Trinity College 2015-2016 Catalog

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loans, grants, scholarships

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REACH Office: 847.317.6500

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Accreditation

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

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

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

Commission for Independent Education
325 West Gaines Street, Suite 1414
Tallahassee FL 32399-0400
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National Small College Athletic Association (NSCAA)
Resources for the Education of Adults in the Chicago Area

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Welcome to Trinity International University

A Message from the President

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

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

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

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

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

Faithfully,
David S. Dockery
President
A Message from the Dean

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

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

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

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

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

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

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

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

The state of educational environments today is the reason it is so important to have a Christian University—why humanity needs to begin again to build great institutions that will explore God’s world while acknowledging that He is Lord in the natural and social sciences, humanities, fine arts, and every aspect of experience. It is the reason Trinity International University can offer a fine education to undergraduate and graduate students alike—an education for service to God in the workplace, family, church and community.
Governance
Preservation of a legacy calls for wise and careful leadership. We are governed by a thirty-one member Board of Regents (fifteen elected by the Evangelical Free Church of America Conference delegates, thirteen appointed by the Board of Regents, two EFCA ex officio, and the TIU president) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA.

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

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

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

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

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

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

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

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

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

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

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculties of the law school reflect Trinity's commitment to faithfulness to the gospel while engaging culture with the gospel's profound and far-reaching implications. Trinity Law School offers the Juris Doctor degree. This 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

Trinity International University
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Website: www.tiu.edu

The Deerfield Campus of Trinity International University is a beautiful wooded campus of 111 acres located six miles west of Lake Michigan, twenty-five miles north of downtown Chicago, and seventeen miles north of O’Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministry, cultural, and sporting opportunities of the city.
Deerfield Campus Facilities
The R. A. Aldeen Building, on the north side of campus, contains classrooms, the Clothes Horse, the fitness center, the Department of Human Performance and Wellness faculty offices, and assessment lab.

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

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

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

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

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

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

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

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

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

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

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

The Arnold T. Olson Chapel was built by the EFCA in appreciation of Dr. Arnold T. Olson, who served as EFCA president for twenty-five years. The 500-seat chapel auditorium houses a two-manual, 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, Human Resources the Business Offices, Office of Student Financial Services, and a student lounge.

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

The Peterson Academic Building contains the Kantzer Faculty Center and the Veenstra Office Wing. Here you will find the TEDS dean’s offices, as well as the majority of TEDS faculty offices, the Office of Extension and Affiliated Education, and the Carl F. H. Henry Center for Theological Understanding. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel.
The H. G. Rodine Global Ministry Building, on the east side of campus, opened in December 2002. It features state-of-the-art seminar halls, conference rooms, and classrooms. Departments having offices here are Missions and Evangelism, Professional Doctoral, Placement, and Supervised Ministries.

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

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

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

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

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Website: www.tls.edu

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

Trinity International University Mission Statement
Trinity International University educates men and women for faithful participation in God's redemptive work in the world by cultivating academic excellence, Christian fidelity, and lifelong learning.
Trinity International University holds to the doctrinal position of the Evangelical Free Church of America.


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

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

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

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

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

David S. Dockery, PhD
President

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

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

Myron Steeves, JD
Dean, Trinity Law School

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

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

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

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

Mark D. Kahler, MSJ
Vice President for University Communications

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

Paul Eisenmenger, MBA
Vice President for Finance and Institutional Research

David Hoag, PhD
Senior Vice President of University Advancement

Jean Myers
Executive Assistant to the President
Secretary to the University Leadership Team
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.

Jonathan Dahl (MA ’03)
San Francisco, California
Vice President of Technology, Brightcove

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

George Davis
Hummelstown, Pennsylvania
Senior Pastor, Hershey Evangelical Free Church

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

Maureen Girkins (MDiv ’13)
Palos Heights, Illinois
Former CEO

Erika Harold
Champaign, Illinois
Attorney, Meyer Capel Law Offices

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

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

Marty Klauber (MA ’81, MDiv ’81)
Grayslake, Illinois
Adjunct Faculty, Trinity International University

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

Kevin Kompelien (MDiv ’83)
Minneapolis, Minnesota
President, Evangelical Free Church of America

Paul Mang
Winnetka, Illinois
Principal, McKinsey & Company

James Matson
Glen Ellyn, Illinois
Principal, Performance Trust

Melody McSparran
Leawood, Kansas
Volunteer Mentor/Tutor

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

Bob Nienhuis (MDiv ’77, ThM ’88)
Chesterton, Indiana
Senior Pastor, Liberty Bible Church

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

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

Charlene Quint
Lake Forest, Illinois
Attorney, Schiff Hardin LLP

Kendall Spencer (MDiv ’77)
Jacksonville, Florida
CEO, Jacksonville Bank

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

Wai-Kwong Seck
Hong Kong
Executive Vice President, State Street Bank (Hong Kong)

Edmond L. Soliday
Valparaiso, Indiana
Indiana State Representative

Kendall Spencer
Jacksonville, Florida
CEO, Jacksonville Bank

Henry Van Dixhorn (’61-’63)
Lincolnshire, Illinois
General Partner, College Park Athletic Club

Chuck Webb
East Lansing, Michigan
President (retired), Spring Arbor University

Larry Wee
New York, New York
Partner, Paul Weiss

Paul Wheeler
Libertyville, Illinois
Vice President, Inland Real Estate
About Trinity College

The Christian Engagement of Culture: Trinity in a Nutshell

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

Accelerated BA/MA in Intercultural Studies
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
Military History Minor
Music Minor
Nonprofit Management Minor
Leadership Minor
Political Science Minor
Pre-Law Minor
Pre-Nursing Program
REACH (Adult Degree Completion Program)
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”.

- 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 Life)

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

At the heart of each member of the Student Life staff, you will find a deep desire to serve our students and facilitate their intellectual, spiritual, emotional, social, and physical development. To encourage holistic growth in each and every one of our students, Student Life is intentional about providing a positive, co-curricular environment with numerous on and off-campus opportunities. Our aim is to foster a learning atmosphere that allows students to integrate their faith with their lives, while affirming each individual’s unique identity in the body of Christ and in the learning community of Trinity, all within the context of supporting the intellectual seriousness and academic rigor 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 Life staff seek to be available to all students and to cultivate growth regardless of the venue. In all things, our staff attempts to encourage and model a wholehearted pursuit of the Lord through real relationships that demonstrate openness and transparency, and through renewal of our minds, bringing all things into greater Christ likeness in our lives.

The Division for Student Life is located on the lower level of the Waybright Center and houses the office of the Vice President for Student Life and University Ministries/Dean of Students and the Associate Dean of Students. The following offices are also located in the Waybright Center: College Activities, Global Community Partnerships, Intercultural Development, International Students and Scholars, Residence Life, Spiritual Life and University Ministries, and 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 University Student Success 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 reminds us that all that we know and do are means of glorifying him. Truly, our academic pursuit is in an act of worship toward God. Chapel helps us to integrate our faith with our living and learning. Full-time college students are required to fulfill at least 28 chapel credits per semester, 21 of which must be fulfilled by attending regularly scheduled chapels on Monday, Wednesday, and Friday at 11 am at the ATO Chapel. 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 Office of Spiritual Life (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. Under the supervision of the Office of Spiritual Life, students, staff, and faculty lead chapel services. 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. "Through meeting together, the Lord is teaching us to worship him and be transformed in the process.

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.

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.

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

Health Services
Health Services are available to all Trinity students, their spouses, and dependents for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for lab tests, but all walk-in office visits with a registered nurse are free. Our campus physician comes for several hours every week to see students by appointment. Physician services are free. Health insurance enrollment is handled by Student
Financial Services (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. Students should not send immunization documentation before receiving the official form. Students who are taking less than 6 hours of credit or who were born prior to 1957 are exempt from this law.

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

**International Student and Scholar Office**

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

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

The ISSO serves to implement the federal Student and Exchange Visitor Information System (SEVIS) as related to the issuing of visas for international students. The office ensures that the university remains in compliance with all federal and state reporting requirements, 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/](http://www.tiu.edu/divinity/connect/internationalstudents/).

**Intercultural Development**

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

New Student Orientation
The Student Life Office facilitates the fall and spring New Student Orientation programs. Faculty, staff,
and administration welcome students each semester and help them become acclimated to their new
surroundings by advising them on class selection, sharing the core values and mission of the university,
and dedicating 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 Dean of
Students Office to request and approve campus reservations (aware@tiu.edu, 847.317.4062). All
campus reservations are managed by the Director of Event Services and Reservations (847.317.6406).

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. It provides an opportunity for students to integrate faith with living.

The Residence Life staff is comprised of a Director of Residence Life, Area Coordinators, and Assistant
Residence Directors (ARD) 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 Associate Dean of Students to be considered for off-campus approval.

Services to Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act, 1990, Trinity International University offers appropriate and reasonable accommodations, auxiliary aids and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should meet with the Coordinator of Services for Students with Disabilities at the earliest possible time with supporting documentation. Disability services are part of the University Student Success Center and the Coordinator can be reached at ussc@tiu.edu.

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

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

- Creation Care: Working with environmental issues
- FaithAlive: Tutoring youth in North Chicago
- Renovate: Ministering to Spanish-language children
- 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, provide oversight to these ministry teams. A special chapel in the fall is devoted to the presentation of the various ministry opportunities. Students who participate with Local Community Partnerships may receive Service Learning Credit. (For more information on Service Learning, see “Requirements for Graduation.”)

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

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

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

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

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

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

**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 and soccer, various tournaments, and other fun events like Whirley Ball and Extreme Trampolines.

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

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

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

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

**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 Deerfield 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 the coordinator of Kids on Kampus 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, every other year the Music Department mounts a musical theater production. Recent performances have included *The Pirates of Penzance, Fiddler on the Roof, Sense and Sensibility,* and *She Loves Me.*

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

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

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

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

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

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

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

The foundation of our community is the Great Commandment (Mark 12:30-31): “Love the Lord God with all your heart and with all your soul and with all your mind and with all your strength. . . Love your neighbor as yourself. There is no commandment greater than these” (NIV). In a perfect community, we would all live by the Spirit—“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, 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 (full and part-time, residents and commuters).

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 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 MayTerm. During the summer and winter semester breaks, students are not responsible to Trinity for abiding by these expectations unless they represent the university in an official capacity, reside on campus, or are visiting on-campus. Trinity also reserves the right to refuse continuation to students who compromise the safety or integrity of our community by their 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.

**Drug-Free Campus**

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

**Alcohol-Free and Tobacco-Free Campus**

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

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

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

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

**University Services**

**Alumni Relations Office**
The mission of Alumni 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. Trinity’s Alumni Relations Department 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 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 Relations Office at 847.317.8138 or e-mail alumni@tiu.edu. The alumni website is [www.TrinityTown.com](http://www.TrinityTown.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.


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 report any suspicious or criminal activity to Safety and Security Services at 847-317-6400.
Counseling Center
The Trinity International University Counseling Center is a safe and inviting place to seek wholeness, providing affordable services for students, spouses, staff, and the community. The staff is dedicated to serving each individual seeking assistance. Sessions are confidential and are offered both in individual and group therapy settings. Assessment services are available for personal, premarital, educational, and career direction. The Center is an 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 email 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 Fresh. 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 Fresh. Block meal plans cannot be shared or used by another student. Please see the Finances section of this catalog for more information.

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th>Meals per Semester</th>
<th>Cost per Semester</th>
<th>Munch Money</th>
<th>Plan Information</th>
</tr>
</thead>
</table>
| All Access | Unlimited           | $2400             | $0          | • Plan provides students the freedom of not having to track their meal usage  
• Provides the student with access to Hawkins Hall from 7:00 AM - 7:00 PM  
• Recommended for athletes who need more frequent meals between work outs or practices  
• Recommended for on campus students who do not have the ability to travel off campus for meals  
• One sack lunch is available each day for schedule |
| Block 240  | 240                 | $2140             | $100        | • All undergraduate students are eligible.  
• Approximately 15 meals per week. |
| Block 210  | 210                 | $1965             | $50         | • All undergraduate students are eligible.  
• Approximately 13 meals per week. |
| Block 140  | 140                 | $1725             | $50         | • All undergraduate students are eligible.  
• Approximately 9 meals per week. |
| Block 100  | 100                 | $1375             | 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. |
| Block 10   | 10                  | $89               | 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 “Fresh”, the Rodine Café and Hawkins Dining Hall. Students may use points to pay for food items, with the additional benefit of not having to pay sales tax on purchases. Points may be added to your student ID card at Student Financial Services or at “Fresh.” For every $50 that is purchased, an additional $5 will be added, for a total of $55. Points are good for both the fall and spring semester but need to be used before the last day of the spring semester. 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 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 many of the same services as a post office: receiving and sending mail; sale of postage; USPS certification, registration, delivery confirmation, and insurance; and USPS Priority and Express Mail; as well as Federal Express to both international and domestic locations. A mailbox is provided free of charge to all students, both residential and commuters, and is retained until the student leaves TIU permanently. Students should inform Mail Services of the names of all individuals (self, spouse, children) who will be receiving mail in their boxes. Students should check their mailbox a few times a month or risk the box being closed. Mailbox assignments are normally made at registration. If a student does not receive a mailbox assignment, a mailbox can be obtained at the Mail Services Office located in the Waybright Center. Any student requesting a mailbox assignment prior to registration should call Mail Services at x8170 (847.317.8170) or e-mail mailservices@tiu.edu.

Student Employment
The Trinity Career Services office assists students in securing employment while at the university. Off-campus full- and part-time employment opportunities, as well as on-campus Federal Work-Study Program and non Work-Study jobs, are listed online at https://my.tiu.edu/university-life/employment-opportunities/
Personnel

Trinity College Academic Administration

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

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

Karen A. Wrobbel, EdD
Associate Dean, Trinity College and Graduate School

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

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

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

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

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

Paul A. Worfel, PhD
Director, Division of Education
Full-time Faculty and Administrators, Deerfield

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

Paul Bialek, 1995
Associate Professor of Mathematics
BS, MS, PhD, University of Illinois at Urbana-Champaign

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

Gregory C. Carlson, 2007
Director, Master of Arts in Leadership Program
Professor of Christian Ministries
BA, Grace University
MACE, Talbot School of Theology, Biola University
PhD, University of Nebraska

Before 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). 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.

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

Thomas H. L. Cornman, 2015
Vice President for Academic Administration
Dean, Trinity College and Graduate School
BS, Cairn University
MDiv, Talbot School of Theology
MA, Temple University
PhD, University of Illinois at Chicago

In 1982 Dr. Cornman joined the faculty at Moody Bible Institute, where he taught, served as the chair of the General Education program, and completed his service as the Vice President and Dean of Undergraduate Studies. In 2009 Dr. Cornman was appointed Vice President of Academics and Chief Academic Officer at Cedarville University. While there he taught in the field of Church History. Dr. Cornman has been involved in the Council of Independent Colleges CAO institutes, speaking on topics related to higher education. In addition, he served as the chair of the Council of CAOs for the Southwest Ohio Council on Higher Education. Dr. Cornman has authored and edited books and book chapters in the area of American Religious History and practical Christian ministry.

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

Dr. Donahue is a seasoned church leader, consultant, and pastor, focusing on developing transformational leaders at every level of a church or organization. His books and DVD resources include the best selling Leading Life-Changing Small Groups and Coaching Life-Changing Leaders (with Greg Bowman), Zondervan Publishing, 2012. Bill is a graduate of Princeton University, holds Ph.D. in Adult Learning from the University of North Texas, and served for 18 years training and developing leaders world wide as Director of Group Life at the Willow Creek Church and Association. Prior to that Bill worked for Proctor & Gamble and PNC Financial Corp. He consults with leaders in churches and organizations in areas of strategy, team building, leader development, and transformational community.

Chris Firestone, 1999
Professor of Philosophy
BA, BS, University of Illinois at Urbana-Champaign
MA, Trinity Evangelical Divinity School
PhD, University of Edinburgh

Dr. Firestone came to Trinity with experience in teaching and research in Hong Kong and Scotland. At Trinity, he has worked at developing the “Trinity Debates” and outreach trips to Eastern Europe. His most recent books are Kant and the Theology at the Boundaries of Reason (Ashgate Publications Ltd., 2012) and In Defense of Kant’s Religion, coauthored with Nathan Jacobs (Indiana University Press, 2008), the latter of which was nominated for “Book of the Year” by the American Philosophical Association in 2009
and “Textual Analysis Prize” for the American Academy of Religion also in 2009. Dr. Firestone was the winner of Trinity College’s Regent’s Prize for Teaching and Scholarship in 2007. He is a member of the American Academy of Religion, the Society of Christian Philosophers, and the American Philosophical Association.

Lois C. Fleming, 1986
Associate Professor of English
BA, BA HONS, MA, University of Natal
MA, Wheaton Graduate School

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

Steven D. Fratt, 1990
Professor of History
BA, Westmont College, History [Honors], Philosophy
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.

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

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

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

Dr. Gundlach specializes in American intellectual, cultural, and religious history and also enjoys teaching broadly in world civilization, the philosophy and methods of history, and church history – having recently taken TC students to Europe for the Western Cultural Heritage class and taught Reformation History and Theology for the Ambex program in Germany. He serves as director of the division of Humanities and as book review editor for Fides et Historia, the journal of the Conference on Faith and History. Dr. Gundlach is the author of Process and Providence: The Evolution Question at Princeton, 1845-1929, and is currently at work on a biography of Princeton theologian B.B. Warfield.
*Don P. Hedges, 1999
Associate Dean, College and Graduate School
Professor of Music
BS, Faith Baptist Bible College
MM, PhD, Indiana University

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

Joshua R. Held, 2015
Visiting Assistant Professor of English
BA, Trinity International University
MA, PhD, Indiana University

Dr. Held returns to his alma mater, Trinity College, after studying and teaching at Indiana University for the past six years. He has published articles in *The Journal of Pre-Raphaelite Studies*, *The Hardy Society Journal*, *The Henry James Review*, and *The Victorian Review*, and he is presently at work on a book that treats the evolving concept of the “conscience” in English literature from the Renaissance through the early twentieth century. His scholarship and teaching center on the intersection of literary and religious studies. He is a member of the Modern Language Association, the Milton Society of America, the Renaissance Society of America, and the Sixteenth Century Society.

Matthew A. Heller, 2004
Associate Professor of Psychology
Director of the Honors Program
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. He has conducted research on psychological distinctions between religious denominations, development of the fruit of the Spirit in the Christian life, the tensions of peaceful and militant perspectives within American evangelicalism, and the roles of love and respect within married and dating couple relationships. He is a member of the American Psychological Association and the Midwest Psychological Association.

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

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

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

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

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

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

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

Prior to Trinity, Dr. Krapohl served as assistant head of the social science and humanities department at the library of Baylor University. Dr. Krapohl also taught courses in church history and Western religions at Siena College in Loudonville, New York. Since 2005, Dr. Krapohl has served as an adjunct instructor at Trinity College, teaching courses on government and political science. A student of modern American evangelicalism, he has published several works on the subject, including a book entitled The Evangelicals: A Historical, Thematic, and Biographical Guide (Greenwood, 1999) and biographical essays in The Encyclopedia of Religion in the South, 2d ed. (Mercer Univ., 2005) and the Encyclopedia of Modern Christian Politics (Greenwood, 2006).
Kristin Lindholm, 1994
Associate Professor of Communication
BA, MA, University of Illinois
MA, Trinity Evangelical Divinity School
PhD, University of Illinois

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

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

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

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

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

Dr. Laurie Matthias enjoys drawing upon her twenty-plus years in middle and high school English classrooms to prepare Trinity’s teacher candidates in both the traditional and graduate programs. Her areas of interest in teaching include the philosophical foundations for educational choices, 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.
William J. Moulder, 1975
Professor of Biblical Studies
BA, Columbia Bible College
MDiv, Trinity Evangelical Divinity School
PhD, St. Andrews University

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

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

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

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

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

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

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

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

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

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

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

Prior to his appointment as an associate professor at Trinity College, Dr. Reynolds served in both traditional and nontraditional programs as an affiliate professor of psychology and sociology. He also held an appointment as affiliate professor of pastoral theology at Trinity Evangelical Divinity School. He has taught courses in preaching, counseling, sociology, education and urban ministry at Trinity’s Deerfield campus, at its regional centers, and at various extension sites. He has special interests in mentoring and urban leadership development. Dr. Reynolds’ research interests include the study of theological issues in the urban setting. He was the senior editor of the Urban Devotional Bible published by Crossway in 2007. He has also been a senior pastor for more than twenty years.
Timothy M. Robinson, 1988  
**Associate Professor of Psychology**  
BS, Western Michigan University  
MA, Trinity Evangelical Divinity School  
MA, Western Michigan University  
EdD, Western Michigan University  

Dr. Robinson is a licensed clinical psychologist and a charter member of the American Association of Christian Counselors. He has a keen interest in the integration of psychology and Christianity and how to assist married couples to enrich their relationships.

Paul J. Satre, 1996  
**Professor of Music**  
BA, Trinity College, *cum laude*  
MMus, DMA, American Conservatory of Music  

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

Joyce A. Shelton, 1988  
**University Assessment Officer**  
**Professor of Biology**  
BS New Mexico State University  
PhD, University of New Mexico School of Medicine  

Dr. Shelton’s predoctoral research was in immunology and developmental biology. Prior to coming to Trinity she also did postdoctoral research at Northwestern University in biochemistry, immunology, and reproductive biology and has publications in these areas and 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, associate dean of TGS and interim dean of Trinity Graduate School and REACH.

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

Prior to coming to Trinity, Shin spent 18 years in management at Wrigley Company, a subsidiary of Mars Inc., and PepsiCo, and practiced as a Certified Public Accountant (CPA) at KPMG, LLC. She also cofounded a non-profit organization that mobilized Christian professionals and channeled resources from U.S. corporations to support missionaries in developing countries. She hopes to invest in future business men and women who will demonstrate integrity and faithfulness in the marketplace to impact the world for Christ.
Aaron C. Smith, 2013  
Visiting Assistant Professor of Health and Wellness  
BS Aurora University  
MS University of Illinois Chicago  

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

Jana Sundene, 1990  
Associate Professor of Christian Ministries  
BA, Wheaton College  
MA, Northern Illinois University  
MA, Trinity Evangelical Divinity School  

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

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

With extensive experience as a designer and publisher, primarily working with musicians, artists, and cultural organizations, Professor Waybright's practice employs design as a tool for exploration and community intervention. He is the author and designer of Los Angeles Mythology, a collection of visual and written poetry that was released in 2013 at the Museum of Contemporary Art in Los Angeles, California. His areas of research include multi-sensory design experiences, methods of interdisciplinary collaboration, and design as an agent for community. His approach to teaching centers on visual thinking and social responsibility, encouraging students to explore diverse ways of making as they construct their own fulfilling practices.
Ryan D. Wilkinson, 2015
Associate Professor of Athletic Training
Athletic Training Program Director
BS - Athletic Training, Concordia University Wisconsin
MS - Athletic Training, Indiana University
EdD - Health Care Education, Nova Southeastern University

Dr. Wilkinson is the Athletic Training Program Director and has served in various roles within athletic training higher education since 2002. Prior to joining TIU, Dr. Wilkinson served as Interim Program Director and Director of Clinical Education in the Athletic Training Program at the University of Wisconsin-Milwaukee (UWM). Prior to starting at UWM in 2010, he served as Coordinator of Clinical Education and Associate Athletic Trainer at Concordia University Wisconsin for eight years, providing athletic training services primarily for the football program. He has served the state, district, and national athletic training organizations in a variety of roles, including President of the Wisconsin Athletic Trainers' Association (WATA) and Chair of the National Athletic Trainers' Association (NATA) State Association Advisory Committee. His scholarly interests center on athletic training education (classroom and clinical), the scholarship of teaching and learning, and professional development.

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

Over the last decade, Dr. Worfel changed venues from public school to higher education, developing a number of different courses for undergraduate and graduate learners. Most recently, he taught for six years at Huntington University helping to define the new Master of Education program there. Dr. Worfel also has strong background in music performance and education, having taught instrumental and choral music for eleven years in Michigan.

