Trinity International University
Graduate School
2005-2006 Catalog
Trinity Graduate School
2005-2006 Catalog

The Graduate School of Trinity International University

Contact Information:
Trinity Graduate School
2065 Half Day Road
Deerfield IL  60015 USA

Trinity International University
South Florida Campus
111 NW 183d Street
Suite 500
Miami FL 33169

California Regional Center
2200 North Grand Avenue
Santa Ana CA 92705

General  847.945.8800
Admissions  800.533.0975
Fax  847.317.6900
Email  tgsadm@tiu.edu
Website  www.tiu.edu/graduateadmissions

General  305.770.5100
Admissions  305.770.5111
Fax  305.770.5280
Email  tedsadm@tiu.edu
Website  http://www.tiu.edu/sfc

General  714.836.7500
Admissions  800.395.0499
Fax  714.996.7190
Email  tls@tiu.edu
Website  www.tls.edu

Accreditation
Trinity International University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago IL  60602
Phone  312.263.0456
Fax  312.263.7462
Email  info@ncacihe.org

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

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

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

Trinity International University and its representatives occasionally take photographs for the university’s use in print and electronic publications. This serves as notice of the university’s intent to do so and as a release to the university of permission to use such information and images as it deems fit. Any student wishing to forbid such use of their name or image should contact the Director of Publications at extension 8113.

Catalog Production Team
Joseph O’Day  Project Coordinator
Wayne Kijanowski  CD-Rom Coordinator

Publication Date: April 12, 2005
Effective Date: August 24, 2005
# Contents

Welcome to Trinity Graduate School ........................................................................................................ 1

About Trinity International University ........................................................................................................ 3
  History of the University .......................................................................................................................... 3
  The Schools ........................................................................................................................................... 5
  The Locations ....................................................................................................................................... 6
  Trinity International University Mission Statement ........................................................................... 9
  Trinity International University Statement of Faith ........................................................................... 10
  Trinity International University Core Values ....................................................................................... 11

About Trinity Graduate School .................................................................................................................. 12
  Trinity Graduate School Programs ....................................................................................................... 12
  Trinity Graduate School Mission Statement ....................................................................................... 12
  Affiliated Programs .............................................................................................................................. 13
  Community Life ................................................................................................................................... 14
  Standards of Conduct ........................................................................................................................... 15
  Office Services ..................................................................................................................................... 15
  Trinity Student Leadership (TSL)/ Student Government Association (SGA) ................................... 17
  University Services .............................................................................................................................. 18

Personnel .................................................................................................................................................. 22
  President’s Advisory Cabinet ................................................................................................................ 22
  Board of Regents of Trinity International University ......................................................................... 25
  Trinity International University Administration .................................................................................. 26
  The Faculty of the Graduate School .................................................................................................... 28
  Adjunct and Visiting Faculty ................................................................................................................ 34

Graduate Admissions ............................................................................................................................... 38
  Contact Information .............................................................................................................................. 38
  General Admission Requirements ....................................................................................................... 38
  Additional Application Considerations for All International Applicants ........................................ 40
  Guidelines for Graduate Studies Preparation ...................................................................................... 41
  Admission Policies ............................................................................................................................... 41

Finances for the MA/BIO, MA/CAC, and MA/CP Programs ................................................................. 45
  South Florida Regional Center Tuition ................................................................................................. 45
  California Regional Center Tuition ...................................................................................................... 45
  Deerfield Campus Tuition and Other Expenses .................................................................................. 45
  Financial Assistance ............................................................................................................................ 48
  Tuition Rebate Benefit Programs ....................................................................................................... 51
  Tuition Payment Policies ..................................................................................................................... 52

Finances for MA/T and MEd/L Programs ............................................................................................... 55
  Deerfield Campus Tuition and Other Expenses .................................................................................. 55
  Financial Assistance ............................................................................................................................ 56
  Rebates and Waivers ............................................................................................................................ 57
  Tuition Payment Policies ..................................................................................................................... 58

Academic Life ............................................................................................................................................ 60
  Accreditation and Memberships .......................................................................................................... 60
  Academic Standards ............................................................................................................................. 60
  Academic Policies ................................................................................................................................. 63
Welcome to Trinity Graduate School

“What I liked about Trinity was the focus on being in the world but not of the world. Not only have I gained a foundational way of thinking Christianly, but I am developing a foundation for engaging with the world.”

