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, fall on demand. *Three hours.*

### Intercultural Studies

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

### 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 University Policies

Academic Integrity
The community at Trinity International University promotes a commitment to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integral to other essential beliefs foundational to the Trinity community: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) the use of one’s God-given talents is the responsibility of every individual, and, for the Christian, excellence is a sacrifice to the Lord Jesus Christ to the glory of God; and (3) relationships within our community are to be nurtured in an environment of trust.

Therefore, 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 MyTIU. 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 institution’s ADA coordinator assists students with disabilities in obtaining auxiliary aids and services. The ADA Coordinator, 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 ADA Coordinator 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.

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

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 SOL of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student 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 Student Government Association. 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.

**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.

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

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

Enrollment Statistics, Fall 2012

Student/Faculty Ratio (traditional): 14:1
Representation by Gender (traditional): 45% women; 55% men

<table>
<thead>
<tr>
<th>Trinity College</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional (Deerfield)</td>
<td>703</td>
</tr>
<tr>
<td>REACH (Deerfield &amp; Chicago)</td>
<td>217</td>
</tr>
<tr>
<td>EXCEL (Florida)</td>
<td>265</td>
</tr>
<tr>
<td>Total</td>
<td>1,185</td>
</tr>
</tbody>
</table>
Trinity College Academic Calendar

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></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td>Classes Begin (Mon classes meet in lieu of Wed classes)</td>
<td>Aug 28</td>
<td>Aug 27</td>
<td>Aug 26</td>
</tr>
<tr>
<td>TIU Convocation</td>
<td>Sept 4</td>
<td>Sep 3</td>
<td>Sep 2</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
<td>Sep 2</td>
<td>Sep 1</td>
<td>Sep 7</td>
</tr>
<tr>
<td>Global Christian Week</td>
<td>Sep 23-27</td>
<td>Sep 22-26</td>
<td>Sep 21-25</td>
</tr>
<tr>
<td>End Quad A</td>
<td>Oct 16</td>
<td>Oct 15</td>
<td>Oct 14</td>
</tr>
<tr>
<td>Fall Break (no classes)</td>
<td>Oct 17-20</td>
<td>Oct 16-19</td>
<td>Oct 15-18</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Oct 21</td>
<td>Oct 20</td>
<td>Oct 19</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>Oct 29</td>
<td>Oct 28</td>
<td>Oct 27</td>
</tr>
<tr>
<td>Sneak Preview</td>
<td>Oct 31-Nov 1</td>
<td>Nov 6-7</td>
<td>Nov 5-6</td>
</tr>
<tr>
<td>Thanksgiving Recess (no classes)</td>
<td>Nov 27-Dec 2</td>
<td>Nov 26-Dec 1</td>
<td>Nov 25-30</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 13</td>
<td>Dec 12</td>
<td>Dec 11</td>
</tr>
<tr>
<td>Semester Exams (Mon- Thurs)</td>
<td>Dec 16-19</td>
<td>Dec 15-18</td>
<td>Dec 14-17</td>
</tr>
<tr>
<td><strong>January Term Week</strong></td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>January Term Week</td>
<td>Jan 6-10</td>
<td>Jan 5-9</td>
<td>Jan 4-8</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Jan 13-14</td>
<td>Jan 12-13</td>
<td>Jan 11-12</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Classes Begin (Mon classes meet in lieu of Wed classes)</td>
<td>Jan 15</td>
<td>Jan 14</td>
<td>Jan 13</td>
</tr>
<tr>
<td>Martin Luther King Day (no classes)</td>
<td>Jan 20</td>
<td>Jan 19</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Sneak Preview (Honors)</td>
<td>Jan 23-24</td>
<td>Jan 22-23</td>
<td>Jan 21-22</td>
</tr>
<tr>
<td>Christian Life Week</td>
<td>Jan 27-31</td>
<td>Jan 26-30</td>
<td>Jan 25-29</td>
</tr>
<tr>
<td>African American Festival</td>
<td>Feb 17-21</td>
<td>Feb 16-20</td>
<td>Feb 15-19</td>
</tr>
<tr>
<td>Quad A Ends</td>
<td>Mar 5</td>
<td>Mar 4</td>
<td>Mar 2</td>
</tr>
<tr>
<td>Spring Break (no classes)</td>
<td>Mar 6-16</td>
<td>Mar 5-15</td>
<td>Mar 3-13</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Mar 17</td>
<td>Mar 16</td>
<td>Mar 14</td>
</tr>
<tr>
<td>Day of Prayer (no classes)</td>
<td>Apr 2</td>
<td>Mar 25</td>
<td>Apr 6</td>
</tr>
<tr>
<td>Sneak Preview</td>
<td>Mar 27-28</td>
<td>Mar 26-27</td>
<td>Mar 31-Apr 1</td>
</tr>
<tr>
<td>Easter Break (no classes)</td>
<td>Apr 17-22</td>
<td>Apr 2-7</td>
<td>Mar 24-29</td>
</tr>
<tr>
<td>TC Honors &amp; Awards Chapel</td>
<td>May 7</td>
<td>May 6</td>
<td>May 4</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 9</td>
<td>May 8</td>
<td>May 6</td>
</tr>
<tr>
<td>Final Exams (Mon- Thurs)</td>
<td>May 12-15</td>
<td>May 11-14</td>
<td>May 9-12</td>
</tr>
<tr>
<td>Graduation Convocation</td>
<td>May 16</td>
<td>May 15</td>
<td>May 13</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 17</td>
<td>May 16</td>
<td>May 14</td>
</tr>
<tr>
<td><strong>May Term</strong></td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>TC May Term</td>
<td>May 19-Jun 6</td>
<td>May 19-Jun 5</td>
<td>May 16-Jun 3</td>
</tr>
<tr>
<td>Memorial Day (no classes)</td>
<td>May 26</td>
<td>May 25</td>
<td>May 30</td>
</tr>
</tbody>
</table>
Index