Julia Wright, 2013
Assistant Professor of Graphic Design
BS, Biola University
MA, Trinity Evangelical Divinity School

Professor Wright has worked in Graphic Design and Marketing & Communications for 15 years, focusing on non-profit educational institutions including Biola University, Trinity International University, 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 is also principal of 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. Professor Wright is passionate about the integration of design, art, and theology across all spectra of media and contexts, and more specifically as it relates to the use of design and art in in the context of the church. She holds an undergraduate degree in art/graphic design and 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, Professor Wright works in design, photography, oil painting, and assemblage. She is passionate about helping students unlock their potential as graphic designers and artists and helping them understand their place as creatives in Christ's Kingdom.
**Peter Wright, 2007**  
**Associate Professor of Education**  
BA, Trinity College  
MSEd, Northern Illinois University  
MSEd, National College of Education  
EdD, National-Louis University  

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

**Karen A. Wrobbel, 2003**  
**Associate Dean, Trinity College and Graduate School**  
**Associate Professor of Education**  
BA, Biola University  
MA, Wheaton Graduate School  
EdD, University of Minnesota  

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

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

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

Donald Erickson, 1990
Affiliate Professor in Science
BA, Trinity International University

After graduating from Trinity College, Professor Erickson taught in the United States and then moved to Karawa, Republic of Congo. For eighteen years he taught math and science courses at the Ubangi Academy, a school for missionary children living in central Africa. When Professor Erickson returned to the U.S., he was named one of the short-term mission coordinators of the Evangelical Free Church Mission. In this role, he has led mission teams to Hong Kong, Mongolia, and the Czech Republic, trained several hundred English as a Foreign Language (EFL) teachers, and coauthored training manuals, devotional books, and EFL curricula.

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

Dr. Moore pastored churches in Illinois and Indiana before coming to Trinity, where he served 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 Emeriti by the faculty and Board of Regents.

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

Carol L. Kennett
Professor Emerita of Education, 1996-2012
BA, Eastern College
MA, Immaculata College
PhD, University of Pennsylvania

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

Carmen T. Mendoza
Associate Professor Emerita of English/Communication, 1985-2012
BA, Asbury College
MA, Northeastern Illinois University
PhD, Loyola University

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

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

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

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

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

Steven R. Pointer
Professor Emeritus of History, 1985-2012
BA, Duke University
MA, Trinity Evangelical Divinity School
PhD, Duke University

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

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

Jeanette L. Hsieh
Provost Emerita, Trinity International University
Dean Emerita, Trinity College and Graduate School, 1997-2015
BA, Westmont College
MA, Wheaton College
EdD, Northern Illinois University
Timothy J. Voss  
Associate Professor Emeritus of Human Performance and Wellness, 1990-2012  
BA, Trinity College  
MS, University of Illinois

Clifford E. Williams  
Professor Emeritus of Philosophy, 1982-2012  
BA, Wheaton College  
PhD, Indiana University

Endowed Faculty Chairs

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

The Wesley Anderson Chair of Business is given in honor of Wesley Anderson’s outstanding fiscal leadership and service to the university. The Chair of the Trinity College business department occupies this chair.

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

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

The Jeanette L. Hsieh Chair of Educational Leadership was given in honor of Dr. Hsieh’s outstanding leadership at Trinity International University. The Director of the PhD (Educational Studies) Program occupies this chair.

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

The Susan B. Stover Chair for Leadership in Christian Higher Education is occupied by the Dean of the College and Graduate School.

The Tite Tiénou Chair of Mission and Global Theology was given in honor of Dr. Tienou’s outstanding leadership in this area. Successors to this chair will demonstrate commitment and ability to lead in mission and global theology.

The William Washington Chair of Student Leadership was given in honor of Dr. Washington’s outstanding leadership in Student Life. The Senior Vice President for Student Life will occupy this chair.
Adjunct Faculty, 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. The date that follows the listing of each adjunct indicates the beginning year of service at Trinity.

Allison Alcorn, PhD  
*Lecturer in Music, 1998*  
BA, Wheaton College  
PhD, University of North Texas  
David Barshinger, ThM  
Lecturer in Church History, 2013  
BA, Cedarville University  
ThM, Dallas Theological Seminary  
PhD Candidate, Trinity Evangelical Divinity School

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

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

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

Charles G. Bilodeau, MA  
*Lecturer in Education, 2011*  
BA, Milikin University  
MA, Northern Illinois University

Elizabeth Bjorling, MA  
*Lecturer in Christian Ministries, 2015*  
BS, Olivet Nazarene University  
MA, Olivet Nazarene University

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

Paul Brown, PhD  
*Lecturer in Biblical and Religious Studies, 2006*  
BM, SUNY Postdam  
MA, MDiv, Gordon-Conwell Theological Seminary  
PhD, Trinity Evangelical Divinity School

Matt Boutilier, MDiv  
*Lecturer in Christian Ministries, 2011*  
BS, Moody Bible Institute  
MDiv, Baptist Bible Seminary  
MS Ed, Purdue University

Kathi Bush, MA, LPCP  
*Lecturer in Psychology, 2013*  
BA, Grace College  
MA, Wheaton College Graduate School

Constantine Campbell, PhD  
*Lecturer in Music, 2014*  
AdvDipJazz, Canberra School of Music, Australian National University  
BD, Moore Theological College  
PhD, Macquarie University

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

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

Reed Castele, MA  
*Lecturer in Psychology, 2009*  
BA, University of Arizona  
MA, Trinity Evangelical Divinity School
Gina Cho, CPA, MAS
Lecturer in Business, 2012
BS, University of Illinois Urbana-Champaign
MAS, University of Illinois Urbana-Champaign

Sam Choy, MBA
Lecturer in Business, 2012
BS, University of Illinois at Urbana-Champaign
MBA, DePaul University

Michael Cox, MA
Lecturer in Biblical Studies, 2013
BA, Ouachita Baptist University
MA, Wheaton College

Jodi Craiglow, MDiv
Lecturer in Preparation for College Studies, 2013
BA, Grove City College
MDiv, Gordon-Conwell Theological Seminary

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

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

Patrick Firman, MBA
Lecturer in Sociology, 2015
BA, Trinity International University
MBA, Keller Graduate School of Management

Kurt Flemming, MA
Lecturer in Physics, 1998
BS, Eastern Nazarene College
MA, Trinity International University

David Fletcher, PhD
Lecturer in Bioethics
BA, Trinity College
MA, Loyola University
PhD, University of Illinois at Urbana-Champaign

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

Heather Gordon, MS
Lecturer in Mathematics, 2014
BS, University of West Indies, Kingston, Jamaica
MS, University of Illinois, Urbana-Champaign

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

Danielle Grandinetti, MA
Lecturer in Communication, 2012
BA, Louisiana Baptist University
MA, Trinity International University

Donald C Guthrie, PhD
Lecturer in Interdisciplinary Studies, 2015
BA, Grove City College
MDiv, Trinity Evangelical Divinity School
MA, Indiana University of Pennsylvania
EdD, University of Georgia
Scott Hendrickson, MA  
*Lecturer in Education, 2012*
  
BA, University of Illinois  
MA/T, Trinity International University  
MA, Concordia 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, PhD  
*Lecturer in Psychology, 2010*
  
BA, Roberts Wesleyan College  
MA, PhD, Trinity Evangelical Divinity School

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

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

Julie Jung-Kim, MEd  
*Lecturer in English, 2014*
  
BA, DePaul University  
Secondary English Certificate, DePaul University  
MEd, DePaul University

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

Juliet Liu, MDiv  
*Lecturer in Christian Ministries, 2013*
  
BA, University of Illinois at Urbana-Champaign  
MDiv, Trinity Evangelical Divinity School

William J. Lyon, MA/T  
*Lecturer in Education, 2011*
  
BS, Oregon State University  
MM, Kellogg Graduate School of Management  
MA/T, Trinity International University

Miriam Lythberg, MS  
*Lecturer in Human Performance and Wellness, 2008*
  
BA, Augustana College  
MS, University of Bridgeport

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

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

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

Annette Monk, MS  
*Lecturer in Human Performance and Wellness, 2014*
  
BA, Illinois State University  
MS, University of Illinois at Urbana-Champaign

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

Eileen Palsgrove, MS  
*University Supervisor, 2005*
  
BA, Southeast Illinois University  
MS, Northern Illinois University
Miriam Stark Parent, PhD  
**Lecturer in Psychology, need year**  
BA, The King’s College  
MA, Liberty University  
MA, Biola University  
PhD, Rosemead Graduate School  

Catherine Pecoraro, PhD  
**Lecturer in Science, 2008**  
BS, Purdue  
MA, Trinity International University  
PhD, University of Illinois at Urbana-Champaign  

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  

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

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

Silvia Schmid, PhD  
**Lecturer in Education, 2006**  
MA, Trinity International University  
MA, Trinity International University  
PhD, Loyola University  

Maralee Scott, MEd  
**Lecturer in Education, 2014**  
BS, Northwestern College  
MEd, University of Minnesota  

Becky A. Searle, MS  
**University Supervisor, 2005**  
BA, Southern Illinois University  
MS, Northern Illinois University  

Jennifer Searle, MA  
**University Supervisor, 2014**  
BA, Wheaton College  
MA, Northern Illinois University  

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

Jennifer Smythe, MEd  
**Lecturer in Science, 2014**  
BS, University of Illinois at Urbana-Champaign  
MEd, University of Illinois at Urbana-Champaign  
MA, Moody Theological Seminary  

Karen Spears, MS  
**Lecturer in Education, 2014**  
BS, Northern Illinois University  
MS, Northern Illinois University  

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

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

Brent Strom, EdD  
**Lecturer in Education, 2011**  
BA, Judson College  
MA, Breadloaf School of English  
MA, Northeastern University  
EdD, Loyola University  

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

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

Esther Theonugraha, MA  
**Lecturer in Christian Ministries, 2013**  
BA, Cedarville University  
MA, MA, Trinity Evangelical Divinity School
Sally Thomson, EdD
Lecturer in Education, 2013
BSEd, Western Illinois University
MSEd, Illinois State University
MS, Northern Illinois University
EdAdmin, Northern Illinois University

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

Elizabeth Verbeten, MA
University Supervisor, 2010
BA, St. Norbert College
MA, National-Louis University

Cheryl Witucke, MEd
University Supervisor, 2008
BA, Illinois State University
MEd, St. Xavier University

Sid Yeomans, DBA
Lecturer in Business, 2004
BS, Iowa State University
MBA, Auburn University
DBA, Nova Southeastern University

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.

Preview Events

Our visit events are a great opportunity to learn about Trinity and meet other prospective students and their families. There are five Preview events: Fall Previews (October & November), Honors Preview (January), Winter Preview (February), and Spring 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 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 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. 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. All applicants with fewer than twelve college-level transfer credits earned at a post-secondary institution must submit ACT or SAT scores to be considered for admission. For the ACT, Trinity recommends, but does not require, students to take the writing portion. Only the Math and Critical Reading sections of the SAT score will be considered for admission.

Please send all required admissions pieces (transcripts, test scores, etc) to:

Trinity International University
Admissions Operations
2065 Half Day Road
Deerfield, IL 60015

Financial Aid: Trinity suggests that students complete the Free Application for Federal Student Aid (FAFSA). This form should be completed by April 1 to ensure the best financial aid package possible. Every student who completes the FAFSA will receive a minimum of $2,000 in institutional aid. The school code is 001772. Students are encouraged to apply online at www.fafsa.ed.gov.
**Enrollment Deposit:** Upon acceptance, this deposit holds your place at Trinity College and in the residence hall. For those students living on campus, the enrollment deposit is $150.00. For students commuting to campus, the enrollment deposit is $100.00. Both deposits are fully refundable until May 1 of the anticipated enrollment year.

**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 the high school class

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

Applicants for whom English is not their native language must take the Test of English as a Foreign Language (TOEFL). Applicants with acceptable TOEFL scores may enroll provided all other admissions requirements are acceptable. Applicants whose scores are not acceptable are expected to complete an intensive course in English as a foreign language at one of the many recognized language centers throughout the country.

The State of Illinois requires incoming students to submit written proof of immunity to measles, mumps, rubella, and tetanus/diphtheria. Immunization records need to be verified by a health care provider and then sent to Trinity Health Services. Students who are taking less than 6 hours of credit or were born prior to 1957 are exempt from this law. For more information, please contact Health Services at 847.317.6698.

Trinity International University does not discriminate on the basis of race, sex, age, national or ethnic origin, marital or parental status or handicap in student admissions, financial aid, educational and athletic programs, or employment in all other areas. Under these nondiscriminatory policies persons will not be excluded by reason of physical handicap provided they are otherwise qualified for admission as students at Trinity International University. In all other areas, Trinity reserves the right to deny admission to any student for any reason it deems adequate.
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.

**Teacher Licensure:** Persons who have earned a bachelor’s degree and seek enrollment at Trinity to meet Illinois Teacher Licensure requirements. Students must meet with the Division of Education prior to enrollment.

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

**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 Life 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 to earn college and possibly high school credit (pending approval of the respective high school guidance office). These students must apply and be accepted into the program. A simplified admission procedure is used. Dual enrollment students are registered after university student registration is complete. A dual enrollment student may take up to two (2) courses per semester as a high school junior and up to three (3) courses per semester as a high school senior.

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 TIU, transfer work will be evaluated. (Those wishing an evaluation sooner should make that request to the Admissions Office.) Though practicing a fairly liberal transfer policy, the university reserves the right to accept only courses that are equivalent in content, objectives, and extent to those offered by Trinity. Students may receive credit for subjects not offered at Trinity when approved by the Associate Dean and validated by the University Registrar. For further information see Transfer Credit Policy on p.64.
Finances

College Tuition and Other Expenses

Tuition Per Semester 2015-2016
Tuition (full-time academic standing begins at 12 credit hours per semester)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (per hour, 1-11 hours)</td>
<td>$1,180</td>
</tr>
<tr>
<td>Tuition (per semester, 12-18 hours)</td>
<td>$14,130</td>
</tr>
<tr>
<td>Credit hours over 18, per hour</td>
<td>$590</td>
</tr>
<tr>
<td>Tuition Online Course, per hour</td>
<td>$335</td>
</tr>
<tr>
<td>Online Course fee, per course</td>
<td>$125</td>
</tr>
<tr>
<td>High School Dual Credit</td>
<td>$150</td>
</tr>
</tbody>
</table>

Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Full-Time Students</th>
<th>Part-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Fee</td>
<td>$190</td>
<td>$95</td>
</tr>
<tr>
<td>General Instructional Fee (in addition to Science, Health Science, HPW, Computer, and Music fees)</td>
<td>$30</td>
<td>$15</td>
</tr>
<tr>
<td>Audit (per hour)</td>
<td>No Charge</td>
<td>$75</td>
</tr>
</tbody>
</table>

May Term
Students who qualify for the three-year degree option (see academic section of this catalog) will not be charged tuition for up to 12 credit hours of May term and online summer courses.

Meal Plans

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkins All Access plan (unlimited meals)</td>
<td>$2,400</td>
</tr>
<tr>
<td>Block 240 meal plan</td>
<td>$2,140</td>
</tr>
<tr>
<td>Block 210 meal plan</td>
<td>$1,965</td>
</tr>
<tr>
<td>Block 140 meal plan</td>
<td>$1,725</td>
</tr>
<tr>
<td>Block 100 meal plan <em>Limited Availability</em></td>
<td>$1,375</td>
</tr>
<tr>
<td>10 Meal Pass</td>
<td>$90</td>
</tr>
</tbody>
</table>

The Block 100 meal plan is available to clinical practitioners (student teachers). Additionally, the Block 100 meal plan is available in the spring semester to students who had a Block 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 Fresh. Block meal plans cannot be shared or used by another student. Changes in block meal plans can be made only during the first two weeks of the semester through Trinity Central.

Residence Hall (includes voice mail service and internet access)

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlson, Johnson &amp; Madsen Halls</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>$2,765</td>
</tr>
<tr>
<td>Double</td>
<td>$2,275</td>
</tr>
<tr>
<td>Trinity Hall</td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>$3,255</td>
</tr>
<tr>
<td>Double with Living Room</td>
<td>$2,585</td>
</tr>
<tr>
<td>Double without Living Room</td>
<td>$2,380</td>
</tr>
</tbody>
</table>

May Term Room (Double)                      | $357   |
## Student Account Payment Charges

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

**Failure to Finalize Payment Arrangements Fine**
Payment arrangements must be made no later than two weeks after the beginning of each semester. A fine is assessed to registered students who have not paid-in-full or enrolled in a payment plan with the Student Accounting Office. **$200.00**

**Payment Plan Fees**
A 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. **$50.00**

**Payment Plan Late Fees**
A fine is assessed for any payment that is more than five days past due **$40.00**

**Returned Check Fee**
A 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. **$23.00**

**Fees**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add/Drop</strong> — A fee is charged for each change made in the student’s registration after last day to register.</td>
<td><strong>$5.00</strong></td>
</tr>
<tr>
<td><strong>Application Fee</strong> — A nonrefundable fee must accompany each full-time, part-time, and visiting student’s application form.</td>
<td><strong>$25.00</strong></td>
</tr>
<tr>
<td><strong>Athletic Apparel &amp; Transport Fee</strong> — This fee is charged to athletes at the end of November to cover the cost of apparel and transportation for the current academic year.</td>
<td><strong>$250.00/sport</strong></td>
</tr>
<tr>
<td><strong>Audit Fee</strong> — There is no charge for full-time students (12+ hours). (Course fees are still required). Part-time students per hour.</td>
<td><strong>$75.00</strong></td>
</tr>
<tr>
<td><strong>Comprehensive Fee</strong> — This fee is used for SGA, Student Life events, student leadership events, Career Services, placement activities, technological advances, and to provide each student with a yearbook.</td>
<td><strong>$190.00</strong></td>
</tr>
<tr>
<td>Full-time students:</td>
<td><strong>$95.00</strong></td>
</tr>
</tbody>
</table>
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 courses, using computer labs): $75.00
CM Integrative Seminar: $60.00
Selected HPW Course Fees: $60.00

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

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
One-hour Lesson (2 credit hours): $600
(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
Half Recital: $75
Full Recital: $100

Voice & Piano Class Fee:
(for MUZ 160, MUZ 161, MUZ 162, MUZ 261, and MUZ 262): $150
**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)

$50.00

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

$30.00

**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. All balances owed to the institution must be paid in full prior to the release of transcript or diploma.

$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: $50.00

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 Office of Student Financial Services 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. The priority deadline for filing is April 1 each year. The United States Department of Education performs a needs analysis to determine your family’s ability to pay for college. Once your need has been determined, our Office of Student Financial Services begins the process of awarding aid.

For qualified students, Trinity also offers scholarship and grant assistance for academics, athletics, music, and leadership. (Ask us about the Kantzer Scholarship, valued up to the cost of tuition, fees, room, and board 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, Federal Work-Study Program, and the Perkins Loan and Direct Loan programs.

Please contact the Office of Student Financial Services 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
Office of Student Financial Services
2065 Half Day Road
Deerfield, IL 60015

finaid@tiu.edu
847.317.8060  800.435.8805
Satisfactory Academic Progress Standards

Trinity International University is required by federal regulation to apply both qualitative and quantitative standards 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.

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

1. Qualitative Standards of Academic Progress

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

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

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

2. Quantitative Standards of Academic Progress or PACE

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

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

Failure to Meet the Satisfactory Academic Progress Standards

1. Financial Aid Warning

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

2. Financial Aid Suspension

Failure to achieve Satisfactory Academic Progress at the end of the Warning Semester results in Financial Aid Suspension. During a period of Financial Aid Suspension, a student is no longer eligible to receive institutional or federal student aid. Eligibility for financial aid can be regained by again achieving Satisfactory Academic Progress at the student’s expense.
3. **Financial Aid Appeal**  
Under certain circumstances, students who fail to meet Satisfactory Academic Progress after the Warning Semester may submit a written appeal. An appeal may be submitted under the following circumstances: Death of a relative, injury or illness of a student, or other special circumstances. The written appeal must include the following:
- The basis for submitting the appeal
- Reason the student failed to make Satisfactory Academic Progress
- What has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the end of the next term

**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**.

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

**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 for Financial Assistance**

1. Fill out the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Remember to include our school code (001772).
3. You will need a Personal Identification Number (PIN) to electronically sign your FAFSA. If you do not already have a PIN, you can apply for one at [www.pin.ed.gov](http://www.pin.ed.gov).
4. Contact the Student Financial Services at 847.317.8060 if you have any questions about the application process.
5. New students will receive an award letter listing your financial aid eligibility. Continuing students will receive email notification of their financial aid award sent to TIU email account, directing them to the Dashboard.
6. Acceptance of award is assumed unless student notifies Student Financial Services via email that an aid type (e.g. Direct loan) is rejected or should be reduced.
7. Financial aid monies will be credited to your student account shortly after the start of each term. (Direct Loan Master Promissory Note (MPN) and Entrance Counseling must be completed for loan funds to be credited to your student account.)

**Trinity Merit-based Scholarships**  
Many students qualify for scholarships that are based on merit, including academic achievement and leadership. Merit awards are determined automatically through the admissions process. *(A student may receive only one merit-based scholarship.)*
The Kenneth Kantzer Honors Scholarship
Multiple awards, ranging from $15,000 to all comprehensive (cost of tuition, mandatory fees, room, and board), 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 is competitive. For more information, contact the Trinity College 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 Trinity College Admissions Office.

Presidential, Dean’s & Faculty Academic Scholarships
These scholarships require outstanding academic performance. Students are eligible for Presidential, Dean’s or Faculty Scholarships as incoming freshmen students when they meet the following requirements:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>ACT/SAT</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>$12,000</td>
<td>28+/1240</td>
<td>3.25+ (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>3.00+</td>
</tr>
<tr>
<td>Faculty</td>
<td>$10,000</td>
<td>22/1050</td>
<td>2.75-2.99 (or 3.25 with 20 ACT min/950 SAT min)</td>
</tr>
</tbody>
</table>

Student are eligible for Presidential or Dean’s Scholarships as incoming transfer students when they meet the following requirements:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential</td>
<td>$5,000</td>
<td>3.5+</td>
</tr>
<tr>
<td>Dean’s</td>
<td>$2,500</td>
<td>3.00-3.49</td>
</tr>
</tbody>
</table>

The Phi Theta Kappa Scholarship
Phi Theta Kappa, an international honors society, recognizes students for their outstanding merit achievement in college. 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 $4000 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 based on exceptional ability in music, athletics, or leadership.

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

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

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

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

Need-based Aid
Need-based aid is determined by the results of the Free Application for Federal Student Aid (FAFSA). Need-based aid types include some Trinity grants, Illinois grants, federal grants, Federal Work-Study Program, and federal loans.

Trinity Grants
Trinity Stover Opportunity Grant
This need-based grant is awarded, as funds permit, to full-time students. The award amount varies. Contact the Office of Student Financial Services 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 a FAFSA-determined Expected Family Contribution (EFC) of less than $12,000.

Illinois Grants
Illinois Monetary Award Program
Awarded to eligible Illinois residents for help in paying tuition and mandatory fees.

  Maximum award in 2015-2016: $4,720.

Federal Grants and Loans
Federal Pell Grant
Awarded to students for help in paying tuition and education-related costs.

  Maximum award in 2015-2016: $5,775.

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 student loan, FAFSA completion is required. Borrower receives a six month grace period after graduation or when dropping below half-time status before repayment begins.

Federal Carl D. Perkins Loan
A low-interest student loan. FAFSA completion is required eligibility. Borrower receives a nine month grace period after graduation or when dropping below half-time status before repayment begins.
Federal Direct Parental Loan to Undergraduate Students (PLUS)
A low-interest loan that parents borrow on the student’s behalf. FAFSA completion is required to determine eligibility. Repayment begins within sixty days after the loan is fully disbursed. Parents may elect to defer repayment until six months after the student graduates or drops below half-time enrollment.

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 $500 student grant awarded to children 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
A $1,000 award given to full-time students who are members or regular attendees of any Evangelical Free Church.

Family Educational Opportunity Grant
A $500 grant awarded to all full-time Trinity students 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 Office of Student Financial Services for details. Award amounts vary from $500 to $2,000.

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

Salvation Army Family Scholarship
This scholarship provides eligible students with at least $11,000 in total gift aid from Trinity International University, including any academic, athletic, music scholarships for which a student might be eligible. Trinity values the ministry of those serving with the Salvation Army Church and seeks to make an undergraduate education at Trinity more affordable for their sons and daughters. Inquire with Student Financial Services regarding the required application.

Scholarships
The following award amounts may vary dependent upon funding levels.

The Alumni Scholarship
An annual award is presented to a returning junior or senior who is the son or daughter of an alumus 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.
The Darnell Martin Award and Scholarship
An annual award is presented to an outstanding student athlete. It is given as a memorial to Darnell Martin, who exhibited true leadership and an unfettered commitment to excellence.

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

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

Gwendolyn Voss Memorial Scholarship
Awarded to a female who demonstrates her love for the Lord and a desire to 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 a minimum 3.0 GPA.