Don Baumblatt (MA/CAC ’99), Falls Church, Virginia

A Message from the President

Few decisions in life are more significant than the choice of which university to attend for graduate education. This catalog introduces you to the Trinity Graduate School, a newer school of Trinity International University, joining the college campuses in Deerfield, Illinois, and Miami, Florida, and the world-renowned Trinity Evangelical Divinity School, as well as our law school in Santa Ana, California.

Trinity Graduate School had as its founding dean Dr. Kenneth S. Kantzer, former editor of Christianity Today and founding dean of Trinity Evangelical Divinity School. He was followed by Dr. Jeanette Hsieh, who is now our executive vice president. Dr. James Stamoolis is the current academic dean. We began in 1997 with programs in Faith and Culture, Bioethics, and Counseling Psychology. One name has changed and more programs have been added as the university continues to build excellence in graduate education across the range of disciplines.

I believe that there are many reasons why Trinity is worth your consideration:

Foundational Values
TIU is a Christian university with an unswerving commitment to historic, biblical Christianity, dedicated to the inerrancy and authority of Scripture and the lordship of Jesus Christ, but allowing breadth for Christians from many different backgrounds to study, worship, and serve together.

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

Integration of Faith, Learning, and Life
This is truly a distinctive of a Christian university. We strive to help students become the best they can be in their chosen areas of study and to help them integrate their knowledge of God and faith in Christ with learning.

Outstanding Faculty
TIU has a teaching faculty made up of people with vibrant personal faith, high academic credentials, and a willingness to be involved in the lives of students. This is one of our greatest strengths.

Location
Our campuses near Chicago, in downtown Miami, and in Santa Ana, California, afford the best possible environments for dynamic learning.

Relationships
We have a diverse faculty and student body unified by a commitment to Christ-centered education. Through campus interaction, chapel participation, and social activities, a strong sense of community is formed among students. TIU is a school wonderfully conducive to developing personal and professional relationships.

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

Gregory L. Waybright, PhD (MDiv ’80)
President
Letter from the Executive Vice President

This catalog familiarizes you with Trinity Graduate School (TGS), a sibling of Trinity Evangelical Divinity School, Trinity College, and Trinity Law School. As you read on, you will learn more about our mission, our programs, our faculty, our operations, our services, and our affiliations. Beyond that, we hope that you will grasp most clearly our desire to serve Jesus Christ by educating leaders who will be effective Christians in many professional disciplines and in a wide variety of contexts. But reading a catalog can only begin to capture the essence of a school, the joy and satisfaction of participating in its life, and the challenge and excitement of new discovery and expanded horizons.

Trinity Graduate School opened its doors in the fall of 1997 to an entering class of 112 students. To establish a distinctively Christian university at the end of the twentieth century—laying emphasis on excellence in scholarship, credibility in teaching, and productivity in research—sounds like an audacious idea, to be sure, but that is exactly what we aspire to do. We believe that the advantages of graduate-level education in a Christian university are considerable.

Will you join me in praying that TGS may ever be a place where Jesus Christ is the center of learning, living, and growing as disciples? And we welcome you to join us as together we press “toward the goal for the prize of the upward call of God in Christ Jesus.”

Jeanette L. Hsieh, EdD
Executive Vice President

Letter from the Academic Dean of the Graduate School

Trinity International University expanded its educational offerings eight years ago to begin Trinity Graduate School because of TIU’s commitment to the life of the mind as a necessary complement to the life of the spirit.