Academic Appeal Process, 61
Academic Calendar, 210
Academic Dean, i
Academic Dishonesty, 61
Academic Dismissal, 61
Academic Information, 58
Academic Load, 58
Academic Policies, 61
Academic Probation, 61
Academic Program, Planning an, 64
Academic Warning, 61
Academic Year, 58
Accelerated Bachelor of Arts/Master of Arts, 70
Accreditation, ii, 58
Activities, Cocurricular, 62
Add/Drop Classes, 49
Administration, 29
Admissions, 15, 45
Admissions Requirements, 15, 45, 46
Advanced Placement, 63
Advanced Standing, 63
African American Festival, 17, 210
Aid, Need-based, 53
Alumni & Parent Relations Office, 23
American Studies Minor, 75, 116
American Studies Program, 15, 77, 80, 182
AP Credit, 63
Appeal Process, 61
Athletic Training Club, 20
Athletic Training Major, 110
Athletics, i, 16, 53, 62
Attendance at Graduation, 66
Attendance, Class, 61
Au Sable Institute of Environmental Studies, 15, 77, 182
Auditor, 47
Australia Studies Centre, 15, 77, 184
Biblical Studies Major, 81
Biblical Studies Minor, 75, 82
Bioethics Minor, 14, 75, 87
Biology Major, 83
Biology Major/Pre-Medical Emphasis, 84
Biology/Secondary Education Major, 86
Board of Regents, 5, 28
Business Major, 87
Calendar, Academic, 210
California Regional Center, 10
Campus Facilities, 7
Campus Map, Deerfield, 9
Campus Safety & Security Services, 7, 24, 25
Campus Visits, 45
Candidacy Requirements for Division of Education, 101
Career Services Office, 9, 16
Center for Bioethics and Human Dignity, 7
Chapel, 16
Chapel Team, 20
China Studies Program, 15, 77, 182
Christian Center for Urban Studies, 15, 77, 183
Christian Life Week, 17, 210
Christian Ministries Major, 92
Christian Ministries Minor, 14, 75, 96
Christian Thought Minor, 75, 116
Class Attendance, 61
Classical Studies Minor, 75, 117
Classifications, Student, 60
Clubs, Student, 18, 20, 21
Coaching Minor, 14, 75, 119
College Level Examination Program (CLEP), 63
College Union, 20
Commencement Participation, 66
Communication Major, 97
Community Life Expectations, 16, 22, 23
Commuters, 17
Competency Exams, 63
Computer Information Systems Minor, 14, 75, 122
Confidentiality of Records, 62
Consortium Student Visitor Program, 15, 77, 185, 201
Copyright Policy, 203
Core Values, 12
Correspondence Courses, 62
Counsel, Spiritual, 19
Counseling Center, 8, 16, 24
Course Descriptions
Art, 140
Biblical and Religious Studies, 146
Biblical Studies, 141
Bioethics, 141
Biology, 143
Business, 147
Chemistry, 152
Christian Ministries, 155
Communication, 158
Computer Information Systems, 154
Education (Nontraditional), 159
Education (Traditional), 162
English, 168
Geography, 170
Graphic Design, 170
Greek, 171
Health Sciences, 178
Hebrew, 172
History, 172
Honors, 201
Human Performance & Wellness, 174
Humanities, 181
Intercultural Studies, 201
Interdisciplinary Studies, 181
Internships, 201
Mathematics, 185
Music, 186
Philosophy, 192
Physical Science, 195
Physics, 194
Military History Emphasis, 115
History of the University, 3
History/Social Science with Secondary Education Certification Major, 114
Honors Program, 75