The Janis L. Carlson Elementary Education Scholarship
An annual award of $1,000 (or more) given to a full-time student majoring in Elementary Education. The recipient is chosen by the Office of Student Financial Services 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
An annual scholarship awarded to a returning junior or senior who demonstrates financial need. The selection shall be based primarily on evangelical faith and character. Preference is given to children of individuals who are engaged in full-time Christian service.

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

Peter Lu Memorial Scholarship
Awarded to a returning sophomore or junior student majoring in chemistry or biology who, in the judgment of the science faculty, demonstrates the qualities that Peter Lu exemplified in scholarship, leadership, and Christian character.

Veteran’s Benefits
Veteran’s benefits are handled through the University Academic Records Office. Please contact the Academic Records Office at 847.317.7052 for more information.

The Student Financial Services determines 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 Academic Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.
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 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 Office of Student Financial Services 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

Spring Semester
5 Months    Dec. 15, Jan. 15, Feb. 15, Mar. 15, Apr. 15
4 Months    Dec. 15, Jan. 15, Feb. 15, Mar. 15

May Term
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 Coursework
Students registered for summer coursework, 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 coursework follows the full-semester refund policy for withdrawals and dropped courses. Please note that failure to pay in full will result in a hold on any fall semester financial aid disbursements.

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

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

The current semester’s bill must be paid in full or be up to date on a traditional TAPP to register for the next semester. All balances owed to the institution must be paid in full prior to the release of 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 follow the above-stated refund policy.

It is the students’ responsibility to inform the Student Life Office if they are not returning for the following semester. If notification is not made, students may be liable for 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 Online Courses**

Refunds of tuition and fees, including audits, are subject to the official date of withdrawal or drop of the individual modular course. The proration will be based on the following schedule:

- 100% refund for a course dropped through the third day of the start date of the course (first class).
- 50% refund for a course dropped through the first 25% of class meetings (not class time).
- No refund for a course dropped after the first 25% of class meetings.

Through 25% of the course will be defined as the end of the 14th day following the official academic start date of the course. The online course fee is nonrefundable if the course has already started.
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 Office of Student Financial Services 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 over 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
Rolfing 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 Trinity students to learn to deal effectively and efficiently with their information needs. As the student's experience and skills grow and the need for information becomes more sophisticated, the library can offer access to ever wider resources to meet that need, thanks to its participation in a variety of local, regional and nationwide networks, including, but not limited to, ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), ILLINET (Illinois Library and Information Network), LIBRAS (a consortium of eighteen Chicago area liberal arts college libraries), and OCLC (an international bibliographic utility).

Distinctive features of the collection include two major microform collections of English language works from the 15th, 16th, and 17th centuries, archival materials of the Evangelical Free Church of America, and items from the personal libraries of two outstanding evangelical scholars: the late Dr. Carl F. H. Henry, and the late Dr. Wilbur Smith.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Only grade points earned for courses completed through Trinity International University, Deerfield Campus, are used in determining the grade point average unless the student is being considered for honors at graduation. (See Graduation Honors below for details.)

**Grades**

Levels of scholastic achievement are determined by several means that may include periodic testing at the discretion of the instructor, class participation, daily assignments, class attendance, and a final examination at the end of the semester. These levels of achievements are expressed and recorded as follows:

- **A — Superior**: indicates outstanding achievement in completeness and accuracy of comprehension, sustained and effective use of knowledge, independence of thought, originality, and ability to interrelate knowledge with other disciplines.

- **B — Good**: indicates above average achievement in respect to some, if not all, of the aforementioned factors.

- **C — Satisfactory**: indicates acceptable work such as may be expected from students of normal ability.

- **D — Below Average**: indicates a standard of work below that expected from students of normal ability.

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

- **I — Incomplete**: indicates a twelve-week extension for completion of course requirements in cases of serious illness, emergency, or impairment of a student’s ability to perform satisfactorily. Granted only upon verification of a student's good standing in the course by the instructor, verification of the circumstances by the Dean of Students, and approval of the Dean of the College. Grade automatically becomes “F” unless completed within twelve weeks from the end of the semester in which the course was enrolled.

- **P — Pass**: indicates that a student has performed at a “C–” or higher level of scholastic achievement. The P grade is not computed into the Trinity grade point average. Policies for the Pass/No Credit option:
  - junior or senior classification (58 or more hours);
  - course not applied to general education, major, or minor requirements;
  - one course per semester;
  - and a maximum of 12 hours with a P grade applicable to meeting the 126-hour graduation requirement. Student must file application for Pass / No Credit option by the third week of the semester corresponding to the last day to add a class. Once selected, this option may not be returned to the letter-grade system.

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

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

- **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, 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
- Freshman: 0-25 hours of college credit
- Sophomore: 26-57
- Junior: 58-91
- Senior: 92+

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:

- 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 coursework and is based on the transcript posting of degree completion. If the final semester GPA calculation to determine honors differs from the honors announcement at commencement, the honors award will be adjusted accordingly.

Satisfactory Progress
Satisfactory progress is determined each semester. The May Term academic progress will be included and calculated with the spring semester cumulative GPA calculation. A student maintains progress upon successful completion of at least 12 hours as a full-time student or 6 hours as a half-time student per semester while maintaining a cumulative GPA as follows:

<table>
<thead>
<tr>
<th>Hours Attempted*</th>
<th>Trinity Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-26</td>
<td>1.50</td>
</tr>
<tr>
<td>27-42</td>
<td>1.62</td>
</tr>
<tr>
<td>43-58</td>
<td>1.75</td>
</tr>
<tr>
<td>59-75</td>
<td>1.87</td>
</tr>
<tr>
<td>76+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

*Including transfer credits but not grades.

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

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

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

**Reinstatement:** To be considered for reinstatement to Trinity, a student who has been academically dismissed must present a transcript from an accredited college showing credits earned subsequent to the dismissal. The transcript must indicate 12 or more hours of credit transferable to Trinity earned during one semester with grades of “C” or better. If reinstated, a student will be placed on Academic Probation.

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**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.

Cross-Registration
Full-time Trinity College students may cross-register for one graduate level (up to 4 credit hours) course per semester free of charge. Certain restrictions apply. Please contact the Records Office prior to registration for more information or go to MyTIU. The “Cross Registration Form (College into TEDS/TGS)” lists the policies/restrictions and cross-registration instructions.

Formal Student Complaint Policy
Trinity College, as part of Trinity International University, in accordance with the Federal Compliance Policy, keeps a record of formal student complaints. Formal complaints should be addressed in writing (dated and signed) to the dean’s office. If unresolved, the student may choose to submit the formal complaint to the Academic Council of Divisions, the provost, or the president. Upon first receipt of the formal complaint, the person to whom it is addressed will initiate the Student Complaint Tracking Form, which records the nature of the complaint, the steps taken by the institution to resolve the complaint, the institution's final decision regarding the complaint, and any other (external) action initiated by the student to resolve the complaint. Information regarding student complaints is accessible to members of the Higher Learning Commission evaluation team. The university will protect students’ privacy by removing their names from files before submission to an outside team (unless they have given express permission for use of their names).

Guided Study: A regular course listed in the catalog may be offered on an individual basis to an enrolled Trinity student if the requirement in the academic program cannot be met in any other manner. Conditions for a guided study include the following: (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 coursework. Prior to final registration, written permission to enroll in the guided study must be secured from the instructor, department chair, and the Dean of the College. All work for the guided study is due according to the schedule determined by the instructor and no later than the final exam week of the semester. A student may earn a maximum of 21 credits by any combination of guided or independent studies. A Guided Study may not be used to retake a course to improve a grade.

Independent Study: 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 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 Life Office. A student is not eligible for refunds and forfeits academic standing in the college if this form is not properly completed and submitted. Students withdrawing by the last day to drop classes will receive a “W” designation (withdrawal) for all classes. Students withdrawing after the last day to drop classes will receive a regular letter grade.

**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. The chair may require an additional examination to determine the student’s level of competence prior to granting Trinity credit.

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

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

International Baccalaureate Program: Trinity recognizes the International Baccalaureate Program and awards credit from the Diploma or the Certificate for Higher Level Subjects in which the student has attained a score of 5 or better. Application of this credit to specific courses is determined by the appropriate departments. Hours of credit are determined by the Trinity courses for which the subject exams are substituted.

Pre–High School Diploma, College-level Work: Trinity accepts, under normal transfer credit guidelines, course credit earned by a high school student provided that the credit appears on the transcript of a regionally accredited college or university and that the student attended the regularly scheduled classes on the institution’s campus.
Transfer Credit Policy: Trinity is pleased to receive credits from other postsecondary institutions to fulfill degree requirements, subject to the following criteria and limitations:

- The sending institution must be accredited by a body recognized by the United States Department of Education (USDE), including—but not limited to—regional accrediting agencies, such as the Higher Learning Commission, national accrediting agencies such as the Association for Biblical Higher Education (ABHE) 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](http://ope.ed.gov/accreditation).) A maximum of 30 credits from postsecondary institutions not accredited by a USDE-recognized agency, which satisfy all other criteria (see below), will be received after the student has completed at least 24 credit hours of Trinity coursework at a cumulative GPA of 2.5 or higher.

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

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

- 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 at the 100 or 200 level may be transferred into a BA degree program at Trinity.

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

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

- 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.

- Students who transfer to Trinity as juniors (minimum 58 hours earned) must take IDS 150 and two classes of the three Bible classes in the category (BI 101, 111, and 210).

- 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](http://www.tiu.edu/transfer)). The Records Office can also facilitate preapproval of transfer coursework 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 coursework in the major, at the same time finishing general education courses. This is especially important in music, education, and science. When a major field is selected students should confer with the department chair and apply for a major. An advisor will be assigned from that discipline to help students plan a program of study consistent with personal objectives and goals. A declaration of major must be filed prior to registration for the junior year.

Although the college catalog is not a legal contract, it does outline institutional policies, procedures, and regulations and describes requirements that students must meet before qualifying for a Trinity degree.

With regard to curricular offerings, students should note that requirements for an academic major in effect for the year in which the first enrollment occurred (matriculation) are applicable as long as the student continues to attend Trinity, provided the degree is complete within seven years of that first catalog date.

When curricular changes are made, students may follow either the original or changed curriculum requirements. However, students must choose one catalog or the other—not a combination of the two. Reasonable substitutions will be made for discontinued or changed courses. Students seeking licensure in elementary 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 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 2 units of Service Learning while at Trinity. Transfer students are required to complete only one service learning unit if they transfer 58 or more approved credit hours.

6. Fulfillment of the chapel attendance requirement. Chapel attendance is considered an important part of the total college program.

7. At least 30 of the last 45 hours must be taken at Trinity, or in a nonresident program of study authorized by the faculty, as a regular student in order to receive a degree. Hours completed through Credit by Examination (CBE) do not count toward these 30 hours. Seniors who plan to matriculate in another college and transfer their final credits to Trinity must make arrangements with the Records Office prior to leaving Trinity.

8. A student may complete degree requirements and graduate from Trinity at the end of one of three different completion semesters: fall, spring, or summer. The Application for Graduation is due on December 15 of the year prior to the anticipated graduation year for spring and summer graduands. For fall graduands, the Application for Graduation is due on July 15 of the anticipated graduation year. The following documentation must be filed with the University Records Office for review and verification of degree completion. All of these documents are available online or in the Records Office:

   A. Application for Graduation form

   B. When approved by faculty, any “Substitution/Waiver Form” should also be submitted to the Records Office for processing.

   C. “6-Hour Contract,” if applicable, for commencement participation (see 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
- BI 101 Understanding the Old Testament 3 hrs
- BI 111 Understanding the New Testament 3 hrs
- BI 210 Biblical Interpretation 3 hrs
- IDS 150 Foundations of Christian Thinking and Living 3 hrs
- IDS 499X Integrative Thought Capstone 1 hr

Foundations of Life Long Learning (goals 2, 3, 5) 19-26 hrs
Communication Skills (3 hrs)
- ENG 111 Critical Thinking and Writing* 3 hrs

Arts and Humanities (9 hrs)
- PH 180 Introduction to Philosophy 3 hrs
Choose one of the following (3 hrs)
- ENG 220 Studies in Poetry 3 hrs
- ENG 222 Studies in Fiction 3 hrs
- ENG 224 Studies in Drama 3 hrs

Choose one of the following (3 hrs)
- ART 231 Art Appreciation 3 hrs
- ART 233X Comparative Arts 3 hrs
- IDS 301/302 The Western Cultural Heritage I/II (6)† 3 hrs
- MUH 111 Introduction to Music History and Literature 3 hrs
- MUH 231 Music Appreciation 3 hrs
Quantitative and Analytical Reasoning (7-12 hrs)

Choose one of the following (4 hrs):

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

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

- CH 101 Contemporary Chemistry 4 hrs
- CH 103 Introduction to Chemistry 4 hrs
- CH 111 General Chemistry I 4 hrs
- CH 112 General Chemistry II 4 hrs
- HPW 351X Biomechanics and HPW 454X Measurement, Research, Statistics & Technology 3 + 3 hrs
- PHY 111 General Physics I 4 hrs
- PHY 112 General Physics II 4 hrs
- PS 101 Earth Science 4 hrs
- PS 110 Introduction to the Physical World 3 hrs

(Note: The following requirement is waived for students who have earned an ACT Math subscore of 25 or higher or an SAT Math subscore of 570 or higher.)

Students who have earned an ACT Math subscore between 17 and 24 or an SAT Math subscore between 400 and 560 (inclusive)‡

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

- MA 117 Mathematics in the Modern World 3 hrs
- MA 118 Finite Mathematics 4 hrs
- MA 120 College Algebra and Trigonometry 4 hrs
- MA 121 Calculus and Analytical Geometry I 4 hrs
- MA 285X Statistics 4 hrs

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):

- HI 201 World Civilization I 3 hrs
- HI 202 World Civilization II 3 hrs
- IDS 301/302 The Western Cultural Heritage I/II (6)* 3 hrs
**Economic, Social, and Political Structures (3 hrs)**

Choose one of the following (3 hrs):

- BUS 103 Introduction to Economics 3 hrs
- BUS 208 Macroeconomics 3 hrs
- GEO 100 World Geography 3 hrs
- POL 111 Introduction to Political Science 3 hrs
- POL 250 American Government 3 hrs
- POL 361 International Relations 3 hrs
- SOC 101 Introduction to Sociology 3 hrs
- SOC 222 Social Problems 3 hrs

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):

- BRS/PH 363X Survey of Religious Diversity 3 hrs
- COM 330 Intercultural Communication 3 hrs
- IDS 303 Cross Cultural Contexts 3 hrs
- 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 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 coursework, skills development, and practical application. The Athletic Training Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and will qualify the student to take the Board of Certification (BOC) examination upon graduation.

**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 postgraduate 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 high school level (grades 9-12) in Illinois.

**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 school teaching. Candidates who successfully complete the major are eligible to receive an Illinois Professional Educator License (grades 1-6) 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 high school level (grades 9-12) in Illinois.

Exercise Science: a science-oriented curriculum that prepares students for graduate studies in exercise science and for graduate-level education in occupational therapy and related health fields. In addition, graduates are prepared to pursue careers as cardiac technicians, individual and group exercise prescription specialists, and home health-care workers.

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: Designed to focus study on visual communication, theoretical concepts, practical skills, and contemporary tools involved in effective design 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 high school level (grades 9-12) 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 high school level (grades 9-12) in Illinois.

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

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.

Three-Year Degree Option
Trinity offers a three-year degree option, with free summer tuition for qualified students. With this option, students can complete their degree in just three years. Summer courses are offered at no additional cost to qualified students (see below). This represents a significant cost savings in that the student pays for three years of tuition and is able to be fully employed or in graduate study in the fourth year.

To qualify for tuition-free summer courses (May term face to face and online), the student must have achieved a composite ACT score of 20 or higher (or SAT equivalent), have been enrolled full-time at Trinity in the two semesters (i.e. fall/spring) immediately preceding the summer study, have achieved a cumulative Trinity College GPA of 3.0 or higher at the end of the preceding fall semester, and be enrolled at Trinity in further undergraduate coursework in the (fall) semester immediately following summer term (unless graduating). Those who meet these qualifications would receive tuition remission for up to 12 credits (4, 3 hour courses) in the intervening summer, in a combination of the following:

- 100% tuition remission for one May term course and
- 100% tuition remission for up to two online courses in each of the two summer online terms.

[A course technology fee will apply to each online course; the tuition remission does not cover this fee.]

Note: BE/PH 476X and BE/PH 477X are special courses, associated with The Center for Bioethics & Human Dignity's Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE/PH 476X and BE/PH 477X are not included in the tuition remission option of TIU's three-year degree, due to the expenses associated with the conference and courses.
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 coursework 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 coursework 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, 70 hours of undergraduate coursework, and a positive recommendation from their academic advisor. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework. Students interested in the dual degree are advised to notify their 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.

Model Plan for the Dual Degree
Course descriptions for undergraduate courses are listed in the Trinity College Catalog. Course descriptions for graduate courses are listed in the Trinity Graduate School Catalog (see “Course Descriptions”). The following is a sample course plan for the dual degree. Plans may vary for individual students. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

Recommended undergraduate courses to be completed before starting the MA coursework:
- BI 101 Understanding the Old Testament or BI 111 Understanding the New Testament (Note: BE 5001 substitutes for one of these courses)
- 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:

Any Approved Undergraduate major, general education, or elective course: (3 hours) of graduate credit can replace 3 hours of undergraduate credit. Students should check with advisors to determine if there are courses in their major that can be replaced with graduate coursework. Students should note that BE courses are offered in several formats: traditional (15 week), modular (meets two times a semester), online, summer conference associated courses, and independent study courses.
At least two courses must be taken in residency at the Deerfield, IL campus:

BE 5100 – Intensive Bioethics Institute
BE 6500 – Advanced Bioethics Institute

Both are offered during the summer at the time of the Annual Bioethics Conference on the Deerfield campus. BE 5100 can be replaced by BE 5000 – Introduction to Bioethics – a 15 week course offered in the fall semester on the Deerfield campus.

Each spring semester, students are invited to participate in the series of three evening bioethics colloquia. The Bioethics Colloquium (BE 6100) can also be taken for elective credit towards the MA in Bioethics.

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

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

First Summer Graduate Coursework

- BE 5100 Intensive Bioethics Institute (3-4 hours) required
- BE 5900 Bioethics National Conference (3 hours) elective

Fall and Spring Graduate Coursework
Complete course requirements for general education and major. A full academic course load must include at least 12 hours of combined graduate and undergraduate courses per semester.

Fall Semester Graduate Coursework:

- BE 5001 Foundations for Integrative Thought in Bioethics (3 hours) required
- BE 5002 Foundations for Cultural Engagement in Bioethics (3 hours) required
- PR 7220 Ethical Theory (3 hours) required

Spring Semester Graduate Coursework:

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

*NOTE: Students relatively unfamiliar with clinical-medical and/or public policy settings will need to use one or two of their elective hours to take the background courses BE 5299 and/or BE 5499 either concurrently or during the previous summer.

Second Summer Graduate Coursework:

- BE 6500 Advanced Bioethics Institute (3-4 hours) required. This course must be taken in the summer
- BE 5900 Bioethics National Conference (3 hours) elective
- Capstone (0-4 hours): BE 7476 Bioethics Comprehensive Examination, BE 7478 Bioethics Capstone Projects, BE 7480 Bioethics Capstone Integrative Paper, or BE 7485 Thesis (BE 7485 required ID 6910, a research methods course, as a prerequisite.) – required.
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 coursework from the MA counts toward the BA. These nine overlapping hours are taken as part of the undergraduate load.

Qualified applicants must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate coursework, and demonstrated leadership potential. Students may apply for acceptance to the Dual Degree program through Trinity Graduate School. A positive recommendation from their academic advisor and 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 coursework, a positive recommendation from a former professor or their academic advisor, a 3.0 GPA for all transferred college work, and a 3.0 in Trinity coursework, in addition to demonstrated leadership potential. Students interested in the dual degree are advised to notify their 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 Coursework:

- 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:

- **Religious and Ethnic Diversity:** LR 5002 Foundations of Cultural Engagement (3 hours) replaces one course in the Religious and Ethnic Diversity subcategory under Foundations of Cultural and Global Perspective.
- **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)

Overview: Trinity College and Trinity Evangelical Divinity School (TEDS) offer a dual Bachelor of Arts/Master of Arts degree that allows a student to take graduate course work toward the MA in Mental Health Counseling (MHC) while completing the BA in Psychology (the Counseling Psychology Emphasis).

This Dual Degree program is an accelerated program where an undergraduate student, as early as the junior year may apply to the Mental Health Counseling (MHC) program at TEDS. They may also begin taking one graduate course per semester/session from the Divinity School as part of the student’s undergraduate load and, if admitted, may count up to 9 of these credit hours toward undergraduate requirements.

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

Junior Year: Upon completion of 70 hours with a 3.0 GPA and permission of their advisor or department chair, students may submit a Cross-Registration form (juniors need the signature of the College Dean) to request permission to take graduate level courses (up to 3 graduate credits or one class per semester/session until admitted to the MHC program).

Students may apply for acceptance to the Master of Arts (MA) in Mental Health Counseling Degree through Trinity Evangelical Divinity School Admissions and must have a Trinity GPA of 3.0 on a 4.0 scale and 70 hours of undergraduate course work. They must also have a positive recommendation from their academic advisor or Psychology Department Chairperson. Transfer students may apply for the program if they have 70 hours of undergraduate coursework, a positive recommendation from a former professor or their academic advisor, and a 3.0 GPA for all transferred college work including a 3.0 GPA in Trinity coursework. (It is also strongly suggested that the student be a member of Psi Chi.*)

To be accepted to the MA MHC program as part of the Dual Degree option, the student must have an interview with a full-time faculty member from the Counseling Department (usually the Department Chair) and it is recommended that the student take a course with a full-time member of the Counseling Department.

Dual Degree Status: Once admitted to the MHC program the student will be granted Dual Degree status and up to 9 hours of credits that count toward the MA may also count toward the BA, reducing the required hours for the BA from 124 to 115. Also, a student may then take more than one graduate level course per semester/session (only one graduate course per semester/session may be billed as part of their undergraduate load). Upon completion of the undergraduate degree, the student will be approximately a full semester ahead as they continue graduate studies in the MA MHC program. In the last undergraduate semester, in addition to any other graduate level courses, the student should take ID 5080 Formation Group for 0 credits to accelerate the path to candidacy in the MA MHC program.

*Psi Chi is the International Honor Society in Psychology. Trinity is a registered chapter of Psi Chi.
**Undergraduate Bachelor of Arts Degree:** Psychology major (Counseling Psychology emphasis) completed either December or May of senior year.

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

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### 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 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 in obtaining the pastoral ministry degree of Master of Divinity. See Christian Ministries department for a complete description of this program.

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

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

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

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

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

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

MA/ICS Concentration Graduation Requirements

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

10. Complete all coursework in the program, including required field education, with a minimum cumulative grade point average of 2.5, with no coursework below a “C-” applicable to the degree. A minimum of 18 hours must be taken on the Deerfield Campus with the remaining hours available as arranged in field based, independent study, and other concentration specific experiences.
11. Completion of general comprehensive requirements in Old Testament, New Testament, and two in Systematic Theology are met through required coursework in these areas.
12. Successfully write the major comprehensive exam.
13. 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.
14. 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 and Chemistry
- Bioethics

Department of Business
- Business
- Nonprofit Management
- 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

Department of Mathematics and Computer Info Systems
- Computer Information Systems

Department of Music
- Music

Department of Psychology
- Health Psychology
- 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.

Honors Program
The Trinity Honors Program is intended to encourage and challenge high-achieving students by stimulating, rewarding, and celebrating academic and scholarly pursuits. It is both a guild and an academic program, so has both a unique culture and a specialized curriculum.

As a guild, the Honors Program has a select membership (based on meeting eligibility and continuance requirements), and it provides structure and support for scholarly and social activities designed especially for its members. Students are selected for the program on the basis of demonstrated academic achievement. To qualify for membership, entering freshmen need an ACT score of 28 or higher and a 3.5 cumulative high school GPA, or an ACT score of 25 or higher and a 3.75 cumulative high school GPA. College transfers must present a cumulative college-level GPA of 3.5 or higher (no ACT requirement) for consideration. Current Trinity students must present a cumulative Trinity College GPA of 3.3 or higher (no ACT requirement) for consideration. Honors Program members must maintain a 3.3 cumulative GPA or higher and make the satisfactory progress towards completion of honors courses to remain in the program. (Students with a cumulative of 3.3 or higher may under certain circumstances be allowed to enroll in courses with the consent of the Honors Program director.)