The core of the vision for Trinity Graduate School is graduate studies in the context of an abiding commitment to the truth of the Word of God and relevance to the needs of society. TGS’s program focuses on developing Christian character while providing quality education. As TGS prepares professionals to lead the world of tomorrow, we are excited by the possibilities that exist for those willing to take a stand. Integrity, when added to education and excellence, produces a compelling leader.

Cognizant of the cultural ebb and flow, we have designed programs that are deeply rooted in a biblically based and Christ-centered world-and-life view. Five master’s degree programs are currently offered and careful consideration is being given to expansion into other areas of crucial concern to our current culture. Each program represents the highest levels of scholarship combined with a strong practical orientation.

Trinity Graduate School seeks to train Christian leaders for the 21st century who will influence their professions, their culture, and their world for the cause of Christ.

James Stamoolis, ThD
Senior Vice President of Academic Affairs and Academic Dean
About Trinity International University

“We are living out Dr. Kenneth S. Kantzer’s dream of a Christian university that serves the global evangelical church, that holds the highest standards for research and academic training, and that is committed to piety and spiritual life.”

Gregory L. Waybright (MDiv ’80), president of Trinity International University

History of the University

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

A Strong Heritage

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

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

Time Line

Norwegian-Danish Free Church

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

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

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

1916 School relocates to Minneapolis.

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

Swedish Evangelical Free Church

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

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

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

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

1925 Independent campus for the Evangelical Free Church Bible Institute and Seminary is established in Chicago.

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

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

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

1961 Trinity relocates from Chicago to Deerfield, Illinois.

Dr. Lacy Hall becomes academic dean of the College.

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

1964 Dr. Edward Neteland becomes academic dean of the College.

Dr. Harry L. Evans is appointed president of both Trinity College and TEDS.

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

1969 Trinity begins conferring the Master of Divinity instead of the Bachelor of Divinity as its professional degree.

Dr. J. Edward Hakes becomes academic dean of the College.

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

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

Dr. Robert Baptista becomes academic dean of the College.

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

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

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

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

1997 Trinity Law School, located in Santa Ana, California, is incorporated into Trinity International University in January.

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

Dr. Jeanette L. Hsieh becomes academic dean of Trinity College and Graduate School and senior vice president for academic affairs.

The first class enters Trinity Graduate School. By God’s grace, Trinity celebrates a century of equipping men and women for service in Christ’s kingdom.

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

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

Dr. James W. Mohler becomes Interim Academic Dean of Trinity College and Graduate School.

2005 Dr. James Stamoolis named academic dean of Trinity College and Graduate School and senior vice president for academic affairs.
What's in a Name?

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

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

Governance

Preservation of a legacy calls for wise and careful leadership. We are governed by a twenty-seven-member Board of Regents (eighteen elected by the Evangelical Free Church of America Annual Conference delegates and nine appointed by the Board of Regents) who carry the responsibility for the successful conduct of the school and for cooperation with local congregations of the EFCA. One-third of its members are reelected or replaced at the Annual Conference each year.

The Schools

In 1995, Trinity Evangelical Divinity School and Trinity College merged to become Trinity International University. In 1997 the first class entered Trinity Graduate School. In early 1998 Trinity Law School in Santa Ana, California (originally founded in 1980 as the Simon Greenleaf School of Law), joined the growing institution. Now, with nearly 100 faculty and more than 3,800 students, we are committed to the same vision with which we were founded in 1897 and determined to follow in the footsteps of the great universities that were founded on the cornerstone belief that all wisdom lies in Jesus Christ.