Housing, 19
Humanities Major, 80
Immunization Requirements, 207
Independent Study, 62
Information Technology, 8
Innovative Programs, 14
Intercultural Studies Minor, 75, 96
Interdisciplinary Studies, 79, 181
International Baccalaureate Program, 63
International Student and Scholar Office, 17
Internship program, 76
Internship Program, 14
Intramural Sports, 16
James E. Rofling Memorial Library, 59
James E. Rofling Memorial Library, 8
Jerusalem University College, 15, 77, 183
Kappa Delta Pi, 21
Kids on Kampus, 21
Latin American Studies Program, 15, 77, 183
Library, James E. Rofling Memorial, 8, 59
Locations, i, 7
Los Angeles Film Studies Center, 15, 183
Los Angeles Fulm Studies Center, 77
Mail Services, i, 25
Majors, 14, 68, 79
Management Information Systems Minor, 14, 75, 122
Mathematics Major, 120
Mathematics Major with Secondary Education Certification, 121
Meal Plans, 24, 48
Medical Care, 17
Memberships, ii
Middle East Studies Program, 15, 77, 184
Military Basic Training, Credit for, 63
Military Duty, Policy for Students Called to Active, 62
Military History Minor, 15, 75, 117
Minors, 75, 79
Mission Statement
College, 13
University, 10
Multicultural Development Office, 9, 16, 19
Music Education/K-12 Major, 126
Music Ensembles, 21
Music Major, 123
Music Minor, 75, 128
New Student Orientation, 19, 210
Nonprofit Management Minor, 75, 90
Nontraditional Division of Education Programs, 76
Notices, 207
of Christian Formation and Mission, Office of, 9
Off-Campus Study, 15, 77
Offices
Career Services, 9, 16
Christian Formation and Mission, 9
Counseling Center, 8
Counseling Center, 16, 24
Health Services, 8, 16, 17, 207
International Student and Scholar, 17
Mail Services, i, 25
Multicultural Development, 9, 16, 19
Student Ministries, 17, 22
Undergraduate Admissions, 45
Online Degree Completion Programs, 133
Organizational Leadership Minor, 90, 133
Orientation
New Student, 210
Orientation, New Student, 19
Outreach Teams, 18, 19
Outreach Trips, 19
Payment Plan, 49, 55
Payment Policies, 55
Payment Terms, 55
Petitions, 207
Philosophy Major, 128
Policies, 202
Academic Integrity, 202
Acceptable Use Policy Summary for Technology and Telecommunication Systems, 202
Auxiliary Aids and Services for Students with Disabilities, 203
Copyright, 203
Drug-free Environment, 204
Family Educational Rights, 204
Firearms, 206
Grievance Procedure for Discriminatory and Sexual Harassment Complaints, 206
Immunization Requirements, 207
Posters and Notices, 207
Referenda and Petitions, 207
Refund, 56
Soliciting, 207
Student Loan Program Code of Conduct, 207
Veteran’s Benefits, 208
Political Science Minor, 15, 75, 80
Posters, 207
Pre-Law Minor, 75, 80
Pre-Law Program, 15, 76
Pre-Medical Emphasis, 84
Pre-Nursing Program, 15, 76, 113
Preparation for College Studies Program, 76
Pre-Physical Therapy Major, 112
Private Music Lesson Fees, 50
Programs of Study, 64
Psi Chi, 21
Psychology Major, 130
Publications, 19
Readmission, 62
Referenda, 207
Refund Policy, 56
Regional Centers, i, 6, 10
Registration, 62
Reinstatement, 61