As an academic pursuit, the Honors Program is a specialized minor, which can be taken alongside any major(s), with course requirements consisting of selected honors courses and a senior honors project. (For curriculum, see “Honors Program” under “Interdisciplinary Studies” in the “Academic Majors and Minors by Department” section.) For more information, contact the program director.

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.

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 in 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 in 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 coursework 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 freshmen 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 two Trinity Service Learning units while at Trinity College. Transfer students are required to complete only one if they transfer 58 or more approved credit hours.

Service learning has the following learning outcomes:
1. Students will develop their ethic of service, sense of social responsibility, and commitment to civic engagement.
2. Students will grow in their capacity to love and serve individuals and communities, within and outside of Trinity, both locally and globally.
3. Students will use their skills and abilities to make a difference in real-world settings.
4. Students will put their faith into action. (“Faith by itself, if it is not accompanied by action, is dead.” James 2:17 TNIV)

A student will earn one completion for each Service Learning project when all of the following guidelines are met:

- The Service Learning project must be a minimum of twelve hours over a period of at least 12 weeks, or be an intensive supervised ministry trip, as detailed below.
- The Service Learning project must demonstrate faithfulness over time.
- Acceptable options include:
  o Weekly service for one hour
  o Semi-weekly service of two hours, in alternate weeks
  o Monthly service of at least three hours on four different occasions
  o Intensive one or two week supervised ministry trips. [A mission trip of seven to thirteen days qualifies for one Service Learning completion, and a mission trip of fourteen days or longer may qualify for two Service Learning completions. (This would include working at an overnight summer camp if it demonstrates a level of commitment and service similar to a fourteen-day mission trip.)]
- Short-term activities, such as leading a weekend retreat for a high school youth group or leading a five-day VBS, do not qualify, even though they may result in more than twelve hours of service, because they do not meet the requirement of faithfulness over time.
- The Service Learning project must have accountability through a ministry/service supervisor.
• The Service Learning project must involve serving others.
• At least one Service Learning project must be done off campus; Off campus service may be repeated in a second semester for a second Service Learning completion.

There are a variety of opportunities posted online if assistance is needed in finding an appropriate activity or specific project.

To receive credit for a Service Learning project, the student planning form must be submitted early in the semester of service, and the Student Reflection Form and the Supervisor Evaluation Form must be completed and submitted to the appropriate 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.

• Note: All Service Learning projects must be done while the student is enrolled at Trinity College. All forms and additional information can be found on MyTIU.

Special Programs: Off Campus

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

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

Upon receipt of the official transcript, Records will remove the TR 099C, Temporary Registration from the student's schedule. The appropriate Interdisciplinary Studies (IDS) number and course designation (listed below) will be used to post the student's off-campus semester courses on the Trinity transcript. Each completed course title will be posted under the IDS program description, and course grades with the GPA calculation will also be posted.
Special Off-Campus Study Program Course Designations:

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 (Nashville, TN)
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
IDS 352 Consortium Student Visitor Program: Bethel
IDS 353 Consortium Student Visitor Program: George Fox
IDS 354 Consortium Student Visitor Program: Gordon
IDS 355 Consortium Student Visitor Program: Greenville
IDS 356 Consortium Student Visitor Program: Houghton
IDS 357 Consortium Student Visitor Program: Malone
IDS 358 Consortium Student Visitor Program: Messiah
IDS 359 Consortium Student Visitor Program: Seattle Pacific
IDS 360 Consortium Student Visitor Program: Taylor
IDS 361 Consortium Student Visitor Program: Westmont
IDS 362 Consortium Student Visitor Program: Wheaton

INSIGHT Program

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

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 Division, History Department, Human Performance and Wellness Department (excluding HPW 180 and activities courses), Psychology Department, the area of Political Science or the area of Sociology
• 15 hours (6 hours at 300-level or above) in second choice of above departments or areas of study
• 12 hours (3 hours at 300-level or above) in third choice of above departments or areas of study
• 12 hours (3 hours at 300-level or above) in any of the five remaining departments or areas of study listed above
• A capstone course must be taken in the 21 or 15 hour department to fulfill the general education requirement of IDS 499X.

Honors Program
To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student must complete at least eight honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the total of eight), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least “B” in each course. To remain members of the Honors Program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only) and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the Honors Program are expected to attend at least two Senior Honors Project presentations in their sophomore or junior year. (For Pre-Seminary Honors/Five-Year MDiv program requirements, see below under the “Christian Ministries Department” heading.)
Required Courses (22-29 hours):

Choose two (6 hours):

- IDS 150H Foundations of Christian Thinking and Living (Honors) 3 hrs
- ENG 111H Critical Thinking and Writing (Honors) 3 hrs
- PH 180H Introduction to Philosophy (Honors) 3 hrs
- HI 202H World Civilizations II (Honors) 3 hrs

Choose one (3 hours):

- BRS/HI/PH 359H Christian Classics (Honors) 3 hrs
- BIO/HI 359H Christianity and Darwinism (Honors) 3 hrs
- XX359H Topics for Honors Students 3 hrs

Choose two (6-8 hours):

- 300- or 400-level course in student’s declared major (or majors if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor 3-4 hrs

Choose two (4-8 hours):

- BRS/HI/PH 359H Christian Classics (Honors) [if not used above] 3 hrs
- BIO/HI 359H Christianity and Darwinism (Honors) [if not used above] 3 hrs
- XX 359H Topics for Honors Students [if not used above] 3 hrs

200-, 300-, or 400-level courses in the students declared major (or majors, if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor. 3-4 hrs

400-level course outside the students declared major (or majors, if the student is graduating with more than one major) 3-4 hrs

5000-, 6000-, or 7000-level graduate course at TGS or TEDS 2-3 hrs

Senior honors project (3-4 hours):

- XX 450H Independent Study in xxx (student’s declared major(s)) 3-4 hrs

Honors Program for Transfer or Dual-Degree Students

To graduate as a member of the Honors Program – and to have such recorded on the final transcript and noted in the printed commencement program – a student who transfers 60 or more credits to Trinity (thus entering with at least junior status) or who is enrolled in a dual-degree program must complete at least six honors courses, including a senior honors project. To meet program requirements (i.e. to count toward the goal of six), each of these courses must earn either three or four credits (or at least two graduate credits), and students must achieve a grade of at least “B” in each course. To remain members of the Honors program, students must maintain a 3.3 cumulative GPA (in all coursework – not honors courses only) and make satisfactory progress towards completion of Honors course requirements. In preparation for the Senior Honors Project, all members of the Honors Program are expected to attend at least two Senior Honors Project presentations prior to the semester in which they prepare and present their own Senior Honors project.
Required Courses for Transfer (60+ Credits) or Dual-Degree Students (15-23 hours):

Choose one (3 hours):

- BRS/HI/PH 359H Christian Classics (Honors) 3 hrs
- BIO/HI 359H Christianity and Darwinism (Honors) 3 hrs
- XX 359H Topics for Honors Students 3 hrs

Choose one (3-4 hours):

- 300- or 400-level course in the student’s declared major (or majors, if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor 3-4 hrs

Choose three (6-12 hours):

- IDS 150H Foundations of Christian Thinking and Living (Honors) 3 hrs
- ENG 111H Critical Thinking and Writing (Honors) 3 hrs
- PH 180H Introduction to Philosophy (Honors) 3 hrs
- HI 202H World Civilizations II (Honors) 3 hrs
- BRS/HI/PH 359H Christian Classics (Honors) [if not used above] 3 hrs
- BIO/HI 359H Christianity and Darwinism (Honors) [if not used above] 3 hrs
- XX 359H Topics for Honors Students [if not used above] 3 hrs

- 200-, 300-, or 400-level course in the student’s declared major (or majors, if the student is graduating with more than one major) with an in-course honors contract negotiated with the instructor 3-4 hrs

- 400-level course outside the students declared major (or majors, if the student is graduating with more than one major) 3-4 hrs

- 5000-, 6000-, or 7000-level graduate course at TGS or TEDS 2-3 hrs

Senior honors project (3-4 hours):

- XX 450H Independent Study in xxx (student’s declared major[s]) 3-4 hrs

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 390 Experiential Learning in Biblical Studies 0 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 321 The End Times 3 hrs
- BI 335 Theology of the General Epistles 3 hrs
- BI 336 Theology of the 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
- BRS 321X American Church History    3 hrs
- BRS 322X Topics in Church History    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/PH 363X Survey of Religious Diversity  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 9 hours of required courses and 15 hours of electives.

Required Courses (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BRS 231</td>
<td>Christian Doctrine</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 330</td>
<td>Christian Evidences</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Elective Courses (choose 15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 321X</td>
<td>American Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 322X</td>
<td>Topics in Church History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 333</td>
<td>Folk Religions</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 336</td>
<td>Topics in Contemporary Theology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 337</td>
<td>Contemporary Paganism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 338</td>
<td>Theological &amp; Sociological Foundations of Evangelism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 340X</td>
<td>History of Christianity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 350</td>
<td>Topics in Biblical and Religious Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 430</td>
<td>Advanced Topics in Religious Studies</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>(may be cross-listed with TEDS courses)</td>
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</tr>
<tr>
<td>BRS 450</td>
<td>Independent Study</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Department of Biology and Chemistry

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 Department of Biology and Chemistry is multifaceted. The program offers courses that prepare science majors for a wide variety of career choices in the areas of medicine, education, industry, and postgraduate work. It also complements the liberal arts approach to learning by offering courses intended specifically for nonscience 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 49-50 hours. This includes 24 hours of required Biology courses, 3-4 hours from a restricted list of Biology courses, 15 hours of supporting courses, 6 hours of Bioethics courses, and 1 hour professional experience.

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 Biology Courses (24 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 210</td>
<td>Ecology and Field Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 220</td>
<td>General Botany</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 400</td>
<td>Origins and Evolution</td>
<td>3 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>

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 and Chemistry:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 310</td>
<td>Microbiology</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 340</td>
<td>Human Anatomy and Physiology I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Developmental Biology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 440</td>
<td>Microbial Physiology</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Independent Study</td>
<td>1-3 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 Department of Biology and Chemistry 4 hrs

Required Supporting Courses (15 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>CH 320</td>
<td>Biochemistry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Required Bioethics Courses (6 hrs)

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

Required Professional Experience (1 hr) Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 306</td>
<td>Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Advanced Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>BIO 470</td>
<td>Undergraduate Research</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>CH 306</td>
<td>Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>CH 406</td>
<td>Advanced Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>CH 442</td>
<td>Undergraduate Research</td>
<td>1-4 hrs</td>
</tr>
</tbody>
</table>
Biology Major/Pre-Medical Emphasis

Major requirements total a minimum of 55 hours. This includes 25 hours in the required Biology courses, 23 hours in supporting courses, 6 hours of Bioethics courses, and 1 hour professional experience.

Pre-Medical Students:

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

Required Courses for General Education (12 hrs):

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<td>General Biology</td>
<td>4 hrs</td>
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<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>
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</tbody>
</table>

Required Biology Courses (54 hrs):

Core (25 hrs):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 112</td>
<td>Biology: the Plant and Animal Kingdoms</td>
<td>4 hrs</td>
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<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>
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<tr>
<td>BIO 341</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIO 410</td>
<td>Biology Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Cell and Molecular Biology</td>
<td>4 hrs</td>
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<td>BIO 430</td>
<td>Developmental Biology</td>
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</table>

Required Supporting Courses (23 hrs):

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CH 112</td>
<td>General Chemistry II</td>
<td>4 hrs</td>
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<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>
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<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>
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Required Bioethics Courses (6 hrs)

<table>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics -or-</td>
<td>3 hrs</td>
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<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 3 hrs</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Required Professional Experience (1 hr) Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>BIO 306</td>
<td>Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>BIO 405</td>
<td>Advanced Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>BIO 470</td>
<td>Undergraduate Research</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>CH 306</td>
<td>Scientific Applications</td>
<td>1-4 hrs</td>
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<td>CH 406</td>
<td>Advanced Scientific Applications</td>
<td>1-4 hrs</td>
</tr>
<tr>
<td>CH 442</td>
<td>Undergraduate Research</td>
<td>1-4 hrs</td>
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</table>

Electives (highly recommended additional courses):

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<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 57 hours. This includes 25 hours in the required Biology courses, 28 hours in supporting courses, 3 hours of Bioethics courses, and at least one hour of clinical (professional) experience.

**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>
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</thead>
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<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 (57 hrs)**

**Required Biology Courses (25 hrs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
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<td>Biology: The Plant and Animal Kingdoms</td>
<td>4 hrs</td>
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<tr>
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</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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>Genetics</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 (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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Required Clinical Hours (1-6 hrs):**

Minimum Requirement is 1000 hours and may be more depending on the physician assistant program

<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>

Clinical hours must be supervised by a licensed health care practitioner with emphasis given to hours supervised by a physician or physician assistant. Some programs require more than one site. Clinical hours must include patient contact. Registration for HS 480 credit must occur prior to the clinical experience. This requirement satisfies the professional experience requirement. Requirements for acceptance vary among physician assistant schools. By the first semester of the sophomore year, students should contact possible physician assistant schools for information regarding prerequisite coursework required for admission. Courses may then be selected from the recommended courses.
Electives

Highly Recommended (Required by many physician assistant schools):

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

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

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):

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</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>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 Lab</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 361</td>
<td>Teaching Biology in the Secondary School</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-Clinical Experience</td>
<td>2 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 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>12 hrs</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2 hr</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</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 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 476X</td>
<td>Undergraduate Bioethics Institute</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 475X</td>
<td>Topics in Bioethics -or-</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 477X</td>
<td>Undergraduate National Conference</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 180</td>
<td>Introduction to Philosophy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 182</td>
<td>Ethics</td>
<td>3 hrs</td>
</tr>
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</table>

Elective Courses (7-8 hrs):

Elective courses that may be taken at Trinity Graduate School under the BE designation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 5300</td>
<td>Clinical Issues in Bioethics</td>
<td>2 hrs</td>
</tr>
<tr>
<td>BE 5500</td>
<td>Bioethics and Public Policy</td>
<td>2 hrs</td>
</tr>
<tr>
<td>BE 6100</td>
<td>Bioethics Colloquium</td>
<td>1 hr</td>
</tr>
<tr>
<td>BE 6400</td>
<td>Readings In Bioethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 6700</td>
<td>Personhood in Theological and Philosophical Perspective</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BE 7700</td>
<td>Bioethics Seminar</td>
<td>2-3 hrs</td>
</tr>
</tbody>
</table>

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), Business Minor, Leadership Minor, Nonprofit Management 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 word processing applications.

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

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

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

Required Courses (46 hrs):

<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 181</td>
<td>Survey of International Business</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Introduction to Business Law</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Microeconomics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Macroeconomics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 222</td>
<td>Principles of Accounting II – or –</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 223</td>
<td>Managerial Accounting and Analysis (recommended for non-accounting students)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management*</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 440</td>
<td>Seminar in Management Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Management Internship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics**</td>
<td>4 hrs</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*

Required Course for Business Core

- BUS 222 Principles of Accounting II 3 hrs

Required Accounting Courses (15 hrs)

- BUS 321 Financial Reporting I 3 hrs
- BUS 322 Financial Reporting II 3 hrs
- BUS 323 Individual Income Taxation 3 hrs
- BUS 326 Cost Accounting 3 hrs
- BUS 423 Management Information Systems 3 hrs

Additional Requirements for students completing the CPA readiness track:

- BUS 327 Theory and Practice of Auditing 3 hrs
- BUS 425 Accounting Research & Analysis 2 hrs

For CPA readiness track, choose four credit hours from the following:

- BUS 325 Accounting for Business Combinations and Consolidations 3 hrs
- BUS 421 Corporate Taxation 1 hr
- BUS 422 Not-for-Profit Accounting 2 hrs

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

- BUS 325 Accounting for Business Combinations and Consolidation 3 hrs
- BUS 327 Theory and Practice of Auditing 3 hrs
- BUS 421 Corporate Taxation 1 hr
- BUS 422 Not-for-Profit Accounting 2 hrs

Entrepreneurship Emphasis (12 hours)

- BUS 390 Entrepreneurship and New Venture Creation 3 hrs
- BUS 391 Entrepreneurial Accounting and Finance 3 hrs

Choose two of the following:

- BUS 310 Personal Finance 3 hrs
- BUS 323 Individual Income Taxation 3 hrs
- BUS 333 Sales Principles and Practices 3 hrs

General Business Emphasis (12 hrs)

- BUS 310 Topics in Management: Personal Finance 3 hrs

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

Human Resources Emphasis (12 hrs)

- BUS 346 Organizational Behavior 3 hrs
- BUS 352 Compensation and Benefits 3 hrs

Choose at least two of the following:

- BUS 170X Leadership Dynamics 3 hrs
- BUS 353 Management of Change and Strategic Planning 3 hrs
- PSY 305 Organizational Psychology 3 hrs
- PSY 355 Group Dynamics 3 hrs
- PSY 220 Interpersonal Skills Training -or-
- COM 332 Interpersonal Communication 3 hrs

Management Emphasis (12 hrs)

- BUS 346 Organizational Behavior 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  Marketing Strategy  3 hrs
   PSY 220  Interpersonal Skills Training -or-
   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 346  Organizational Behavior  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 Leadership minor (LM)

   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 346  Organizational Behavior  3 hrs
   PSY 220  Interpersonal Skills Training  3 hrs
   PSY 305  Organizational Psychology  3 hrs
   PSY 420X Advanced Interpersonal Skills Training  3 hrs
Social Entrepreneurship Emphasis (12 hrs)

BUS 373X Nonprofit Financial Management -or- 3 hrs
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

Business Minor (24 hrs)

Students wishing to minor in Business must complete the following courses:

BUS 113 Principles of Marketing 3 hrs
BUS 115 Human Resource Management 3 hrs
BUS 201 Business Law 3 hrs
BUS 221 Principles of Accounting I 3 hrs
BUS 310 Personal Finance 3 hrs
BUS 353 Management of Change and Strategic Planning 3 hrs
BUS 490 Seminar in Business and Management Ethics 3 hrs
COM 210X Business Communication 3 hrs

Leadership Minor (24-25 hrs)

The Leadership minor has been created for qualified students who seek to grow their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice, the minor gives students an opportunity to develop and refine their philosophy of leadership and prepare to be successful as Servant Leaders. This minor is not available to Business or Psychology majors who choose the Organizational Leadership Emphasis located within their respective majors. Permission of either the chair of the Business Department or the chair of the Psychology Department required.

Required Courses (15-16 hrs):
Students are responsible to meet all prerequisites if applicable.

Leadership Training Courses (12 hrs)

LR 170X** Leadership Dynamics OR 3 hrs
*LR 173** Emerging Kingdom Leadership I AND 1 hr
*LR 174** Emerging Kingdom Leadership II 2 hrs
PSY 220** Interpersonal Skills Training 3 hrs
PSY 378X** Servant Leadership OR 3 hrs
PSY 420X** Advanced Interpersonal Skills Training 3 hrs

Leadership Practica (3-4 hrs)

BUS/PSY 470X** Leadership Dynamics Practicum OR 3-4 hrs
LR 440** Practical Leadership Capstone 1 hr
AND three credit hours in the following, repeating as necessary
*LR 220** Practicum in Leadership (May be repeated) 1 hr
*LR 420** Advanced Practicum in Advanced Leadership (May be repeated) 1 hr
Elective Courses (9 hrs): Choose at least one elective from one category and two from the other.

Organizational Leadership: Select at least one:
- BUS 346 Organizational Behavior 3 hrs
- BUS 353X Management of Change and Strategic Planning 3 hrs
- BUS/CM 372X Nonprofit Management 3 hrs
- COM 334 Group and Organizational Communication 3 hrs
- PSY 230 Crisis Intervention 3 hrs
- PSY 305 Organizational Psychology 3 hrs
- PSY 355 Group Dynamics 3 hrs

Interpersonal and Intercultural Leadership: Select at least one.
- BRS 360X Foundations of Intercultural Leadership 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- CM 335 Strategies for Discipling Ministries 3 hrs
- CM 342 Relational Skills for Ministry 3 hrs
- COM 330 Intercultural Communication 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- PSY 356 Conflict Management 3 hrs

*Requires involvement in on-campus or other recognized leadership activities and permission of the Division Director of Social Sciences.
** Rerequisite necessary. See course description.
***Students who earn three or more credit hours of LR 220 and/or LR 420 must take LR 440, Practical Leadership Capstone.

Nonprofit Management Minor
Requirements total a minimum of 24 hours. Certain courses are cross-listed with the Christian Ministries Department.
- BUS 111 Principles of Management 3 hrs
- BUS 113 Principles of Marketing 3 hrs
- BUS 115 Human Resources Management 3 hrs
- BUS 346 Organizational Behavior 3 hrs
- BUS 352 Compensation and Benefits 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

Practical Leadership Endorsement (13 hrs)
The endorsement in Practical Leadership indicates qualified students have been involved in significant on-campus leadership activities that have been supplemented with formal classroom instruction. Not available to Business or Psychology majors who have chosen the Organizational Leadership emphasis located within their respective majors. Permission of Division Director of Social Sciences required.

Required Courses (4 hrs)
- LR 170X Leadership Dynamics OR 3 hrs
- *LR 173 Emerging Kingdom Leadership I AND 1 hr
- *LR 174 Emerging Kingdom Leadership II 2 hrs
- LR 440 Practical Leadership Capstone 1 hr
Practica (3 hrs) Students are responsible to have three separate practica, repeating the following as necessary.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LR 220</td>
<td>Practicum in Leadership (May be repeated)</td>
<td>1 hr</td>
</tr>
<tr>
<td>LR 420</td>
<td>Advanced Practicum in Leadership (May be repeated)</td>
<td>1 hr</td>
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</table>

Elective Courses (6 hrs): Select two.

Students are responsible to meet all prerequisites if possible.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</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>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>LR 378X</td>
<td>Servant Leadership</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>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3 hrs</td>
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</tbody>
</table>

Leadership Theory Courses 3 hrs

Students are responsible to meet all prerequisites if applicable.

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRS 360X</td>
<td>Foundations of Intercultural Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 346</td>
<td>Organizational Behavior</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 353</td>
<td>Management of Change and Strategic Planning</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 305</td>
<td>Organizational Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Leadership Application Courses 3 hrs

Students are responsible to meet all prerequisites if applicable.

Select one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>LR 378X</td>
<td>Servant Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 420</td>
<td>Ministry Leadership</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</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>
<tr>
<td>PSY 356</td>
<td>Conflict Management</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
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/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.
- **Cultural Penetration.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.
- **Ministry Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan which accounts for effective leadership and efficient administration.
- **Biblical Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base which is cognizant of current theory, founded on the Scriptures and theologically sound.

**Pathways to Ministry**
Trinity International University guides students in preparation for ministry via these programs:

- **BA, Christian Ministries Major:** Earn BA in 4 years in one of six emphases.
- **MDiv with Pre-Seminary Honors:** Earn 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 TEDS
- **BA & MDiv:** Earn both degrees in 7 years.

**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>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 322-23</td>
<td>Advanced Integrated Field Experience</td>
<td>2-2 hrs</td>
</tr>
</tbody>
</table>
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/PH 363X  Survey of Religious Diversity*  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-divisions 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 453*</td>
<td>Seminar in Discipleship and Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry OR</td>
<td></td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Interpersonal Skills Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC/PSY 360X</td>
<td>Introduction to Social Work†</td>
<td>3 hrs</td>
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</table>

†PSY 140 or SOC 101 is a prerequisite for SOC/PSY 360X

Choose two:

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<tr>
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<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 350X</td>
<td>Social Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Psychology of Religion</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td>3 hrs</td>
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<tr>
<td>SOC 222</td>
<td>Social Problems</td>
<td>3 hrs</td>
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Choose one:

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

Recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM 373X</td>
<td>Nonprofit Financial Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PSY 355</td>
<td>Group Dynamics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

### Intercultural Ministries (23-25 hrs)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>BI 453*</td>
<td>Seminar in Discipleship and Justice</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS/PH 363X</td>
<td>Survey of Religious Diversity</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 360X</td>
<td>Foundations of Intercultural Ministries</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communications</td>
<td>3 hrs</td>
</tr>
<tr>
<td>SOC 231</td>
<td>Cultural Anthropology</td>
<td>3 hrs</td>
</tr>
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</table>

Choose one:

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

Choose one:*  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GR 121-122</td>
<td>Elementary Greek</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

One upper-level BI course and one upper-level BRS course 6 hrs

Recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>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 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 271</td>
<td>Topics in World History</td>
<td>3 hrs</td>
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</table>

### Pastoral Ministries (24 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 342</td>
<td>Relational Skills for Ministry OR</td>
<td></td>
</tr>
<tr>
<td>CM 340</td>
<td>Principles of Relational Youth Ministry</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 381</td>
<td>Introduction to Preaching</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>GR 121-122</td>
<td>Elementary Greek</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>
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/PH 363X Survey of Religious Diversity (May fulfill requirements of Religious & Ethnic Diversity—General Education Requirements) 3 hrs
PH 182 Ethics 3 hrs

Cross-Cultural Experience

Youth Ministries (22-24 hrs)

CM 175 Foundations of Youth Ministry 3 hrs
CM 320 Principles of Ministry Programming 3 hrs
CM 340 Principles of Relational Youth Ministry or CM 342 Relational Skills for Ministry 3 hrs
CM 420 Ministry Leadership 2 hrs
CM 475 Senior Seminar 2 hrs
PSY 337 Psychology of Adolescence‡ 3 hrs

‡PSY 140 is a prerequisite for PSY 337.