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

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

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

Trinity College

Academic Dean: James Stamoolis, ThD

Trinity College, a liberal arts college with the main campus in Deerfield, Illinois, and regional centers in Dolton, Illinois, and Miami, Florida, offers a wide range of majors, including nontraditional options at all three locations. The South Florida Regional Center offers cohort clusters at satellite locations throughout the Miami-Dade, Broward, and Palm Beach counties. The South Chicago Regional Center has a classroom building in Dolton. At the Deerfield Campus, Trinity College offers a full range of undergraduate majors, grouped together in eight schools according to discipline: Biblical and Religious Studies; Education; Human Performance and Wellness; Humanities; Language, Literature and
Communication; Music; Science and Technology; and Social Science. Juniors and seniors have the opportunity to take courses in the divinity school and graduate school. Special programs include Pre-Med, which has a cooperative relationship with The Center for Bioethics and Human Dignity on campus and offers a bioethics minor. Trinity College also offers a unique dual Bachelor of Arts/Master’s of Arts in Bioethics with Trinity Graduate School.

**Trinity Graduate School (TGS)**
Academic Dean: James Stamoolis, ThD

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

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

Trinity Evangelical Divinity School, one of the largest seminaries in the world, enrolls nearly 1,500 graduate students in professional and academic programs, including more than 200 in its PhD programs. At the heart of the divinity school lies the Master of Divinity degree, preparing pastors, teachers, and missionaries for many kinds of services. TEDS also offers a range of more focused programs: the Master of Arts (Religion), available also through extension courses in many centers and as a complete program on the South Florida Regional Center, and the Master of Arts program, with concentrations in educational ministries, counseling ministries, Christian thought, and other disciplines. The school offers the ThM and DMin as well. Three academic PhD programs cover six departments: Educational Studies, Intercultural Studies, and Theological Studies (OT, NT, Systematic Theology, Historical Theology).

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

The Trinity Law School, at the California Regional Center of Trinity International University, is strategically located in Santa Ana, the heart of Southern California. The full- and part-time faculties of the law and graduate schools reflect Trinity’s commitment to faithfulness to the gospel while engaging culture with the gospel’s profound and far-reaching implications. Trinity Law School offers the Juris Doctor degree. This 85-unit degree can be taken as a three-year full-time program or as a four-year part-time program offering students flexible course schedules, affordable tuition, and most important, the unique opportunity to study law from a Christian perspective. Graduates may sit for the Bar examination of the State Bar of California. Law students can also take part in the Dual Degree Program, which allows them to receive an MA in Bioethics or Communication and Culture along with the JD.

**The Locations**

**Welcome to the University**

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

This is an exciting time to be at Trinity! Join us in praying for the university as we seek to serve the Lord.
The Deerfield Campus of Trinity International University is a beautiful wooded campus of 111 acres located six miles west of Lake Michigan, twenty-five miles north of downtown Chicago, and nineteen miles north of O'Hare International Airport. Though in a suburban location, we are close enough to Chicago to have easy access to the numerous educational, ministry, cultural, and sporting opportunities of the city.

Deerfield Campus Facilities
The R. A. Aldeen Building, on the north side of campus, contains classrooms, Mail Services, and the Communications and Marketing department, as well as the Photocopy Center and Graphic Services.

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

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

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

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

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

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

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

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

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

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

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

The Peterson Academic Building contains the Kantzer Faculty Center and the Veenstra Office Wing. Here you will find the TEDS academic dean’s office as well, as the majority of TEDS faculty offices. The Kantzer Faculty Center houses a 130-seat lecture hall and provides handicapped access to the Arnold T. Olson Chapel. Here you will also find the offices for Supervised Ministries.
The H. G. Rodine Global Ministry Building, on the east side of campus, opened in December 2002. It features state-of-the-art seminar halls, conference rooms, and classrooms. The Missions and Evangelism Department faculty have offices here. “This facility,” says Trinity President Greg Waybright, “symbolizes the unique partnership that we share with our denomination and also the wider church as we share Christ to a hurting and needy world.”