Choose one:

GR 121-122 Elementary Greek 8 hrs
Two upper-level BI courses or one upper-level BI and one upper-level BRS course. 6 hrs

Recommended:

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

**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 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 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:**

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

**Honors Coursework:**

- BI 275 Teaching the Bible (HonORIZ) 3 hrs
- BRS/HI/PH 359H Seminar: Christian Classics 3 hrs
  - OR -
- BIO/HI 359H Christianity & Darwinism
  - 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 culturo-linguistic, settings. Particular emphasis is given to issues such as ethnicity, cultural diversity, effective intercultural communication, intercultural competency, and other culture-related issues. Students selecting an Intercultural Studies minor are encouraged to integrate Christian learning and a biblical worldview with current social and cultural realities. Such an integrated approach is intended to provide a solid, informed basis for involvement in various ministries and professions, thus helping students to participate effectively in reaching a rapidly changing world for Christ. Requirements total 24 hours.

**Required Courses (15 hrs):**

- BRS 338  Theological and Sociological Foundations of Evangelism  3 hrs
- BRS/PH 363X  Survey of Religious Diversity  3 hrs
- CM 260  Introduction to Intercultural Ministries  3 hrs
- BRS/CM 360X Foundations of Intercultural Ministries  3 hrs
- SOC 231  Cultural Anthropology  3 hrs

**Elective Courses (6 hrs):**

- BI 275  Teaching the Bible  3 hrs
- BRS 350  Topics in Biblical and Religious Studies  3 hrs
- CM 340  Principles of Relational Youth Ministry -or-
- CM 342  Relational Skills for Ministry  3 hrs
- CM 350  Topics in Intercultural Ministry  3 hrs
- CM 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 45-46 hours, including 27-28 hours of core courses and 18 hours from one of four concentrations. (Note: Students must have the permission of the Communication Department Chair to pursue more than one concentration. Appropriate substitutions for overlapping courses will be determined for those students.)

CORE:

Overview of Communication (9 hours)

Select three of the following courses:

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<th>Hours</th>
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<tbody>
<tr>
<td>COM 120</td>
<td>Survey of Communication Theory</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 330</td>
<td>Intercultural Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 332</td>
<td>Interpersonal Communication</td>
<td>3 hrs</td>
</tr>
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Communication in Practice (18-19 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 240X</td>
<td>Writing for the Media I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 340X</td>
<td>Writing for the Media II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 241X</td>
<td>Prepracticum</td>
<td>2 semesters 1 hr each</td>
</tr>
<tr>
<td>COM 445</td>
<td>Internship</td>
<td>3 hrs</td>
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<tr>
<td>GPH 100</td>
<td>Design Software I: Desktop Publishing</td>
<td>2 hrs</td>
</tr>
<tr>
<td>GPH 200</td>
<td>Design Software II: Image-Making and Photo Manipulation</td>
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Concentrations

Business Communication Concentration (18 hrs)

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</thead>
<tbody>
<tr>
<td>BUS 334</td>
<td>Advertising</td>
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<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 230</td>
<td>Advanced Public Speaking</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 334</td>
<td>Group and Organizational Communication</td>
<td>3 hrs</td>
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<tr>
<td>COM 490</td>
<td>Communication Capstone</td>
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Contemporary Media Concentration (18 hrs)

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<tr>
<td>COM 140</td>
<td>Introduction to Public Relations</td>
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<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>
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<tr>
<td>GPH 11</td>
<td>Design Foundations</td>
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<tr>
<td>GPH 210</td>
<td>Tangible Design</td>
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</tr>
<tr>
<td>GPH 230</td>
<td>Introduction to Photography</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

-or-
GPH 260  Typography 3 hrs
GPH 301  Design Software III: Vector Graphics 2 hrs

Communication for Ministry Concentration (18 hrs)
CM 342  Relational Skills for Ministry 3 hrs
COM 230  Advanced Public Speaking 3 hrs
COM 334  Group and Organizational Communication 3 hrs
COM 338  Gender and Family Communication 3 hrs
COM 490  Communication Capstone 3 hrs

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)
COM 334  Group and Organizational Communication 3 hrs
COM 338  Gender and Family Communication 3 hrs
COM 490  Communication Capstone 3 hrs
PSY 220  Interpersonal Skills Training 3 hrs

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 visual communication, theoretical concepts, practical skills, and contemporary tools involved in effective design for print and digital media. Major themes and topics include meaning making, social responsibility, foundational principles of design, and historical and theological considerations in the field. During their time at Trinity, students in the graphic design major will have opportunities to hone their skills in professional settings, work in a variety of media, and develop a professional portfolio.

49-50 Credit Hours Total

Software (6 hrs)
GPH 100  Design Software I: Desktop Publishing 2 hrs
GPH 200  Design Software II: Image-Making and Photo Manipulation 2 hrs
GPH 301  Design Software III: Vector Graphics 2 hrs

Studio (27 hrs)
GPH 110  Design Foundations 3 hrs
GPH 210  Tangible Design 3 hrs
GPH 230  Introduction to Photography 3 hrs
GPH 260  Typography 3 hrs
GPH 271  Introduction to Web Design 3 hrs
GPH 310  Interaction Design 3 hrs
GPH 410  Design Systems 3 hrs
GPH 490  Capstone and Exhibition 3 hrs
A minimum of 3 hrs of Topics in Graphic Design from the following courses:

- **GPH 150** Topics in Graphic Design 3 hrs
- **GPH 250** Studio Topics in Graphic Design 3 hrs

**Contextual (6 hrs)**

- **GPH 160** Design and Society 3 hrs
- **GPH 360** Design History 3 hrs

**Professional (5 hours)**

- **GPH 440** Portfolio 2 hrs
- **GPH 445** Internship 3 hrs

**Supporting Courses (5-6 hrs, choose at least two)**

- **ART 231** Art Appreciation 3 hrs
- **ART 241** Studio Art 2 hrs
- **COM 204** Mass Communication 3 hrs
- **BUS 334** Advertising 3 hrs

**Recommended Courses**

- **ART 233X** Comparative Arts 3 hrs
- **ART 331** History of Art I 3 hrs
- **ART 332** History of Art II 3 hrs
- **ART 341** Advanced Studio Art 2 hrs
- **ENG 220** Studies in Poetry 3 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: Desktop Publishing 2 hrs
- **GPH 110** Design Foundations 3 hrs
- **GPH 200** Design Software II: Image-Making and Photo Manipulation 2 hrs
- **GPH 210** Tangible Design 3 hrs

**Electives (14 hrs):**

- **GPH 150** Topics in Graphic Design 2-3 hrs
- **GPH 160** Design and Society 3 hrs
- **GPH 230** Introduction to Photography 3 hrs
- **GPH 250** Studio Topics in Graphic Design 3 hrs
- **GPH 260** Typography 3 hrs
- **GPH 271** Introduction to Web Design 3 hrs
- **GPH 301** Design Software III: Vector Graphics 2 hrs
- **GPH 310** Interaction Design 3 hrs
- **GPH 410** Design Systems 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 policy must be approved by the Division of Education. Any candidate considering an education major should obtain a specific planning sheet and request assignment to an education advisor as early in the program as possible.

Licensure

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, or High School. The Music Education major prepares candidates for the Professional Educator License covering all grades, kindergarten through high school. Majors: 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.

Additional Licensure Requirements

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

ACT Disclosure Statement

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

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

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

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

*SAT composite of 1030

Candidacy Requirements

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 10, 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

General Education Requirements

Education majors are expected to complete the College’s general education courses. In some cases, specific courses are required in order to meet state standards. For major requirements for Secondary (9-12) and Specialist (K-12) Education majors, consult the appropriate department in this catalog.

General Education (47-62 hrs):

Complete College’s requirements with the following specifications:

- Economic, Social, & Political Structures: POL 250 American Government
- Foundations of Personal Growth, Health and Wellness: HPW 180, ED/PSY 260X
- Quantitative and Analytical Reasoning (Mathematics): MA 117 Mathematics in the Modern World
**Elementary Education Major**
Requirements total 61 hours. This includes 51 hours in the major and 10 hours in supporting courses.

**Major Courses (51 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 309 Foundations of English as a Second Language 3 hrs
- ED 310 General Teaching Methods 2 hrs
- ED 311 General Teaching Methods – Pre-Clinical Experience 1 hr
- ED 312 Literacy Methods for Emerging Readers 3 hrs
- ED 330 Introduction to Special Education 3 hrs
- ED 331 Literacy Methods for Upper Elementary Grades 3 hrs
- ED 342 Methods of Teaching Science, Health, and Social Science 3 hrs
- ED 345 Methods of Teaching Mathematics 3 hrs
- ED 349 Integrating the Arts in Instruction 1 hr
- ED 350 Integrated Methods Pre-Clinical Experience 2 hrs
- 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

**Required Supporting Courses**

- GEO 100 World Geography 3 hrs
- MA 120 College Algebra and Trigonometry 4 hrs
- HI 121 or 122 U.S. History I or II 3 hrs

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 Department of Biology and Chemistry.

**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.
English Department

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

English Major
Requirements total 43 hours. Up to 6 hours required in the major may be used to meet general education requirements.

Required Courses (43 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 317  Russian 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

Professional Experience (1 hr. minimum)

ENG 444  Professional Experience 1-4 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 317 Russian 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Mass Communication</td>
<td>3 hrs</td>
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<tr>
<td>POL 250</td>
<td>American Government</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 230</td>
<td>Survey of Contemporary Critical Theory</td>
<td>3 hrs</td>
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</table>

**Genre Courses (9 hrs)**

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<tr>
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<th>Course Title</th>
<th>Hours</th>
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</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>
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</tbody>
</table>

**Skill Courses (12 hrs)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Critical Thinking and Writing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 336</td>
<td>Creative Writing</td>
<td>3 hrs</td>
</tr>
<tr>
<td>COM 112</td>
<td>Speech</td>
<td>3 hrs</td>
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Choose one:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 240X</td>
<td>Writing for Media I</td>
<td>3 hrs</td>
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</tbody>
</table>

**Period Courses (6 hrs)**

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<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 306</td>
<td>Renaissance Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Romantic Literature</td>
<td>3 hrs</td>
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</table>

**Period and Author Courses (12 hrs)**

Choose four:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 302</td>
<td>Classical Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 317</td>
<td>Russian Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 318</td>
<td>American Literature I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 320</td>
<td>American Literature II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 350</td>
<td>Topics in Literature</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 406</td>
<td>Shakespeare</td>
<td>3 hrs</td>
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</table>

**Advanced Major Courses (6 hrs)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 414</td>
<td>History and Structure of English Language</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 420</td>
<td>Capstone Seminar in the British Novel</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Professional Education Courses (44 hrs):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2 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>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 Lab</td>
<td>1 hr</td>
</tr>
</tbody>
</table>
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, Exercise Science, 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 75 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 Program: Technical Standards for Admission

The Athletic Training Program at Trinity International University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this
program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

All students admitted to the Athletic Training Education Program must meet specified abilities and expectations. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Candidates for selection to the Athletic Training Program will be required to verify that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the 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
- The sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively
- Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately
- The capacity to maintain composure and continue to function well during periods of high stress
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced
- The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
- The affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care

**Certification Information:**

A degree/major in athletic training awarded by an institution alone does not qualify the graduate to work as an “athletic trainer.” A graduate must pass the Board of Certification examination to be recognized as an “ATC” (Athletic Trainer, Certified). Currently, some states, including Illinois, have legislation that requires athletic trainers to be registered or licensed to practice in that state. The requirements of the athletic training major at Trinity meet all current Illinois requirements for licensure. Students should check with the state in which they plan to practice athletic training for specific requirements.
**Requirements:**

Major requirements total 59 hours. This includes 45 hours in the Athletic Training core, 11 hours of Biology, and 3 hours of Psychology.

**Required Courses for General Education (15 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>MA 285X</td>
<td>Statistics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>PSY 140</td>
<td>Introduction to Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CH 103</td>
<td>Introduction to Chemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 111-112</td>
<td>General Chemistry I and II</td>
<td>8 hrs</td>
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</table>

**Required Health Sciences Courses (45-48 hrs):**

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<thead>
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<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 162</td>
<td>Introduction to Health Sciences</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 165X</td>
<td>Responding to Emergencies and Sport Safety Training</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 168</td>
<td>Prevention and Care of Athletic Injuries</td>
<td>4 hrs</td>
</tr>
<tr>
<td>HS 201X</td>
<td>Physiology of Exercise</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 202X</td>
<td>Nutrition</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 211</td>
<td>Guided Field Experience and Skills Assessment I</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 212</td>
<td>Guided Field Experience and Skills Assessment II</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 261</td>
<td>Advanced Techniques and Assessment of Athletic Injuries</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 311</td>
<td>Guided Field Experience and Skills Assessment III</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 312</td>
<td>Guided Field Experience and Skills Assessment IV</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 351X</td>
<td>Biomechanics</td>
<td>3 hrs</td>
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<tr>
<td>HS 360</td>
<td>General Medical Conditions in the Physically Active</td>
<td>3 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>
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<tr>
<td>HS 410</td>
<td>Health Sciences Seminar</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 454X</td>
<td>Measurement, Research, Statistics, and Technology</td>
<td>3 hrs</td>
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<tr>
<td>HS 456</td>
<td>Administration</td>
<td>3 hrs</td>
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<tr>
<td>HS 480</td>
<td>Professional Rotation in Health Sciences</td>
<td>3-6 hrs</td>
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**Required Supporting Courses (14 hrs):**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 340-341</td>
<td>Human Anatomy and Physiology I and II</td>
<td>8 hrs</td>
</tr>
<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>PSY 228X</td>
<td>Sport and Wellness Psychology</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Highly Recommended Elective Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>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.
Exercise Science Major
Exercise Science is the study of physiological and functional adaptations to movement. The Exercise Science Major is a science-oriented curriculum that prepares students for graduate studies in exercise science and for graduate-level education in occupational therapy and related health fields. In addition, graduates would be prepared to pursue careers as cardiac technicians, individual and group exercise prescription specialists and home health-care workers. The program requires and recommends coursework in health sciences as well as anatomy, chemistry, physics, statistics, physiology, and psychology, leading up to a practical hands-on internship experience.

54 HOURS

Health Science Courses (24 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 161</td>
<td>Medical Terminology</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 162</td>
<td>Introduction to Health Sciences</td>
<td>1 hr</td>
</tr>
<tr>
<td>HS 165</td>
<td>Responding to Medical Emergencies</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 201</td>
<td>Physiology of Exercise</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 202*</td>
<td>Nutrition</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HPW 228x</td>
<td>Sports and Wellness Psychology</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 351</td>
<td>Biomechanics</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 380</td>
<td>Advanced Functional Anatomy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 446</td>
<td>Field Internship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 490</td>
<td>Seminar in Exercise Science</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

Biology (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>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>
</tbody>
</table>

Chemistry (8 hrs)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 103*</td>
<td>Introduction to Chemistry</td>
<td>4 hrs</td>
</tr>
<tr>
<td>CH 203</td>
<td>Essentials of Organic Biochemistry</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Math (4 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 285X*</td>
<td>Statistics</td>
<td>4 hrs</td>
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</tbody>
</table>

Bioethics (3 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE 474X</td>
<td>Introduction to Bioethics</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>

Electives (3 hrs)

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 364</td>
<td>Rehabilitation and Therapeutic Exercise</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HS 360</td>
<td>General Medical Conditions in the Physically Active</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Recommended

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 204</td>
<td>Functional Anatomy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PHY 111</td>
<td>General Physics I</td>
<td>4 hrs</td>
</tr>
</tbody>
</table>
PHY 112  General Physics II  4 hrs

*Fulfills a general education requirement

Pre-Physical Therapy Major
Major requirements total a minimum of 48 hours. This includes a minimum of 12 hours of Biology, 3 hours of Bioethics, 16 hours of Health Sciences, 8 hours of Chemistry, 8 hours of Physics, and a minimum of 1 hour of professional clinical experience.

Required Courses for General Education (12 hrs):
- BIO 111  General Biology  4 hrs
- CH 111  General Chemistry I  4 hrs
- MA 121  Calculus and Analytic Geometry I  4 hrs

Required Courses (48 hrs):

Biology (12-13 hrs):
- BIO 340  Human Anatomy and Physiology I  4 hrs
- BIO 341  Human Anatomy and Physiology II  4 hrs
- BIO 410  Biology Seminar  1 hr
Choose one:
- BIO 310  Microbiology  4 hrs
- BIO 320  Immunology  3 hrs
- BIO 430  Developmental Biology  4 hrs

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

Health Sciences (16 hrs):
- HS 161  Medical Terminology  1 hr
- HS 162  Introduction to Athletic Training  1 hr
- HS 168  Prevention and Care of Athletic Injuries  4 hrs
- HS 261  Advanced Techniques and Assessment of Athletic Injuries I  2 hrs
- HS 262  Advanced Techniques and Assessment of Athletic Injuries II  2 hrs
- HS 364  Rehabilitation and Therapeutic Exercise  3 hrs
- HS 366  Therapeutic Modalities and Pharmacology  3 hrs

Chemistry (8 hrs):
- CH 112  General Chemistry II  4 hrs
- CH 203  Essentials of Organic Biochemistry  4 hrs

Physics (8 hrs):
- PHY111-112  General Physics I and II  8 hrs

Required Clinical Hours
Requirement varies from 500 to 1,500 hours among physical therapy programs**
- HS 480  Professional Rotation in Health Sciences  1-6 hrs

**Clinical hours must be supervised by a registered physical therapist, preferably in a hospital Physical Therapy Department (i.e., a clinical setting). Some programs require more than one site. Must be taken for HS 480 credit. Registration for credit must occur prior to the clinical experience. This requirement satisfies the professional experience requirement.

Highly Recommended Courses (required by many physical therapy schools):
- BIO 112  Plant and Animal Kingdoms*  4 hrs
- CH 211-212  Organic Chemistry I and II  8 hrs
- HS 165X  Responding to Emergencies and Sport Safety Training
  (First Aid and CPR Certification)  3 hrs
MA 285X  Statistics  4 hrs

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

Choose one to three:

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

Recommended Courses (required by some physical therapy schools):

CIS 110  Introduction to Computer Fundamentals  4 hrs
HPW 228X  Sport and Wellness Psychology  3 hrs
HS 351X  Biomechanics  3 hrs
PSY 310  Abnormal Psychology  3 hrs

Choose one:

COM 112  Speech  3 hrs
COM 350  Forensics I  2 hrs

Choose one:

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

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 coursework required for admission. Courses may then be selected from the recommended courses.

Pre-Nursing Program

Requirements total 64 hours. This includes 31 hours of science and mathematics, 12 hours of social sciences, 9 hours of humanities, 9 hours of interdisciplinary and biblical studies, and 3 hours of supporting courses. This is a recommended two-year program for students transferring to a Bachelor of Science nursing program at another institution.

Science and Mathematics Courses (31 hrs):

BIO 111  General Biology  4 hrs
BIO 310  Microbiology  4 hrs
BIO 340  Human Anatomy and Physiology I  4 hrs
BIO 341  Human Anatomy and Physiology II  4 hrs
BE 474X  Introduction to Bioethics -or-  3 hrs
BE 476X  Undergraduate Bioethics Institute  3 hrs
CH 103  Introduction to Chemistry  4 hrs
CH 203  Essentials of Organic Biochemistry  4 hrs
MA 285X  Statistics  4 hrs

Social Sciences Courses (12 hrs):

PSY 140  Introduction to Psychology  3 hrs
SOC 101  Introduction to Sociology –or–  3 hrs
BUS 103  Introduction to Economics  3 hrs
PSY 335  Child Development  3 hrs
PSY 339  Adult Development  3 hrs

Humanities Courses (9 hrs):

ENG 111  Critical Thinking and Writing  3 hrs
PH 180  Introduction to Philosophy  3 hrs
Elective in Fine Arts  3 hrs
Interdisciplinary and Biblical Studies Courses (9 hrs):

IDS 150  Introduction to Christian Thinking and Living  3 hrs
BI 101  Understanding the Old Testament  3 hrs
BI 111  Understanding the New Testament  3 hrs

Supporting Courses (3 hrs):

HPW 180  Introduction to Health and Wellness  3 hrs

Highly Recommended Courses (6-8 hrs):

Foreign Language Elective  6-8 hrs
(2 semester at college level or competency demonstrated by exam)

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 44-46 hours. This includes 36 hours of history courses and 8-10 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 445</td>
<td>Internship</td>
<td>2-4 hrs</td>
</tr>
</tbody>
</table>

Choose one additional course 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 105</td>
<td>Understanding History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 121</td>
<td>United States History I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 122</td>
<td>United States History II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 201</td>
<td>World Civilizations I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilizations II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 485</td>
<td>Philosophy of History</td>
<td>3 hrs</td>
</tr>
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</table>

Choose two seminars (6 hrs)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 430</td>
<td>Seminar in Early Modern Europe</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 440</td>
<td>Seminar in Modern Europe</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics -or- BUS 208</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>GEO 100</td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td>POL 250</td>
<td>American Government</td>
<td></td>
</tr>
<tr>
<td>PSY/ED 260X</td>
<td>Education Psychology and Human Development</td>
<td></td>
</tr>
<tr>
<td>PSY 337</td>
<td>Psychology of Adolescence</td>
<td></td>
</tr>
<tr>
<td>SOC 330</td>
<td>Race and Ethnic Relations</td>
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</tbody>
</table>
Professional Education Courses (38 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101</td>
<td>Introduction to Teaching</td>
<td>2 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 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 Lab</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 330</td>
<td>Introduction to Special Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 363</td>
<td>Teaching History &amp; Social Studies in Secondary School</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ED 368</td>
<td>Secondary Methods Pre-Clinical Experience</td>
<td>2 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 413</td>
<td>Clinical Practice in the Secondary School</td>
<td>12 hrs</td>
</tr>
<tr>
<td>ED 421</td>
<td>Classroom Management</td>
<td>1 hr</td>
</tr>
<tr>
<td>ED 422</td>
<td>Advanced Seminar in Education</td>
<td>2 hrs</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educational Research and Assessment</td>
<td>2 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. 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 44-46 hours. This includes 36 hours of history courses and 8-10 hours from supporting courses.

Required Courses (27 hrs):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 105</td>
<td>Understanding History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 121</td>
<td>United States History I</td>
<td>3 hrs</td>
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<tr>
<td>HI 122</td>
<td>United States History II</td>
<td>3 hrs</td>
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<tr>
<td>HI 201</td>
<td>World Civilizations I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 202</td>
<td>World Civilizations II</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 485</td>
<td>Philosophy of History</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose two seminars (6 hrs):
(research papers must be on military topics)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 410</td>
<td>Seminar in Ancient Greece and Rome</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 420</td>
<td>Seminar in Medieval/Renaissance</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 430</td>
<td>Seminar in Early Modern Europe</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 440</td>
<td>Seminar in Modern Europe</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 475</td>
<td>Seminar in American History</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Elective Courses (12 hrs):
Two must be at 300 level or above:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 261</td>
<td>Topics in Military History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 271</td>
<td>Topics in World History [Military Course Topic required]</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 325</td>
<td>Topics in European History [Military Course Topic required]</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 361</td>
<td>Advanced Topics in Military History</td>
<td>3 hrs</td>
</tr>
<tr>
<td>HI 374</td>
<td>American Civil War</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
HI 375  Topics in American History [Military Course Topic required] 3 hrs

Supporting Courses (minimum 9 hrs):

GEO 100  World Geography  3 hrs
HI 445  Internship  2-4 hrs

Choose one additional course 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  3 hrs
(Classical/Medieval topics only)
ENG 406  Shakespeare  3 hrs
GR 221X  Intermediate Greek  3 hrs
GR 222X  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  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 317  Russian 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

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 a minimum of 56 hours. This includes 28 hours of Human Performance and Wellness, 4 hours of Biology, 3 hours of English, 6 hours of Psychology, 3 hours of Business, and 12 hours of Internship or, for the Non-internship route, up to 6 hours Internship or Professional Experience. Up to 13 of the required hours may be used to meet general education requirements.