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

These resources enable Trinity students to learn to deal effectively and efficiently with their information needs. The library offers access to wider resources through its participation in a variety of local, regional, and nationwide associations including ATLA (American Theological Library Association), ACTS (Association of Chicago Theological Schools), LIBRAS (a consortium of 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 International University: Phone: 312.287.9241
South Chicago Regional Center Fax: 312.505.6509
PO Box 946 Email: southchicago.trinet@tiu.edu
Dolton IL 60419 Website: www.tiu.edu/etrinity/extension

The divinity school offers the Master of Arts (Religion) (MAR), the MAR with an emphasis in Urban Ministry, and the Certificate in Christian Studies at the South Chicago Regional Center. These programs provide the student with a well-structured combination of Bible, theology, and practical ministry courses designed to prepare the student for effective service in a variety of settings, ranging from the local church to local and international ministries and missions. Trinity College offers bachelor degree completion programs in Christian Ministry and in Organizational Leadership. The classroom building is located at 14200 South Dante Ave, Dolton, Illinois 60419.

Trinity Graduate School offers the Master of Arts in Counseling Psychology, with concentrations in Mental Health Counseling and Guidance and Counseling, in South Florida. Detailed information concerning this program and the other programs offered by Trinity Graduate School is available by contacting the Director of Graduate Admission.

Trinity International University: Phone: 305.770.5100
South Florida Campus Toll Free: 877-EXCEL-Today
111 NW 183d Street Fax: 305.770.5280
Suite 500 Email: EXCEL@trin.edu
Miami FL 33169 Website: www.tiu.edu/sfc

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

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

Trinity International University Mission Statement

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

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

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

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

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

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

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

Trinity International University Statement of Faith

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

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

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

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

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

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

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

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

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

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

11. We believe in the personal premillennial and imminent coming of our Lord Jesus Christ and that this “Blessed Hope” has a vital bearing on the personal life and service of the believer.
12. We believe in the bodily resurrection of the dead; of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgment and everlasting conscious punishment.

Trinity International University Core Values

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

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

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

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

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

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

“I chose Trinity Graduate School because of the reputation of the professors, the strong academic commitment, and the emphasis on practical training. I believe this strong combination will greatly prepare me to serve the Lord in my future career and ministry.”

Jim Uren (MA/CP ’00), Libertyville, Illinois

Trinity Graduate School Programs

Deerfield Campus
Master of Arts in Bioethics (MA/BIO)
Master of Arts in Communication and Culture (MA/CAC)
Master of Arts in Teaching (MA/T)
Master of Education in Instructional Leadership (MEd/L)

These degrees have many courses available in short-term, summer, or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus. The MA/T and the MEd/L are offered in nontraditional, cohort-based formats, with classes one night a week and some Saturdays.

South Florida Campus
Master of Arts in Counseling Psychology (MA/CP)
(with concentrations in Mental Health Counseling and Guidance and Counseling)

California Regional Center
Juris Doctor (JD)
MA in Bioethics (MA/BIO)
MA in Communication and Culture (MA/CAC)
(with an optional emphasis in Bioethics, International Human Rights, or Public Policy)

NOTE: Students in Trinity Graduate School’s master’s degree programs at TIU’s California Regional Center must complete a 3-hour residency requirement at the Deerfield Campus.

Dual Degree Master’s option: JD/MA in Communication and Culture or JD/MA in Bioethics

Trinity Graduate School Mission Statement

Building on Trinity International University’s commitment to biblical, historic, evangelical Christianity, Trinity Graduate School’s mission is to provide students with excellent academic and professional preparation:

- By ensuring that students have a solid foundation for their Christian faith and a biblically rooted, historically informed, and theologically sound framework for their fields.
- By giving students a Christian understanding of their discipline.
- By clarifying the key elements of a biblically based Christian worldview.
- By addressing the tension points in contemporary society between a biblically based Christian worldview and alternative outlooks.
- By equipping students to analyze critically and engage constructively with contemporary culture.
- By integrating faith and learning at every step in the programs.
- By enabling students to develop special expertise in their fields of study.
Affiliated Programs

The Center for Bioethics and Human Dignity (CBHD)
2065 Half Day Road
Bannockburn IL  60015 USA
Phone: 847.317.8180
Fax: 847.317.8101
Email: info@cbhd.org
Primary website: www.cbhd.org

The Center for Bioethics and Human Dignity was established in 1994 to bring biblical-Christian perspectives to bear on current and emerging bioethical challenges. Its mission is to uphold human dignity through bioethics by equipping those who influence how people are treated in the healthcare and biotech arenas. More specifically, it addresses contemporary challenges in the field of bioethics, critiquing prominent secular approaches and providing credible Christian alternatives. Such challenges include genetics, end-of-life decisions, abortion, reproductive technologies, and managed care, among many other issues. A member-donor program gives people access to the Center's international journal, *Ethics and Medicine*, the Center’s newsletter, *Dignity*, a variety of Internet resources, and discounted access to conferences and resources in a variety of printed, audio, and video media.

Various conferences bring together a wide range of leaders across disciplinary, denominational, institutional, and cultural boundaries:

- **Regional “Breathtaking Decisions” and “Cutting-Edge Health Care” bioethics conferences** in numerous U.S. locations each year
- **National/International conferences on the Trinity campus** each July, the most recent being
  - 2005: Genetic and Reproductive Ethics
  - 2004: Conflict and Conscience in Health Care
  - 2003: Remaking Humanity Through Biotechnology?
  - 2002: Bioethics at the Bedside
  - 2001: Aging, Death, and Quest for Immortality
  - 2000: Bioethics in the New Millennium
  - 1999: Making a Difference through Bioethics
  - 1998: The Reproduction Revolution
- **Conferences in non-U.S. locations**, such as
  - Seoul, South Korea: Bioethics Challenges for Professionals and the Public
  - Port-au-Prince, Haiti: AIDS and End-of-Life Care
  - Bratislava, Slovakia: Professional Integrity and Resource Scarcity in Health Care
  - Brussels, Belgium: Euthanasia, Assisted Suicide, and the Alternatives

Multimedia resources to assist people in grappling with tough bioethical issues:

- **Audios & Videos**: Two hundred topical audio CDs and cassettes by a diverse group of national and international experts in bioethics; many available in video format
- **Books**: New volumes published annually in two Center series, *Horizons in Bioethics* and *Critical Issues in Bioethics*, plus special projects such as a Russian-language bioethics textbook
- **Booklets**: written for a broad audience in simple language and a question-and-answer format
- **Packets**: topical collections of issue overviews, case studies with discussion guides, annotated bibliography, articles, audios, videos, books, and other useful resources
- **Internet**: World Wide Web sites, Internet News Service, and regular free Internet publications to inform international understanding, dialogue, and collaboration on bioethical challenges

Office of Extension and Affiliated Education

The Office of Extension and Affiliated Education is committed to assisting the church to develop professional and lay leaders through nontraditional forms of education. These include such off-campus learning experiences and primary delivery systems as extension sites and distance education courses. Graduate school prerequisites may, in some cases, be met through Office of Extension and Affiliated Education courses. Contact the Admissions Office (847.317.6900) or the Office of Extension and Affiliated Education at 800.588.7705 for additional information. Students desiring to pursue Office of Extension and Affiliated Education courses as part of their master’s program should consult their Program Chair.
Community Life

All-University Convocation
An important part of community life at Trinity is the All-University Convocation that marks the beginning of each academic year. The university library and offices are closed so that all faculty, students, and staff from Trinity’s various schools may come together, united in worship and purpose. Worship is usually led by a team of administrators, students, faculty, and staff that gives visible expression to the diversity of the Trinity community. Through a presidential address, we are reminded of our calling as a Christian university and that we live and serve for the glory of God.