Note: Students are able to fulfill the Quantitative and Analytical Reasoning General Education Requirement by taking both HPW 351X and HPW 454X.

Human Performance and Wellness Courses (28 hrs)

HPW 180 Introduction to Health and Wellness 3 hrs
HPW 190 Foundations of Human Performance and Wellness 3 hrs
HPW 201X Physiology of Exercise 3 hrs
HPW 202X Nutrition -or-
HPW 204 Functional Anatomy 3 hrs
HPW 220 Practicum in Sport and Wellness Management 3 hrs
HPW 228X Sport and Wellness Psychology 3 hrs
HPW 334 Management of Sport and Wellness 3 hrs
HPW 351X Biomechanics 3 hrs
HPW 454X Measurement, Research, Statistics, and Technology 3 hrs
HPW 490 Seminar in Human Performance & Wellness 1 hr

Biology Course (4 hrs):
BIO 140 Survey of Human Anatomy and Physiology 4 hrs

English Course (3 hrs)
ENG 210X Business Communication 3 hrs

Psychology Courses (6 hrs):
PSY 140 Introduction to Psychology 3 hrs
PSY 220 Interpersonal Skills Training 3 hrs

Business Course (3 hrs):
Choose One:
BUS 111 Principles of Management 3 hrs
BUS 113 Principles of Marketing 3 hrs
BUS 115 Human Resource Management 3 hrs
BUS 221 Principles of Accounting I 3 hrs

Internship Route (12 hrs):
HPW 446 Field Internship 12 hrs
-or-
Noninternship Route (13 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 346 Organizational Behavior 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
Choose one:
HPW 446 Field Internship 1-6 hrs
HPW 498 Professional Experience 0-1 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
  HPW 224  Team Sports  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 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
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

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 a minimum of 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 (34 hrs):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 112</td>
<td>Intermediate Spreadsheets, Databases, and Word Processing</td>
<td>2 hrs</td>
</tr>
<tr>
<td>CIS 120</td>
<td>Computer Programming I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 122</td>
<td>Calculus and Analytic Geometry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 221</td>
<td>Calculus and Analytic Geometry III</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 321</td>
<td>Mathematical Statistics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 331</td>
<td>Linear Algebra</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 335</td>
<td>Differential Equations</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 340</td>
<td>History of Mathematics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 412</td>
<td>Geometry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 445</td>
<td>Internship</td>
<td>1-6 hrs</td>
</tr>
<tr>
<td>MA 498</td>
<td>Professional Experience</td>
<td>0-1 hrs</td>
</tr>
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</table>

**Elective Courses (3 hrs)**

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 411</td>
<td>Modern Algebra</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 413</td>
<td>Real Analysis</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 420</td>
<td>Number Theory</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Supporting Courses (8 hrs):**

Choose one sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 111-112</td>
<td>General Chemistry I and II</td>
<td>8 hrs</td>
</tr>
<tr>
<td>PHY111-112</td>
<td>General Physics I and II</td>
<td>8 hrs</td>
</tr>
</tbody>
</table>

**Highly Recommended Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 411</td>
<td>Financial Management</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 424</td>
<td>Management Science</td>
<td>3 hrs</td>
</tr>
<tr>
<td>PH 170</td>
<td>Logic</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>
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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120</td>
<td>Computer Programming I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 121</td>
<td>Calculus and Analytic Geometry I</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 122</td>
<td>Calculus and Analytic Geometry II</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 221</td>
<td>Calculus and Analytic Geometry III</td>
<td>4 hrs</td>
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<td>MA 321</td>
<td>Mathematical Statistics</td>
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<td>Linear Algebra</td>
<td>3 hrs</td>
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<tr>
<td>MA 335</td>
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<td>3 hrs</td>
</tr>
<tr>
<td>MA 340</td>
<td>History of Mathematics</td>
<td>4 hrs</td>
</tr>
<tr>
<td>MA 412</td>
<td>Geometry</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

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 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 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 12 hours of required courses and 12 hours of elective courses.

Required Courses (12 hrs):
- CIS 112 Intermediate Spreadsheets, Databases, and Word Processing 2 hrs
- CIS 120 Computer Programming I 3 hrs
- CIS 160 Computer Hardware 4 hrs
- CIS 490 Computer Ethics 3 hrs

Electives (12 hrs):
Choose 12 hours from any other CIS courses. Music and music education majors may include MUT 360 (Computers in Music).

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. 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 the intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major
2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or 45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program [Note: This requirement cannot be met by combining lesson credits in two or more performance media (e.g., voice and piano).]
3. Achieve a cumulative grade point average of 2.75 or more in all courses with the prefixes MUE, MUH, MUT, or MUW (whether required or elective)
4. Achieve a cumulative grade point average of 3.0 or more in the large ensemble appropriate to the primary performance medium, as assigned by the Music Department—typically MUZ 270 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 (35 hrs):**

- MUT 111 Introduction to the Music Major 1 hr
- MUT 499 Senior Seminar in Music 1 hr
- 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 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
- MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons 8 hrs

**Strongly Suggested:**

- MUW 437X Music and Worship 3 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

**Strongly recommended:**

- BUS 392 Social Entrepreneurship 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 coursework 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 (15 hrs):

- BRS 360X Foundations of Intercultural Ministry 3 hrs
- BRS/PH 363X Survey of Religious Diversity 3 hrs
- CM 260 Introduction to Intercultural Ministry 3 hrs
- MUH 211 Survey of World Music 3 hrs
- MUW 437X Music in Worship 3 hrs

Suggested:
- Accelerated MA Intercultural Studies (double degree)

Performance Emphasis (15 hrs):

- MUT 361 Music Analysis 3 hrs
- Additional credit hours (not used to satisfy music core requirement) of MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons 3 hrs
- MUH elective 3 hrs
- Half recital (MUZ 350-359) and full recital (MUZ 450-459) required

Choose 6 hours:

Instrumentalists:
- MUT 363 Instrumentation and Orchestration 3 hrs
- MUZ 210 B, C, E, F, S, or W Music Ensemble (3 semesters) 3 hrs

Vocalists:
- MUE 349 Diction for Singers 2 hrs
- MUZ 295 Vocal Performance Workshop (4 semesters) -or- 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 (15 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

**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  Theories of Learning

**Choose 2:**  6 hrs
- PSY 372  Cognitive/Behavioral Psychology
- PSY 374  Physiological Psychology
- PSY 400  Therapeutic Psychology (Prerequisite: PSY 300)

**Theory/Composition Emphasis (15 hrs):**
- MUT 363  Instrumentation and Orchestration  3 hrs
- MUT 445  Senior Project in Music Theory/Composition  2 hrs
- MUT 462  Stylistic Composition  3 hrs
- MUZ 250-259,350-359,450-459 Advanced Level Private Lessons-Composition  4 hrs

**Choose one:**  3 hrs
- MUT 361  Music Analysis
- MUT 461  Modal Counterpoint

**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 the intended primary performance medium (i.e., voice, piano, organ, guitar, harp, percussion, or an orchestral string, brass, or woodwind instrument) and gain acceptance into the major
2. Achieve a cumulative grade point average of 3.0 or more in applied study (i.e., private lessons) in that primary performance medium, completing at least 8 hours of credit in lessons at the 25x, 35x, or
45x level in that medium and enrolling in lessons in that medium during every semester of full-time enrollment in the program
   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 (34 hrs):
- MUT 111 Introduction to the Music Major 1 hr
- MUE 331 Basic Conducting 3 hrs
- MUH 111 Introduction to Music History and Literature 3 hrs
- MUH 341 Music History I 3 hrs
- MUH 342 Music History II 3 hrs
- MUT 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
MUZ 250-259, 350-359, 450-459 Advanced Level Private Lessons  8 hrs

Additional Music Courses (13 hrs):
NOTE: Some of the following courses require admission to the Division of Education for enrollment.

MUE 249X General Music Methods, Grades K-12  3 hrs
MUE 345  Woodwind Techniques  1 hr
MUE 346  Brass Techniques  1 hr
MUE 347  Percussion Techniques  1 hr
MUE 348  String Techniques  1 hr
MUH 211  Survey of World Music  3 hrs
Choose one:
MUE 432X Choral Conducting, Methods and Literature  3 hrs
MUE 433X Instrumental Conducting, Methods and Literature  3 hrs
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.

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 330  Introduction to Special Education  3 hrs
ED 380  Diversity in Education  1 hr
ED 381  Diversity Pre-Clinical Experience  1 hr
ED 421  Classroom Management  1 hr
ED 422  Advanced Seminar in Education  2 hrs
ED 430  Educational Research and Assessment  2 hrs
ED 440 & 441  Clinical Practice/Music K–12  12 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. 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:

MUH 111  Introduction to Music History and Literature  3 hrs
MUH 341  Music History I -or-
MUH 342  Music History II  3 hrs
MUT 121  Music Theory I  3 hrs
MUT 122  Aural Skills I  1 hr
MUT 221  Music Theory II  3 hrs
MUT 222  Aural Skills II  1 hr
MUZ 150-159, 250-259, 350-359, 450-459 Private Lessons in one applied instrument/voice  4 hrs
Music electives (excluding applied music or music organization [MUZ] credits)  6 hrs

The music minor requires six semesters in a Music Ensemble.
Philosophy Department

Division of Biblical, Religious, and Philosophical Studies

Major: Philosophy

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. Students will interact with perspectives foreign to and familiar with the Christian tradition. 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 our graduates will take philosophy as their life’s work. The rest will take philosophy to their life’s work. But wherever they may find themselves, all of them will bring the best tools of philosophy to bear on the fundamental moral and intellectual questions of our time.

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)

- PH 170 Logic 3 hrs
- PH 180 Introduction to Philosophy 3 hrs
- PH 381 History of Western Thought I 3 hrs
- PH 382 History of Western Thought II 3 hrs
- PH 499 Fall Senior Seminar 1 hr

Choose one:
- PH 431 Contemporary Philosophy 3 hrs
- PH 432 Problems in Philosophy 3 hrs

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)

PH 330 Apologetics 3 hrs

Choose three:

PH 351 Topics in Apologetics 3 hrs
PH 431 Contemporary Philosophy (not taken to fulfill Core requirement) 3 hrs
PH 432 Problems in Philosophy (not taken to fulfill Core requirement) 3 hrs
BRS 330 Christian Evidences 3 hrs
ID 5002 Foundations of Cultural Engagement 3 hrs
PR 5500 Apologetics 3 hrs

Ethics (12 hrs)

PH 182 Ethics 3 hrs

Choose three:

PH 352 Topics in Ethics 3 hrs
PH 431 Contemporary Philosophy (not taken to fulfill Core requirement) 3 hrs
PH 432 Problems in Philosophy (not taken to fulfill Core requirement) 3 hrs
BE 474X Introduction to Bioethics 3 hrs
BE 475X Topics in Bioethics 3 hrs
BE 476X Undergraduate Bioethics Institute 3 hrs
BE 477X Undergraduate National Conference 2-3 hrs
BUS 490 Seminar in Business and Management Ethics 3 hrs
PR 7220 Ethical Theory 3 hrs

Philosophy of Religion (12 hrs)

PH 362 Philosophy of Religion 3 hrs

Choose three:

PH 353 Topics on Philosophy of Religion 3 hrs
PH 359H Christian Classics 3 hrs
PH 431 Contemporary Philosophy (not taken to fulfill Core requirement) 3 hrs
PH 432 Problems in Philosophy (not taken to fulfill Core requirement) 3 hrs
PSY 430 Psychology of Religion 3 hrs

Any one Religious Studies (TGS), Philosophy of Religion or World Religions (TEDS) course 3 hrs
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, 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. See the Dual Degree section of the catalog.

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. At least one credit hour of experiential education must be taken (PSY 345, PSY 445, or PSY 470). Up to 7 of the required hours may be used to meet general education requirements. One of the capstone courses (PSY 340 or PSY 440) will also fulfill the general education requirement of IDS 499x. The Organizational Leadership Emphasis (OLE) requires 18 of the 21 elective hours to be taken in the emphasis.

**Required Courses (26 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 Course (choose one, 3 hrs):**
- PSY 335  Child Development  3 hrs
- PSY 337  Psychology of Adolescence  3 hrs
- PSY 339  Adult Development  3 hrs

**Theory Courses (choose two, 6 hrs):**
- PSY 300  Personality Theories  3 hrs
- PSY 320  Theories of Learning  3 hrs
PSY 350X Social Psychology 3 hrs

**Application course corresponding to one of the chosen theory courses above (choose one, 3 hrs)**

- PSY 355 Group Dynamics 3 hrs (taken after PSY 350)
- PSY 372 Cognitive Behavioral Psychology 3 hrs (taken after PSY 320)
- PSY 400 Therapeutic Psychology 3 hrs (taken after PSY 300)

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

- PSY 430 Psychology of Religion 3 hrs
- PSY 440 Integration of Psychology and the Christian Faith 3 hrs

**Elective Courses (21 hrs):**

- PSY 170X Leadership Dynamics 3 hrs
- PSY 210 Life Planning 3 hrs
- PSY 220 Interpersonal Skills Training 3 hrs
- PSY 228X Sport and Wellness Psychology 3 hrs
- PSY 230 Crisis Intervention 3 hrs
- PSY 240 Human Sexuality 3 hrs
- PSY 250 Contemporary Issues in Psychology 3 hrs
- PSY 251 Topics in Counseling Psychology 3 hrs
- PSY 255 Psychology of Addiction 3 hrs
- PSY 260X Educational Psychology 3 hrs
- PSY 300 Personality Theories* 3 hrs
- PSY 305 Organizational Psychology 3 hrs
- PSY 310 Abnormal Psychology 3 hrs
- PSY 320 Theories of Learning* 3 hrs
- PSY 335 Child Development † 3 hrs
- PSY 337 Psychology of Adolescence † 3 hrs
- PSY 339 Adult Development † 3 hrs
- PSY 345 Internship I*** 1-6 hrs
- PSY 350X Social Psychology* 3 hrs
- PSY 355 Group Dynamics** 3 hrs
- 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  Theories of Learning  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 346  Organizational Behavior  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  Theories of Learning  3 hrs
PSY 345/445/470 Internship (Health Psychology)  2-6 hrs
PSY 350X Social Psychology  3 hrs
Leadership Minor (24-25 hrs)
The Leadership minor has been created for qualified students who seek to grow their Servant Leadership of others across broad contexts. With dual emphasis on both theory and practice, the minor gives students an opportunity to develop and refine their philosophy of leadership and prepare to be successful as Servant Leaders. This minor is not available to Business or Psychology majors who choose the Organizational Leadership Emphasis located within their respective majors. Permission of either the chair of the Business Department or the chair of the Psychology Department required.

Required Courses (15-16 hrs):
Students are responsible to meet all prerequisites if applicable.

Leadership Training Courses (12 hrs)
- LR 170X** Leadership Dynamics OR 3 hrs
- *LR 173** Emerging Kingdom Leadership I AND 1 hr
- *LR 174** Emerging Kingdom Leadership II 2 hrs
- PSY 220** Interpersonal Skills Training 3 hrs
- PSY 378X** Servant Leadership OR 3 hrs
- PSY 420X** Advanced Interpersonal Skills Training 3 hrs

Leadership Practica (3-4 hrs)
- BUS/PSY 470X** Leadership Dynamics Practicum OR 3-4 hrs
- LR 440** Practical Leadership Capstone 1 hr
- AND three credit hours in the following, repeating as necessary
  - *LR 220** Practicum in Leadership (May be repeated) 1 hr
  - *LR 420** Advanced Practicum in Advanced Leadership (May be repeated) 1 hr

Elective Courses (9 hrs): Choose at least one elective from one category and two from the other.

Organizational Leadership: Select at least one:
- BUS 346 Organizational Behavior 3 hrs
- BUS 353X**Management of Change and Strategic Planning 3 hrs
- BUS/CM 372X Nonprofit Management 3 hrs
- COM 334 Group and Organizational Communication 3 hrs
- PSY 230 Crisis Intervention 3 hrs
- PSY 305** Organizational Psychology 3 hrs
- PSY 355** Group Dynamics 3 hrs

Interpersonal and Intercultural Leadership: Select at least one.
- BRS 360X Foundations of Intercultural Leadership 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- CM 335** Strategies for Discipling Ministries 3 hrs
- CM 342 Relational Skills for Ministry 3 hrs
- COM 330 Intercultural Communication 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- PSY 356** Conflict Management 3 hrs

*Requires involvement in on-campus or other recognized leadership activities and permission of the Division Director of Social Sciences.

** Rerequisite necessary. See course description.

***Students who earn three or more credit hours of LR 220 and/or LR 420 must take LR 440, Practical Leadership Capstone.
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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Introduction to Economics</td>
<td>3 hrs</td>
</tr>
<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 181</td>
<td>Survey of International Business</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Business Law</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Principles of Accounting I</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 223</td>
<td>Managerial Accounting and Analysis</td>
<td>3 hrs</td>
</tr>
<tr>
<td>ENG 210X</td>
<td>Business Communication</td>
<td>3 hrs</td>
</tr>
<tr>
<td>MA 285X</td>
<td>Statistics with Lab*</td>
<td>4 hrs</td>
</tr>
<tr>
<td>BUS 411</td>
<td>Financial Management**</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 440</td>
<td>Seminar in Management Policy</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Seminar in Business and Management Ethics</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

*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 346 Organizational Behavior 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 346 Organizational Behavior 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 346 Organizational Behavior 3 hrs
- BUS 372X Nonprofit Management 3 hrs
- COM 332 Interpersonal Communication 3 hrs
- CM 172 Introduction to Ministry 3 hrs
- CM 260 Introduction to Intercultural Ministries 3 hrs
- CM 315 Principles of Family Ministry (with permission) 3 hrs
- CM 320 Principles of Ministry Programming (with permission) 3 hrs
- CM 342 Relational Skills for Ministry (with permission) 3 hrs
- HPW 334 Management of Sport and Wellness 3 hrs
- HPW 462 School and Community Health 3 hrs
- IDS 200 Law, Justice, and Culture 3 hrs
- MUE 332 Methods and Theory of Music Drama Production 2 hrs
- MUE 432X Choral Conducting Methods and Literature (with permission) 3 hrs
- MUW 437X Music in Worship (with permission) 3 hrs
- PSY 228X Sport and Wellness Psychology 3 hrs
- PSY 360X Introduction to Social Work 3 hrs
- SOC 221 Marriage and the Family 3 hrs
- SOC 324 Criminology 3 hrs
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 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.
- **Cultural Penetration.** The Christian Ministries graduate should be able to teach, write, speak, create media, counsel or in other ways communicate Christ in culturally relevant ways with excellence.
- **Ministry Programming.** The Christian Ministries graduate should be able to develop a strategic organizational plan, which accounts for effective leadership and efficient administration.
- **Biblical Philosophy.** The Christian Ministries graduate should be able to articulate a philosophical base, which is cognizant of current theory, founded on the Scriptures and theologically sound.

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

- CM 400 Principles of Adult Ministry 3 hrs

Finishing Courses (9 hours)
- CM 320 Principles of Ministry Programming 3 hrs
- CM 342 Relational Skills for Ministry 3 hrs
- CM 480 Christian Ministries Integrative Seminar 1 hr

Choose one:
- CM 420 Ministry Leadership 2 hrs
- CM 475 Senior Seminar 2 hrs
<table>
<thead>
<tr>
<th>Upper Biblical Studies Required Coursework (12 hours)</th>
<th></th>
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<tbody>
<tr>
<td>BI 275 Teaching the Bible</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 231 Christian Doctrine</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 338 Theological and Sociological Foundations of Evangelism</td>
<td>3 hrs</td>
</tr>
<tr>
<td>BRS 340X History of Christianity</td>
<td>3 hrs</td>
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</tbody>
</table>

**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.

**COURSEWORK:**

**Foundations (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CM 201</td>
<td>Survey of Christian Education</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 260</td>
<td>Introduction to Intercultural Ministries</td>
<td>3 hrs</td>
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**Integrated Field Experience (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CM 224</td>
<td>IFE Spiritual Formation</td>
<td>3 hrs</td>
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<tr>
<td>CM 225</td>
<td>IFE Small Groups</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 324</td>
<td>IFE Discipleship</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 325</td>
<td>IFE Ministry Methods</td>
<td>3 hrs</td>
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**Family Ministry Courses (9 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CM 280</td>
<td>Psych. &amp; Soc. Foundations of Family</td>
<td>3 hrs</td>
</tr>
<tr>
<td>CM 315</td>
<td>Principles of Family Ministry</td>
<td>3 hrs</td>
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<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td>3 hrs</td>
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</table>

**Specific Ministry Strategies (3 hours) Choose 1 of 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 175</td>
<td>Foundations of Youth Ministry</td>
<td>3 hrs</td>
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<tr>
<td>CM 215</td>
<td>Foundations of Children’s Ministry</td>
<td>3 hrs</td>
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<tr>
<td>CM 400</td>
<td>Principles of Adult Ministry</td>
<td>3 hrs</td>
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**Finishing Courses (9 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CM 320</td>
<td>Principles of Ministry Programming</td>
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<td>CM 342</td>
<td>Relational Skills for Ministry</td>
<td>3 hrs</td>
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<tr>
<td>CM 420</td>
<td>Min Leadership or CM 475 Senior Seminar</td>
<td>2 hrs</td>
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<tr>
<td>CM 480</td>
<td>Christian Ministries Integrative Seminar</td>
<td>1 hrs</td>
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**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.

COURSEWORK:

Foundations (14 hours):
- 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: 1 6 hrs
- CM 224 IFE—Spiritual Formation 3 hrs

1 +CM 224 required; Choose 1 of 3—CM 225, CM 324 or CM 325.
IFE Elective (Choose 1 of 3) +
- CM 225 IFE—Small Groups
- CM 324 IFE—Discipleship
- CM 325 IFE—Ministry Methods

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

Specific Ministry Strategies (3 hours): Choose 1 of 4
- 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

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  
- BRS/PH 363X  Survey of Religious Diversity  
- PH 182  Ethics  
- Theology Elective  
- Cross-Cultural Experience

**Advanced Placement Courses:**  

**12 hrs**

**Recommended:**

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

**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  
- PSY 141  Psychology Seminar  
- PSY 285X  Statistics  
- PSY 346X  Research Methods and Design

**Developmental Psychology (3 hrs)**

- PSY 337  Psychology of Adolescence

**Theory Courses (6 hrs)**

- PSY 300  Personality Theories  
- PSY 320  Theories of Learning

**Application Course (3 hrs)**

- PSY 400  Therapeutic Psychology

**Integrative Course (3 hrs)**

- PSY 440  Integration of Psychology and the Christian Faith
Electives (21 hrs)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 230</td>
<td>Crisis Intervention</td>
<td>3 hrs</td>
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<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>3-6 hrs</td>
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<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>
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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

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<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSY 300</td>
<td>Personality Theories</td>
<td>3 hrs</td>
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Clinical Course

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 310</td>
<td>Abnormal Psychology</td>
<td>3 hrs</td>
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Specialty Course (select one)

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<tr>
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<th>Hours</th>
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<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>
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Practical Courses (select two)

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 345/445/470</td>
<td>Internship: (counseling related only)</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>
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</table>

Professional Issues Course

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 400</td>
<td>Therapeutic Psychology</td>
<td>3 hrs</td>
</tr>
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</table>
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 on demand. 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. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics & Human Dignity's Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU's three year degree, due to the expenses associated with the conference and courses.

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. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics & Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU's three-year degree, due to the expenses associated with the conference and courses.

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
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.

BI 222X (GR 222X) Intermediate Greek
Continuation of GR 221X. Prerequisite: GR 221X. 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 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 321 The End Times**
A study of eschatology in its historical, hermeneutical, and theological context. Consideration will be given to issues of interpretation and theology with an exegetical emphasis on the book of Revelation. Prerequisites: BI 111, 210. Offered spring semester in even-numbered years. *Three 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 335 Theology of the General Epistles (formerly BI 315)**
A study of major theological themes of the general epistles including Christology, Soteriology and Sanctification. Prerequisite BI 111 required, BI 210 recommended. Offered fall semester in odd-numbered years. *Three hours.*

**BI 336 Theology of the Pauline Epistles (formerly BI 316)**
A study of major theological themes of the Pauline literature including Soteriology, Ecclesiology, and Theology proper. Prerequisite BI 111 required, BI 210 recommended. Offered fall semester in even-numbered years. *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 spring semester in odd-numbered years. *Three hours.*

**BI 390 Experiential Learning in Biblical Studies**
This course will fulfill the professional experience general education requirements for students in Biblical Studies. Students may write and present a paper at a professional conference, write and present a paper from any BI 300 or 400 level course to the TC Biblical Studies Department faculty or serve as a tutor in one of these courses: BI 101, BI 111, BI 210, BRS 231, GR 121-122. Requires approval of one of the full time faculty members of the department. Offered on demand. *0 hour.*

**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, bioethics, 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 will be scheduled. 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. 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. 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 coursework. The area of study will vary with the needs of the student. Prerequisites: at least one introductory course in the biology and consent of the department chair. Laboratory fee. Offered each semester. 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 coursework. The field of study will vary with the needs of the student. Prerequisites: at least one introductory course in biology and consent of the department chair. Laboratory fee. Offered on demand. 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, including teaching assistantship and laboratory assistantship, designed to enhance the student’s expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor’s consent by signature required. Offered each semester. One to four hours.

BIO 306 Scientific Applications Professional Experience
In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistantship, designed to enhance the student’s expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor’s consent by signature required. Satisfies the Professional Experience Requirement. Offered each semester. One to four hours.
BIO 310  
**Microbiology**
A study of the taxonomy and identification, structure, nutrition and growth, physiology, metabolism, genetics, host microbial interactions, immunology, ecology, epidemiology, and control of microorganisms and viruses. Laboratory is included. Prerequisites or corequisites: BIO 111, CH 111-112. Laboratory fee. Offered fall semester. *Four hours.*

BIO 315  
**Genetics**
A study of the basic principles of heredity, including classical, cytological and population genetics. In addition, the course will emphasize the analysis of genes at the molecular level and the study of gene expression. Laboratory is included. Prerequisite: BIO 111, 112. Offered fall semester in odd-numbered years. *Four hours.*

BIO 320  
**Immunology**
A study of the cellular and molecular nature of the innate and adaptive immune systems, including immunoglobulins, humoral and cell-mediated responses, immunopathology, and cancer biology. Prerequisites: BIO 111 CH 103 or CH 111-112 highly recommended. Courses in microbiology, cell and molecular biology, and genetics are highly recommended. Offered spring semester of odd-numbered years. *Three hours.*

BIO 330  
**Animal Physiology**
A detailed study of the physiological processes of animals. Laboratory is included. Prerequisites: BIO 111, 112. Laboratory fee. Offered on demand. *Four hours.*

BIO 340-341  
**Human Anatomy and Physiology I and II**
An in-depth study of the anatomical and physiological features of the following human body systems: integumentary, skeletal, muscular, nervous, circulatory, digestive/metabolic, lymphatic, and endocrine. Relevant clinical information and pathology are discussed. A strong emphasis is placed on experimental study and analysis of physiological processes. This course is suitable for premedical students, health sciences students, students wishing to pursue graduate studies in science, and education majors with a science emphasis. Laboratory is included. Prerequisites or corequisites: BIO 111 and CH 103 or CH 111-112, or consent of instructor. Laboratory fee. Offered each year. Both semesters must be completed in order to apply to major. *Eight hours.*

BIO 350  
**Topics in Biology**
Selected topics in biology. May be repeated for credit with different topics. Prerequisites: BIO 111 and consent of the instructor. Laboratory fee may be required depending on topic. Offered on demand. *One 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, clinical, field study, or laboratory experience designed to enhance the student’s expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of the instructor. Instructor’s consent by signature required. Satisfies the Professional Experience Requirement. Laboratory fee may be required. Offered each semester. *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 each spring semester. *Four hours.*

**BIO 420  Cell and Molecular Biology**
A detailed study of the organization, physiology, metabolism, and molecular biology of the cell. Laboratory included. Prerequisites: BIO 111, 112 and CH 320. Laboratory fee. Offered spring semester of even numbered years. *Four hours.*

**BIO 430  Developmental Biology**
A study of the nature of basic developmental processes of animals at the classical, experimental, and molecular level. Prerequisites: BIO 111, 340, 341. Offered fall semester in even-numbered years. *Four hours.*

**BIO 440  Microbial Physiology**
A study of microorganisms (with the emphasis on bacteria) and their nutritional requirements, metabolism, ultrastructure, genetics, and taxonomy. Laboratory included. Prerequisite: BIO 310. One semester of organic chemistry is recommended. Laboratory fee. Offered on demand. *Four hours.*

**BIO 450  Independent Study**
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. Laboratory fee may be required. Offered on demand. *One to three hours.*

**BIO 460  Comparative Vertebrate Anatomy**
A comparative study of the anatomy, morphology, and functions of vertebrates. Laboratory is included. Prerequisites: BIO 111, 112. Laboratory fee. Offered on demand. *Four hours.*

**BIO 470  Undergraduate Research**
A laboratory course involving investigation of a research problem under faculty supervision. Course requirements include a literature survey, research, a written formal report, and oral presentation of results in biology seminar (BIO 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. Satisfies the Professional Experience Requirement. Offered each semester. *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 and online as scheduled. 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 spring semester. 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: Any two of the general education requirement courses (BI 101, BI 111, or BI 210). Offered spring semester.. Three hours.

BRS 336  Topics in Contemporary Theology
A consideration of specific theologians and theological movements within 20th-century Christian thought. The course may include studies in neoorthodoxy, third world theologies, process theology, theologies of hope, as well as consideration of the current evangelical spectrum of thought and practice. Prerequisites: BI 101 or 111, BRS 231. Offered on demand. Three hours.

BRS 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 and online as scheduled. 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 and online as scheduled. 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 363X (PH 363X)  Survey of Religious Diversity
A survey of the world’s major religious, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Offered fall semester in odd-number years and online as scheduled. 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  Introduction to 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
For students with an emphasis in Accounting. BUS 222 builds on concepts from BUS 221. The course covers accounting methods for various components of the balance sheet, income statement and statement of cash flows with an emphasis on evaluating financial performance. Prerequisite: BUS 221. Offered Spring Semester. Three hours.

BUS 223  Managerial Accounting and Analysis
For students not emphasizing in accounting. BUS 223 builds on topics from BUS 221 and focuses on the use of accounting information for decision making for management. Topics include cost/volume/profit analysis, forecasting, budgeting, product costing, cost allocation, and performance evaluation. Prerequisite: BUS 221. Offered Spring Semester. 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 Financial Reporting I
Study of financial accounting and reporting issues, including the conceptual framework, measure and recognition of income, time value of money, measurement, and valuation methodologies for key components of the balance sheet. Balance sheet topics focus on assets and short-term liabilities, such as receivables, inventories, tangible and intangible assets and contingencies. Prerequisite: BUS 222. Offered fall semester even-numbered years. Three hours.

BUS 322 Financial Reporting II
A continuation of BUS 321. The focus is on valuation for long-term liabilities and stockholders’ equity, including deferred taxes, pension, leases, long term investment and debt, earnings per share, and equity based compensations. 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 odd-numbered years. Three hours.

BUS 325 Accounting for Business Combinations and Consolidations
This course covers the rationale and accounting methodologies for business combinations and for consolidating financial statements with controlling interests. Other inter-corporate accounting issues such as intercompany transactions, foreign currency transactions, and translations are covered. Prerequisites: BUS 221, 222. Offered spring semester even-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 odd-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 346  Organizational Behavior
Examines the way individuals, groups, and structures impact the functioning of people within organizations. Course topics include job satisfaction, stress, motivation, decision making, team building, leadership, innovation, and organizational communication. Offered spring semester in even-numbered years and online as scheduled. 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 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. 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 measurement in tax-exempt corporations. 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 (LR, 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: LR/BUS/PSY 170X, PSY 220, and permission of instructor. Offered fall semester in odd-numbered years. *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 421**  
Corporation Taxation  
An introduction to principles and procedures of federal income taxation of corporations. Emphasis on corporate formation, corporate operating activities and liquidations, divisions and reorganizations. Prerequisites: BUS 221, 222. Offered Spring semester even-numbered years, in conjunction with BUS 422. *One hour.*

**BUS 411**  
Financial Management  
An overview of the fundamentals of financial administration emphasizing the cost of capital, capital budgeting, cash budgeting, working capital management, and long-term sources and uses of funds. Prerequisites: knowledge of spreadsheet software and BUS 222 and MA 285X. Offered fall semester and online as scheduled. *Three hours.*

**BUS 422**  
Not-for-Profit Accounting  
Study of accounting procedures for nonprofit organizations including state and local governments, healthcare, colleges, and universities. The course will cover fund accounting for revenues, expenditures, capital projects, and debt services. Students will also be exposed to the issues of governance, reporting, disclosures and auditing standards for government and not-for-profit industries. Offered Spring semester, even-numbered years. *Two hours, offered in conjunction with BUS 421.*

**BUS 423**  
Management Information Systems  
Study of organizational systems that capture information from the major business processes and transaction cycles. The students will learn how various information technologies and business applications such as enterprise business systems, serve as the basis for the functional areas of accounting and business. Students will also learn strategies and solutions for addressing IT related issues within an organization. Offered Fall Semester, odd-numbered years. *Three hours.*

**BUS 425**  
Accounting Research and Analysis  
This course exposes students to research techniques commonly used in accounting, including business research, tax research, and academic research. Research contexts focus on tax law, financial accounting standards, and auditing. Successful students should become proficient in electronic search skills, which include identifying key search terms, integrating information from multiple sources, and culling relevant data from voluminous databases. Emphasis will be placed on identifying issues in
complex business environments, data interpretation and analysis, and offering sound and insightful alternatives and solutions. Two 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 experience in an organization. Appropriate internship experiences should provide students with the opportunity to practice, observe, and reflect upon the application of curricular concepts in organizational life. Particular topics for the program will be determined by the job, but must include managerial or related applied experiences. Before starting a practicum, the student must fill out an internship contract and personally meet with the internship coordinator to discuss academic assignments and expectations. At least 45 hours of work at the internship site must be completed for each hour of academic credit. The course may be repeated for up to twelve total hours of credit. Satisfies the professional experience requirement for business majors. Prerequisites: BUS 111, 113, 115, 208, 221, junior or senior standing, and approval of internship coordinator or department chair. Offered each semester. One 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 (LR, 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 practicum experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College’s internship contract, including the stipulation of course requirements. May be repeated for up to twelve hours of total credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Offered each semester. One to six 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.
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 non-science 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 non-majors if the student has had substantial background in chemistry. Laboratory is included. Laboratory fee. Consent of instructor required. Offered fall semester. Four hours.

CH 111  General Chemistry I
First course of a two-course sequence in General Chemistry for science majors. A study of fundamental concepts including atomic structure, bonding, molecular theory, the solid, liquid, and gaseous states, and solutions. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: proficiency in algebra, high school chemistry. Laboratory fee. Offered fall semester. Four hours.

CH 112  General Chemistry II
A continuation of CH 111. Kinetics, equilibrium, acid base topics, and chemical thermodynamics are studied. Laboratory is included. This course is open to majors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: CH 103 or CH 111 or consent of instructor. Laboratory fee. Offered spring semester. Four hours.

CH 150  Laboratory Methods in Chemistry
This course is designed to meet the need of the student who requires or desires a laboratory experience in chemistry additional to that available as part of the regularly offered coursework. 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 study 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, including teaching assistantship and laboratory assistant ship, 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 306  Scientific Applications Professional Experience
In-depth instructional or laboratory experience, including teaching assistantship and laboratory assistant ship, designed to enhance the student’s expertise, critical thinking, laboratory, and communication skills in any of several areas. May be repeated for credit. Prerequisite: invitation of instructor. Instructor’s consent by signature required. Satisfies the Professional Experience Requirement. Offered each semester. 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, clinical, or laboratory experience designed to enhance the student’s expertise, critical thinking, and laboratory and communication skills in any of several areas. May be repeated for credit. Prerequisite: Invitation of the instructor. Instructor’s consent by signature required. Laboratory fee may be required. Satisfies the Professional Experience Requirement. Offered each semester. 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 on demand. *Four hours.*

CIS 112  Intermediate Spreadsheets, Databases, and Word Processing
Advanced features of word-processing and spreadsheet software, and an introduction to database software and web page design. Offered fall semester. *Two 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 in even numbered years. *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 on demand. *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. Offered spring semester and online as scheduled. 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 and online as scheduled. Three hours.

CM 215  Foundations of Children’s Ministry
A study of the elements involved in building effective children’s and family ministries. In addition to the development of skills in curriculum evaluation, creative programming, and ministry training, students will be exposed to and interact with a variety of local children’s ministry models. Offered spring semester of odd-numbered years and online as scheduled. 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 CM 175. Required for all Christian Ministries majors and minors. Offered each year. Four hours on completion of both semesters in one academic year.
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. Offered online as scheduled. 3 credit hours.

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. Offered online as scheduled. 3 credit hours.

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.

Introduction to Intercultural Ministries
An introduction to the challenging opportunities and possibilities of involvement in intercultural ministries with specific emphasis placed on Christian missionary endeavors from historical, theological, and cultural perspectives. Students will be challenged to consider their individual roles in the global community. Offered fall semester and online as scheduled. Three hours.

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. Offered online as scheduled. Three hours.

Principles of Family Ministry
This course centers on the ministry to children and their families. Focus will be on the theological foundations of the family, understanding the current cultural trends, which affect families, and developing effective ministry strategies with contemporary families in the context of local church and parachurch ministries. Offered spring semester of even-numbered years and online as scheduled. Three hours.

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 and online as scheduled. Three hours.

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. Offered online as scheduled. 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. Offered online as scheduled. 3 credit hours.

CM 335 Strategies for Discipling Ministries

CM 340 Principles of Relational Youth Ministry
A study of effective communication with contemporary adolescents designed to enhance students’ understanding and ability to build significant relationships with youth. Specific areas to be addressed include evangelistic contact ministry and paraprofessional counseling in response to adolescent issues. Offered spring semester. 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 and online as scheduled. 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. Offered on demand. Two to four hours.

CM 350 Topics in Christian Education
Selected topics in Christian Education not taught under specific course title. May be repeated for credit if topic differs. Offered on demand. One to three hours.

CM 360X (BRS 360X) Foundations of Intercultural Ministries
An examination and exploration of biblical and cultural issues related to a student’s preparation for intercultural ministry. Students will pursue an understanding of these issues through research, interviews, and discovery learning experiences. The course is designed as an essential element in the student’s process of preparing for CM 445 (Internship in Intercultural Ministries). Offered spring semester in even-numbered years. Three hours.

CM 372X (BUS 372X) Nonprofit Management
Theory and principles of the development and practice of management of volunteers in nonprofit, parachurch, or church setting. Extensive application and case studies. Prerequisites: junior standing and permission of instructor. Offered fall semester in even-numbered years and online as scheduled. Three hours.
CM 373X (BUS 373X) Nonprofit Financial Management
Theory, practice, and management leadership in fund-raising for the nonprofit organization. Includes a survey of laws, regulations, and ethics in fund-raising, annual funding, capital campaign funding, planned giving, special events, and private/governmental grant proposal approaches and procedures. Extensive applications and case studies. Prerequisites: junior standing and permission of instructor. Offered spring semester in odd-numbered years and online as scheduled. 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. Offered fall semester in odd-numbered years and online as scheduled. 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. Offered in fall semester in even-numbered years and online as scheduled. 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 320 or may be taken concurrently. Offered fall semester and online as scheduled. 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 or Three hours. Three hour option is limited to students taking the course for honors credit.
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 coursework 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. Course fee. Offered spring semester and online as scheduled. One hour.

Communication

COM 112 Speech
Principles of effective oral communication. Experience in preparation and delivery of several original addresses. 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. 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. Satisfies the professional experience requirement for Communication majors. 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

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 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 Admission to Field 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. Emphasis is placed on the cognitive processes associated with the learning and the factors that influence motivation and engagement of children and adolescents. This course addresses the Social and Emotional Learning Standards set forth by PA93-0495. Prerequisite: ED 101 (education majors) or PSY 140 and at least sophomore standing (non-education majors). Offered each semester. 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 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)]. Prerequisite: Admission to the Division of Education (Gate 1). Offered each year. Three hours.

ED 309  Foundations of Teaching English as a Second Language
This course provides an introduction to the nature and functions of written and oral languages; phonetics and phonology, morphology, syntax, semantics, and variation. The major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language will be introduced. The relationship of language to culture and application in meeting educational goals will be explored. 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  Literacy Methods for Emerging Readers
First of a two-course sequence that examines and applies the basic theories, issues, methods, and materials for an effective developmental, constructivist balanced literacy approach for emerging readers which includes read alouds, shared reading/writing, guided reading/writing and independent reading/writing. Comprehension components are addressed: comprehension strategies, decoding, oral language development, vocabulary and background knowledge development, and fluency. Integration of the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum are addressed. Strongly addressed are the methods used to assess and address reading problems with specific attention to the needs of at-risk students caused by cultural/linguistic, economic and developmental diversity. Parent/community involvement is reviewed. Prerequisite: Admission to Field Experience (Gate 2). Offered fall semester. Three hours.

ED 322  Literacy Methods for Upper Elementary Grades
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for an effective upper elementary reading/language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the full curriculum. This second course places a relatively greater emphasis on writing than in the first course. There is also increased attention to literary devices, vocabulary strategies and comprehension skills/strategies for both narrative fiction and non-narrative texts (expository, informational texts). Close attention is given to the B-D-A instructional format. Course continues to address cultural, linguistic, economic, and developmental diversity of students and teacher methods used to assess and address students’ needs. Prerequisites: Admission to Field Experience (Gate 2), ED 310, ED 312. Concurrent registration in ED 342, ED 345, ED 349, ED 350. Offered spring semester. 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 spring semester, fall on demand. *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**
Methods for the effective teaching of elementary and middle school mathematics to all students. Emphasis is placed on a developmental, problem-solving approach for acquisition of conceptual and procedural understanding across all domains. Instructional objectives and assessments are aligned to the Common Core Standards for Mathematics. Additional content includes Cognitively Guided Instruction (CGI), the effective mathematics learning environment, teaching mathematics to the English Language Learner, the development of mathematical dispositions, and current issues in math education. Integration of appropriate technology in teaching and learning mathematics is emphasized. Prerequisite: Admission to Field Experience (Gate 2). Concurrent registration in ED 322, ED 342, ED 349, ED 350. Offered spring semester. *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 a part of the junior block. Candidates are expected to model and facilitate effective use of instructional technologies to address student needs and maximize student learning. Verification of successful completion of field component is required to pass this course. Prerequisites: Admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), ED 310. Concurrent registration in ED 322, ED 342, ED 345, ED 349. Offered spring semester. *Two hours.*

ED 352  
**Characteristics and Identification of Learners with Disabilities**
This course focuses on the characteristics and identification of students with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Also considered are current legal issues and the impact of disabilities on learning and behavior. Emphasis is placed on the development of the IEP. *Three hours.*
ED 353  
**Psychoeducational Assessment of Learners with Disabilities**
This course covers current issues in assessment of learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment. Candidates will develop competencies in administration, interpretation and reporting of norm-referenced academic tests. Candidates will also examine the progress monitoring of scientifically based instructional interventions based on Response to Intervention (RTI). *Three hours.*

ED 354  
**Methods of Teaching Learners with Disabilities**
This course covers the development of specialized instruction for learners with specific learning disabilities, emotional disturbance, mental retardation, autism, traumatic brain injury, orthopedic or other health impairment for the purposes of encouraging cognitive and skill growth development through active engagement. Consideration will be given to evidence-based interventions that meet students’ educational needs in supportive learning environments. Also included will be the appropriate uses of assistive technology, the principles of Universal Design for Learning (UDL), and strategies for the improvement of the social and emotional functioning of students with high incidence disabilities. Special education field hours will be required. *Three 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. Coursework includes development of curriculum incorporating content, scientific method, and laboratory exercise. Effective use of discipline-appropriate technologies and digital tools to support instruction, research, and learning is included. Limited to Biology/Secondary Education majors. Prerequisites: ED 310, Admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Concurrent registration in ED 368. Offered spring semester. *Three hours.*

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. *Three hours.*

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. *Three hours.*

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. *Three hours.*
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. 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 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 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 coursework, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the 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 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 coursework, approval of the Division of Education, and passing of the Illinois Test of Academic Proficiency (TAP) and subject area content tests. All candidates must meet the requirements for clinical practice outlined in the Division of Education Handbook, which includes passing the 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 administering an instrumental music program, elementary (beginning band) through high school. Includes recruitment, method book selection, scheduling, budgeting, rehearsal procedures, and program building with an educational emphasis and selection of materials. This is a capstone course for music education majors with instrumental emphasis. Includes twelve clock hours of field experience. Verification of successful completion of field component is required for education candidates to pass this course. Prerequisites: MUE 249X and MUE 331, admission to the Division of Education (Gate 1), and admission to Field Experience (Gate 2). Offered spring semester in even-numbered years. 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 coursework, approval of the Division of Education, admission to the Division of Education (Gate 1), admission to Field Experience (Gate 2), and admission to Clinical Practice (Gate 3). Concurrent registration in ED 421 and ED 422. Offered each semester. 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 317  Russian Literature
Study of the tradition of Russian Literature and its concerns with topics such as culture, national identity, political reform, and the salvation of the soul. Authors may include Dostoevesky, Tolstoy, Solzhenitsyn, Pasternak, Bulgakov, Akhmatova, and Tsvetaeva. Prerequisite: ENG 220, 222, 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 444  Professional Experience
An individually tailored experience such as library or academic assistant, using the skills developed in the major. Students wishing to pursue professional writing internships will need to fulfill prerequisites as approved by the department. Satisfies the professional experience requirement for English majors. Offered each semester. One to four 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. Satisfies the professional experience requirement for the English/Communication major. 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: Desktop Publishing
An introduction to current industry standard design software, such as the Adobe Creative Cloud, with a focus on desktop publishing and layout using Adobe InDesign. Computer laboratory fee. Offered fall semester. Two hours.

GPH 110  Design Foundations
An introduction to core principles in design and visual thinking including themes such as color, form, material, and composition. 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 160  Design and Society  
Focusing on the role of designers in larger society, this course includes discussions of theory, history, research, and social design practices. Design and Society is a combination of both conceptual and project-driven learning, including intensive research and written responses. Three hours.

GPH 200  Design Software II: Image-Making and Photo Manipulation  
An introduction to image-making and photo manipulation using Adobe Photoshop. Skills covered include working with layers and selections; adjusting, manipulating, and retouching photos; painting; adding text; automating and preparing files for output. Computer laboratory fee. Offered spring semester. Two hours.

GPH 210  Tangible Design  
A continuation of the study of foundations of design with particular focus on designing print media. Students will examine how audiences are identified and then targeted with visual communication in outlets such as brochures, posters, and magazines. Computer laboratory fee. Prerequisite: GPH 110 and GPH 200. Three hours.

GPH 230  Introduction to Photography  
An introduction to historical, technical, and conceptual aspects of photography. Emphasis is placed on concept, personal artistic development, exposure, composition, color and light, digital editing and workflow, and considerations for output in digital and print media. Students must have access to a digital SLR camera. Three hours.

GPH 250  Intermediate Topics in Graphic Design  
Thematic projects 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 110. Three hours.

GPH 271  Introduction to Web Design  
An introduction to the basics of website design including HTML, CSS and web design standards. Students will engage in hand-coding while exploring site design models and creating web pages. Computer laboratory fee. Offered yearly. Prerequisite GPH 200. Three hours.

GPH 301  Design Software III: Vector Graphics  
An introduction to digital design and vector art using industry-standard software, such as Adobe Illustrator. Skills covered include vector drawing and shape creation, layering, appropriate typographical usage, effects and brushes, and color and gradient application. Computer laboratory fee. Two hours.

GPH 310  Interaction Design  
This course builds on design concepts and skills from previous courses with a particular emphasis on interactive media. Topics include navigation, information architecture, development of effective interfaces and kinetic typography. Computer laboratory fee. Prerequisite: GPH 200 and GPH 210. Three hours.

GPH 360  Design History  
This survey course examines the beginnings of graphic design, how graphic design has changed over time and how graphic design intersects with other areas of the visual arts. Topics include examinations of significant designers as well as important historical and technical developments. 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 thinking and systematic approaches to graphic design with emphasis on branding, identity systems, and generative participation. Computer laboratory fee. Prerequisite: GPH 310. Three hours.

GPH 440  Portfolio
Students will develop professional portfolios using previous projects or creating new ones. Portfolio presentation techniques and critiques of both portfolio content and presentation will be included. Prerequisite: GPH 310 and GPH 270. Two hours.

GPH 445  Internship
Participation in an internship, preferably outside the college community, that involves 45 hours of supervised work in the graphic design field for every credit hour. Satisfies the professional experience requirement for the graphic design major. Prerequisite: GPH 210. One to 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 and Exhibition
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 to or 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.

GR 222X (BI 222X)  Intermediate Greek
Continuation of GR 221X. Prerequisite: GR 221X. Offered on demand. Three hours.

History

HI 105  Understanding History
An introduction to the discipline of history centered around a common theme. Nonmajors are welcome. Seminar format with instruction in basic library research methods. Offered fall semester. Three hours.
HI 121  United States History I
A study of the political, social, and economic development of the United States from the discovery of America to Reconstruction. 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 every 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 I and World War II. Offered Spring 2017. Three hours.

HI 340X (BRS 340X) History of Christianity
A survey of the history of the Christian church from the New Testament to the present. Approximately equal time is spent on the early, medieval, Reformation, and modern periods. Offered every fall semester. Three hours.

HI 361  Advanced Topics in Military History
An upper-level examination of selected topics in military history from ancient times to the present. Rotating course topics include the following: Ancient and Medieval Military History; Rise of Modern Warfare; Wars of America; Wars of the Twentieth Century. Prerequisite: consent of the professor. Offered every year. Three hours.
HI 372 History of Ideas in America
Social and religious institutions and patterns of thought that have been significant in American civilization from the colonial era to the present. Offered Fall 2015. 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 2017. 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 2018. 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 Spring 2016. Three hours.

HI 410 Seminar in Ancient Greece and Rome
A study of political, social, economic, and intellectual developments in history from the rise of Western civilization in Greece to the fall of the Western Roman Empire. Seminar format includes a major semester-long research project. Offered Fall 2017. 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 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 Spring 2016. 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 2017. Three hours.

HI 445 Internship
Practical, supervised field experience in placements related to graduate school and the work place. Possible internships include: historical preservation, archive work, public history, museum work, legal work, law enforcement, political campaigns, government work, or other appropriate experiences. The course fulfills the professional experience requirement for the history major. Offered on demand. Two to four hours.

HI 450 Independent Study
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of the professor. 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 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 100 Intercollegiate Cross Country - Men
- HPWA 100 Intercollegiate Football
- HPWA 100 Intercollegiate Soccer – Men
- HPWA 100 Intercollegiate Soccer – Women
- HPWA 100 Intercollegiate Volleyball – Women

Spring Sports
- HPWA 100 Intercollegiate Baseball
- HPWA 100 Intercollegiate Basketball – Men
- HPWA 100 Intercollegiate Basketball – Women
- HPWA 100 Intercollegiate Softball
- HPWA 100 Intercollegiate Volleyball - Men

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. Coursework includes theory of health, mental and emotional health, prevention and control of disease, nutrition, substance use and abuse, accident prevention and safety, community health, environmental health, and family life education. Includes laboratory and personal application experiences. Meets Illinois standards for teacher licensure. 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 human performance, relative to the total fitness, sport, or wellness setting. Emphasizes historical, philosophical, cultural and ethical aspects of health and human performance. Becoming active at the local, state and national levels will be explored. A minimum of ten hours of field experience is required. This course is open to majors and minors in the Division of Science, Technology, and Health only or by consent of the instructor. Prerequisite: HPW 180 or consent of instructor. Offered spring semester odd-numbered years. 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. Offered every semester. 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 off-campus site. Offered on demand. 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 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 spring semester. 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 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 coursework, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Satisfies the Professional Experience Requirement. Offered on demand. One 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 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.

HPW 498  Professional Experience  
A supervised experience in one or more professional environment(s) which demonstrates the student’s ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester. Zero to one hours.

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 the Health Sciences  
This course serves as an introduction to the allied health care disciplines of Athletic Training, Exercise Science, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Nursing, including the education prerequisite, curriculum, credentialing, licensing, and working conditions. Emphasis on planning and securing discipline specific clinical experiences during the student’s undergraduate experience. 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. Offered each 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, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 168 or consent of Program Director. Offered fall semester. 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, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 211 or consent of the Program Director. Offered spring semester. 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, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 212 or consent of Program Director. Offered fall semester. 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, Current Edition. The clinical competencies and proficiencies are adjusted to assist the athletic training student in developing mastery of each, using a flexible modular approach. The athletic training student is expected to complete each module in the semester it is assigned. Prerequisite: HS 311 or consent of the program director. Offered spring semester. 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 380  Advanced Functional Anatomy
This course provides an advanced study of the functional anatomy of the human body through the interrelationship of structure and function. An emphasis on how injury, illness, and disease impact the ability of the human body to perform activities of daily living. Offered fall semester. 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 final 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 446  Field Internship
Professional internship experience in an applied field under the dual supervision of a Trinity College faculty member in the Division of Science Technology and Health and a practicing on-site professional. Prerequisites: senior status, completion of all preprofessional coursework, departmental approval, and current Community First Aid and CPR certification (or acceptable equivalent). Satisfies the Professional Experience Requirement. Offered each semester. Three to twelve hours.

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 456  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
This course is a supervised experience in one or more professional environment(s) which demonstrates the student's ability to relate knowledge and skills developed in the major to practical tasks in the workplace or clinical setting. It is designed as an internship with a health care professional and may include observation, practicum, and research in health sciences. This course may be taken three times with different internship responsibilities. Open to majors in the Health Sciences department or by consent of instructor. Planning placement options with the instructor one semester prior to enrollment is required. Satisfies the Professional Experience Requirement. Prerequisites: HS 168, current Community First Aid, and CPR certification (or acceptable equivalent). Offered each semester. Laboratory fee. One to six hours.
HS 490  Seminar in Exercise Science
This course includes presentations and discussions of selected papers, topics of current interest in the field, student research projects and invited guest speakers. Emphasis on ethical decision-making processes and preparation to enter the discipline specific work force. Prerequisite: major in the discipline or consent of the department chair. This course fulfills the IDW 499X Integrative Thought Capstone requirement for students in the Exercise Science major. Offered spring semester. One hour.

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 seeks to develop students’ ethic of service, sense of social responsibility, and commitment to civic engagement. Through service, students will grow in their capacity to love and serve individuals and communities, within and outside Trinity, both locally and globally. Students will use their skills and abilities to make a difference in real-world settings, and will put their faith into action. Opportunities may include service in on-campus activities and programs, a local church, community programs, mission trips, and summer camp leadership. Some paid or stipend positions may count if the position involves direct service to others in a leadership capacity. Students must register for IDS 106 in the semester of their project, complete a planning form, submit a reflection by the due date, and be evaluated by their supervisor. Course is offered only on a pass-fail basis, repeatable for obtaining a Service Learning unit. Offered every semester. 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 and online as scheduled. 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 each student’s ability to analyze and reason and to articulate and defend positions. Offered May Term through Trinity Christian College. Three hours.

IDS 301-302 The Western Cultural Heritage I and II
A survey of the arts, religious faiths, and ideas of the Western tradition from ancient times to the present while traveling in Europe. These classes will involve extensive fieldwork in museums, art galleries, cathedrals, and diverse historical sites. They will emphasize thoughtful consideration of Christian and cultural concerns through preparatory readings, lectures, discussion, and writing. Offered 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 303 Cross Cultural Contexts
This course is an opportunity for students to understand principles for effective cross-cultural engagement through an immersive field experience. Reading and assignments will provide a theoretical framework, to include historical, theological, and sociological perspectives. Select Global Community Partnerships trips or other approved cross-cultural experiences will be combined with instruction to meet the objectives of this course. Offered spring semester as scheduled. Three hours.

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 390  
**Trinity Professional Experience**  
This course fulfills the professional experience general education requirement for students in non-discipline specific fields of study. Students should propose and develop individualized research, marketplace, or professional experiences that follow the general education guidelines. Requires advisor approval. Offered on demand. 0-1 hour.

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.

**Leadership**

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. Offered spring semester. Three hours.

LR 173  
**Emerging Kingdom Leadership I**  
Students will be exposed to the theory and practice of team leadership and group dynamics. Through a series of papers and other assignments, course participants will delve more deeply into the principles learned in Emerging Kingdom Leaders program. Practical experience will be gained by planning a leadership conference for high school students. Prerequisite: Admittance into Emerging Kingdom Leaders Program and permission of instructor. 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 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, students will complete a series of assignments designed to help them in their personal leadership development. Prerequisites: LR 173 Emerging Kingdom Leadership I and permission of instructor. Offered spring semester. Two hours.
LR 220  Practicum in Leadership
This practicum is for students who hold approved leadership positions but who are not in executive roles. Qualifying leadership experiences must involve at least 20 leadership responsibilities during a semester. Students are required to keep a leadership journal as well as complete a reflection paper and research paper dealing with topics related to leadership. Students will adhere to internship standards. May be repeated. Prerequisite: Permission of instructor. One hour.

LR 350  Topics in Leadership
Selected topics as announced. Course may be repeated with different topic. Offered on demand. One to three hours.

LR 378X (BUS, 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: LR/BUS/PSY 170X, PSY 220, and permission of instructor. Offered fall semester. Three hours.

LR 420  Practicum in Advanced Leadership
This practicum is 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: permission of instructor. 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 and 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 and permission of instructor. Course fee required. One hour.

LR 470X (BUS, 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. Practica experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College’s internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Offered each semester. One to six hours.
Mathematics

MA 116  Intermediate Algebra
The real number system, linear and quadratic equations, exponents, radicals, complex numbers, graphing, functions, determinants, and inequalities. May not be applied toward general education requirement. Offered fall semester. Three hours.

MA 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 fall semester in odd-numbered years. *Three hours.*

MA 413  **Real Analysis**
The real number system, limits continuity and differentiability of real functions, the Riemann integral. Prerequisite: MA 122. Offered on demand. *Three hours.*

MA 420  **Number Theory**
Divisibility, primes, congruences, elementary group theory, diophantine equations, applications to cryptography, continued fractions, and algebraic numbers. Prerequisite: MA 120 or MA 121. 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.*

MA 445  **Internship**
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. *One to six hours.*

MA 498  **Professional Experience**
A supervised experience in one or more professional environment(s) which demonstrates the student’s ability to relate knowledge and skills developed in the major to practical tasks in the workplace, graduate school, or professional school. Requires at least 45 clock hours of prepared, supervised, and evaluated experience which demonstrates practical application of major-related knowledge and skills. The professional experience must have prior approval by the department. Offered each semester. *Zero to one hours.*
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 on demand. Two hours.

MUE 345 Woodwind Techniques
The study of teaching and performance techniques and methods in woodwind instruments. Includes selection and care of instruments, basic literature, and performance on instruments in each of the categories. Instrumental techniques course fee. Offered 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 spring semester in odd-numbered years. Three hours.

MUH 211  Survey of World Music
Survey of music in non-Western cultures, focusing on Asia, Africa, and Latin America, as well as consideration of the implications for missions and intercultural work posed by cultural-aesthetic sensitivity. Recommended for students interested in the mission field or intercultural relations. Offered spring semester. Three hours.

MUH 231  Music Appreciation
A study of the basic elements and history of music as well as techniques of listening. Listening assignments will be given. Designed for the student with little or no background in music. Offered every semester, except when MUH 233X is offered. Three hours.

MUH 233X (ART 233X) Comparative Arts
An integrated study of the arts with emphasis on the visual arts and music to learn the forms, styles, and techniques representative of the various historical eras from antiquity to the present. Listening sessions and independent visits to area art collections will be required. Offered on demand. 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 111  Introduction to the Music Major
Orientation to majoring in Music or K-12 Music Education at Trinity, introducing the concept of music as a vocation (or calling) from God, forming initial thoughts on musical meaning and the pedagogy of music, developing a sense of music’s role in Christian worship, and exposing students to helpful technologies (with special attention to scoring software). Computer laboratory fee. Offered fall semester. One hour.

MUT 121  Music Theory I
Elements, principles and procedures of diatonic harmonic progression in Western music of the “common-practice” period. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 122. Offered spring semester. Three hours.

MUT 122  Aural Skills I
Mind training for the practicing musician. Utilizes exercises such as sightsinging, rhythm reading, transcription, error detection, aural recognition/identification of musical elements, and contextual listening to sharpen aural skills. Prerequisites: MUT 101 or its equivalent. Corequisite: MUT 121. Offered spring semester. One hour.

MUT 221  Music Theory II
Continuation of MUT 121. Further study of the harmonic vocabulary of Western music in the 18th and 19th centuries, including modulation and chromaticism. Prerequisite: MUT 121. Corequisite: MUT 222. Offered fall semester. Three hours.

MUT 222  Aural Skills II
Continuation of MUT 122. Prerequisite: MUT 122. Corequisite: MUT 221. Offered fall semester. One hour.
MUT 223 Music Theory III
Continuation of MUT 221. Emphasis on late 19th- and 20th-century harmonic practices and compositional devices. Prerequisite: MUT 221. Corequisite: MUT 224. Offered spring semester. Three hours.

MUT 224 Aural Skills III
Continuation of MUT 222. Prerequisite: MUT 222. Corequisite: MUT 223. Offered spring semester. One hour.

MUT 322 Aural Skills IV
Continuation of MUT 224. Prerequisite: MUT 224. Offered fall semester. One hour.

MUT 361 Music Analysis
An introduction to analytical approaches, including techniques for studying form, style, pitch structure, rhythm/meter, and other aspects of musical compositions, with applications to tonal and atonal music. Prerequisite: MUT 223. Offered spring semester in odd-numbered years. Three hours.

MUT 363 Instrumentation and Orchestration
The study of the use of orchestral instruments individually and in combination, including transpositions, ranges, voicing, and manuscript procedures. Prerequisites: MUT 223 or consent of instructor (MUT 360 strongly advised). Offered spring semester in odd-numbered years. Three hours.

MUT 440 Topics in Music Theory
Seminar on selected topics in music theory, as announced. Offered on demand. Three hours.

MUT 445 Senior Project in Music Theory/Composition
A musical composition or a major independent research paper on a specialized topic in music theory, appropriate to advanced undergraduate standing. Supervised by music faculty. Offered on demand to individual students with senior standing. Students in the Theory/Composition Emphasis intending to write a musical composition as their project must have completed 4 credit hours of advanced-level private lessons before enrolling. Consent of the instructor required. Two hours.

MUT 450 Independent Study in Music Theory
Research and specialized studies designed to meet the needs of individual students. Prerequisite: consent of instructor. May be repeated for credit Offered on demand. One to four hours.

MUT 461 Modal Counterpoint
A study of 16th-century contrapuntal writing techniques. Prerequisite: MUT 223. Offered fall semester in even-numbered years. Three hours.

MUT 462 Stylistic Composition
Practice in writing music in the style of particular composers, eras, forms, and genres, with attention to the stylistic features that distinguish them. Prerequisite: MUT 223. Offered on demand. Three hours.

MUT 499 Senior Seminar in Music
Capstone course for Music majors. Revisits topics introduced in MUT 111 (e.g. vocation, philosophy, music in worship), and furthers each student’s preparation for music professions (and/or graduate study) through an individually-designed sequence of specialized readings and discussions. Includes 45 clock hours of qualified professional experience for students completing the Arts Administration, Music and Missions, Performance, Psychology, or Theory/Composition emphasis area(s). The course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Music major. Offered spring semester. One hour.

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 350 Brass Instruments
MUZ 351 Composition
MUZ 352 Guitar
MUZ 353 Harp
MUZ 354 Organ
MUZ 355 Percussion
MUZ 356 Piano
MUZ 357 String Instruments
MUZ 358 Voice
MUZ 359 Woodwind Instruments

MUZ 450-459  Advanced-level Private Lessons with Full Recital
Individual instruction for music majors and for nonmajors who perform at the college level. Twelve half-hour lessons are required for 1 hour of credit; twelve one-hour lessons are required for 2 hours of credit. May be repeated for credit. Offered each semester. Private music lesson fee. Full recital fee. One or two hours.

MUZ 450 Brass Instruments
MUZ 451 Composition
MUZ 452 Guitar
MUZ 453 Harp
MUZ 454 Organ
MUZ 455 Percussion
MUZ 456 Piano
MUZ 457 String Instruments
MUZ 458 Voice
MUZ 459 Woodwind Instruments

Preparation for College Studies

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

PCS 101  Preparation for College Study, Nonnative
This course is designed to prepare international students and nonnative speakers of English to meet the educational and cultural demands of the American college classroom. The course provides insight into cultural factors that underlie assumptions and knowledge, methods of instruction, interaction with instructors, and other areas that affect academic performance. Stress is placed on assisting students to produce academic work that conforms to American collegiate standards. This course is required for international students and students whose native language is not English. Offered on demand. Two hours.
PCS 105  Critical Reading and Writing for College
This course is designed to help students practice the critical skills in reading that are central to academic writing and discussion. The course provides students the opportunity to read, discuss, apply, integrate, and critique material from various academic disciplines, and offers instruction in committing their thoughts to writing. Required for entry into ENG 111 Critical Thinking and Writing for all students whose ACT English score is 18 or less or whose SAT verbal score is 440 or less. Offered fall 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 every other year. 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 every other year. 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 352  Topics in Ethics
Selected topics in ethics not taught under a specific course title. May be repeated for credit if topic differs. Prerequisite: PH 180. Offered on demand. 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 363X (BRS 363X)  
**Survey of Religious Diversity**
A survey of the world’s major religious, including Judaism, Islam, Hinduism, Buddhism, and other religious movements. The specific aim of the course is to learn how to understand and engage a full range of religious worldviews from the perspective of the Christian faith. Special attention is given to comparing and contrasting religious movements with the historic Christian faith. The course probes various dimensions of the problem of religious truth, explores the possibility of constructing a systematic understanding of religions, and seeks to formulate creative and thoughtful responses to the problem of religious diversity. Offered fall semester in odd-number years and online as scheduled. *Three hours.*

PH 381  
**History of Western Thought I**
A survey of ancient, medieval, and Renaissance thought. Prerequisite: PH 180. Offered every other year. *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 every other year. *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 every other year. *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 every other year. *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. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics & Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU’s three-year degree, due to the expenses associated with the conference and courses.

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. Note: BE/PH 476x and BE/PH 477x are special courses, associated with The Center for Bioethics & Human Dignity’s Annual Summer Conference. The courses and conference provide a unique opportunity for students to interact with internationally recognized professionals in their field, and complete one or both courses for credit. Because of their unique nature, BE 476 and BE 477 are not included in the tuition remission option of TIU’s three-year degree, due to the expenses associated with the conference and courses.

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 coursework. 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 2017 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 on demand. 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 coursework. 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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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 spring semester. *Three hours.*

PSY 210 Life Planning
A personal investigation of the development tasks of young adulthood coupled with an exploration of vocational development. Emphasis is placed on personal application and growth. Offered spring semester. *Three hours.*

PSY 220 Interpersonal Skills Training
A skills training approach to the development of interpersonal relationships. Students will learn skills in expressing themselves, active listening, responding, supporting, and challenging in nonjudgmental ways through group experiences. Students will have the opportunity to evaluate their interpersonal style, will receive input from each other, and make changes in the way they interact with others. Prerequisites: Three credit hours in Psychology and at least sophomore standing. Offered each semester. *Three hours.*

PSY 228X (HPW 228X) Sport and Wellness Psychology
A study of the psychological and mental factors that influence and are influenced by participation and performance in sport, exercise, and physical activity, and the application of the knowledge gained through this study to everyday settings. Prerequisite: PSY 140. Offered spring semester. *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 on campus, and online as scheduled. *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 on campus, and online as scheduled. *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 on campus, and online as scheduled. *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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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 coursework 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. Satisfies the professional experience requirement for psychology majors. Offered in any semester or session. One 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 on campus, and online as scheduled. (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 on campus, and online as scheduled. 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 on campus, and online as scheduled. 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, LR 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: LR/BUS/PSY 170X, PSY 220, and permission of instructor. Offered fall semester in odd-numbered years. Three hours.

PSY 400  Therapeutic Psychology
This course familiarizes the student with the major theoretical approaches to counseling and psychotherapy and the various disciplines involved in psychological treatment. The therapy process is examined in terms of the role of the therapist and client, material frequently addressed in therapy, some of the techniques employed, psychotherapy research, and ethical issues related to counseling. The student will examine these topics as a prospective service-provider, as well as a potential consumer of psychological services. Prerequisite: PSY 300 or PSY 310. Offered spring semester in even-numbered years on campus, and online as scheduled. 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 coursework and junior or senior standing. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Offered spring semester in even-numbered years. 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 coursework. This course fulfills the IDS 499X Integrative Thought Capstone requirement for students in the Psychology major. Offered spring semester in odd-numbered years on campus, and online as scheduled. Three hours.
PSY 445  Internship II
Provides the students with advanced opportunities to apply various principles of psychology learned in previous coursework or a previous internship experience to actual settings with a chosen population at an agency or organization. Direct supervision is provided by 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. Satisfies the professional experience requirement for psychology majors. 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, LR 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. Practica experiences must be approved by the chair of either the Business or Psychology department. Enrollment is contingent upon completion of the College’s internship contract, including the stipulation of course requirements. May be repeated for up to twelve total hours of credit. Prerequisite: Junior or senior standing and enrollment in an academic leadership program: the OL emphases, minors in either leadership or the practical leadership endorsement. Offered each semester. One to six 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 coursework 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 coursework 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
Review of grammar, conversation, dictation, composition, and reading. Laboratory activities. Collateral reading with reports. Conducted in Spanish. Prerequisite: SP 121-122. Offered fall semester on demand. Three hours.

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

Plagiarism and cheating have a negative effect on the Trinity community in that they do not promote truth, they break the relationship of trust, they do not encourage the individual to develop his or her creative talents, and they erode 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 Dean of Students. The result may be failure of the course, expulsion from the institution, or a revocation of a degree already granted by Trinity.

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

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

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

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

Official notifications made by university offices are increasingly made using e-mail, rather than by paper memos sent through the university mail services. E-mail used for such notifications will be delivered to the recipient’s university e-mail account. Employees and students are expected to read their university e-mail and are strongly encouraged to use their university e-mail accounts for all communication within the university to ensure reliable and secure delivery.
University personnel can and will access files when necessary for maintaining the university network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the university.

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

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

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

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

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

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

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

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

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. Excluding 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 concerns to the Vice President for Student Life or, in his or her absence, to the Provost.

**Copyright Policy**

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

**Drug-free Environment**

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

1. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the campus in general.

2. Employees or students found to be in violation of a drug-free environment will be subject to appropriate action, which may include termination or expulsion.

3. If individuals become aware of a violation of this policy, they are encouraged to report it to the Dean of Students immediately so that the matter can be investigated promptly.

**Family Educational Rights and Privacy Act of 1974**

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

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

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

The Act clarifies that an institution is not required to grant access to students to certain materials, including the following:
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, or psychologist (or other recognized professional acting in such capacity) that are used solely in connection with treatment purposes and only available to recognized professionals in connection with such treatment (provided, however, that a physician or other appropriate professional of the student’s choice may review such records).

3. Law enforcement records, which are kept separate from educational records, are maintained for law enforcement purposes only and are available only to law enforcement officials. (In each case, student 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 previously:

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, students may be required to identify themselves in filing a request prior to having access to their records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has forty-five days from the time of request until it must comply with the request.

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

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

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

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

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

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

**Immunization Requirements**
These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the [Health Services Office](#) or go to [Health Services on MyTIU](#).

**Posters and Notices**
All items posted on the college side of campus by students must be approved and stamped by the Student Life Office Manager. If posted on the seminary side of campus, items must be approved by the Graduate Student life Office.

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

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

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

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

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 Office of Student Financial Services, (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A “gift” is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. However, a gift does not include (a) a brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop, or training; (b) food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution’s officer, employee or agent; (c) favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (d) entrance and exit counseling as long as the institution’s staff are in control of the counseling and the counseling does not promote the services of a specific lender; (e) philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange or
advantage related to education loans; (f) State education grants, scholarships, or financial aid funds administered by or on behalf of a State.

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

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

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

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

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.

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

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
Veteran’s benefits are handled through the university Academic Records Office. Please contact the Academic Records Office at 847.317.7052 for more information.

The Student Financial Services determines 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 Academic Records Office at 847.317.7052/7050 or by e-mail veterans@tiu.edu and establish TIU as the university of attendance.
# Academic Calendar

Reference should be made to the current *Academic Handbook* or to the [University Calendar](#) on MyTIU and the TIU website for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

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