Chapel
Worship is at the center of the Christian life and at the center of the Trinity community. Students, faculty, and staff join together for corporate worship every Tuesday and Wednesday (11:15 A.M.–12:05 P.M.) in the A. T. Olson Chapel. Under the supervision of the Director of Chapel, a team of pastorally motivated student leaders plans diverse expressions of praise designed above all to give glory to God. The Holy Scripture is central to all of our worship as gifted faculty members, students, and leaders from around the world help us to engage faithfully with God in His Word. Chapel provides a place of rest for students in the midst of busy schedules as they are reminded of God’s goodness and grace. Chapel is also a place of community building, as students and faculty share times of prayer and testimony together. All students are strongly encouraged to make our semiweekly corporate worship gatherings an integral part of their graduate education.

Faculty Advisor/Advisee Groups
For students in Trinity Graduate School's traditional programs, the Thursday chapel hour is spent in small group fellowship with the student's faculty advisor and fellow advisees. Advisee group meetings offer the benefit of personal interaction with faculty and spiritual growth. Time may be spent in various ways—in prayer, Bible study, sharing concerns, and discussion—to encourage and support the members of the group.

Prayer
Prayer is an important aspect of community life at Trinity. Classes frequently begin with prayer. Students and faculty can often be seen praying with each other around the campus. On Monday mornings faculty and administrators meet together for prayer in the faculty lounge while various student prayer groups meet throughout the campus. The Global Christian Movement also meets during this time to encourage prayer for the nations and the fulfillment of the Great Commission.

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

Special Events and Opportunities
African American Festival
In conjunction with the Association of Believers for Black America, the Dean of Students/Student Services Department sponsors the African American Festival during the spring semester. The events of this week are designed to foster racial reconciliation, along with other topics, and to keep the seminary community aware of related issues and events by featuring an outstanding African American theologian, scholar, or pastor as main speaker for the week.

Global Ministries Institute
In early fall, several days are selected to conduct our annual Global Ministries Institute. During that time, outstanding missionary spokespersons focus on the worldwide mission of the church during chapel messages, lectures, colloquia, and seminars. Representatives from a number of evangelical mission agencies are also invited to campus to consult with students.

FamilyLife Conferences
FamilyLife Conferences are held annually during spring semester. They are sponsored by FamilyLife Ministries, a division of Campus Crusade for Christ. The parenting and the marriage conferences are traditionally offered at a location convenient to Trinity’s campus. In conjunction with FamilyLife Ministries, the Student Services Department publicizes the event on campus and serves as the registration site for students. Some scholarships may be available.
Dean of Students/Student Services

The purpose of the Student Services Department is to provide orientation, guidance, support, and information to facilitate a positive learning experience for TEDS/TGS students. In addition, disciplinary issues and concerns are brought to the attention of the Dean of Students who serves as custodian of disciplinary records. Student Services is located in the lower level of the ATO Chapel. The department is responsible for the following ministries, programs, and events.

Standards of Conduct

As a community of future leaders of the Christian church, Trinity seeks to maintain high standards of integrity in all areas of life, including academic work, ministry, and community relationships. Given these objectives, students are expected to maintain appropriate personal standards and use wise judgment in matters pertaining to personal conduct. (Any set of community standards may contain elements with which some of its members disagree. Nevertheless, out of a desire to encourage an environment appropriate to its purposes, respect for its heritage, and concern for the values of its constituency, Trinity Evangelical Divinity School and Trinity Graduate School have established the following behavioral guidelines for all full- and part-time students, whether they are on or off campus (unless otherwise stated):

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

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

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

Abuse of one’s body is inappropriate for a Christian and includes such behaviors as eating disorders, self-inflicted wounds, and use of harmful substances. Accordingly, students will be required to refrain from the possession or use of harmful substances such as tobacco, nonprescribed stimulants and depressants, and hallucinogenic drugs.

Gambling and the possession or use of intoxicants on campus (i.e., alcoholic beverages) have been regarded by many in the Divinity school and its constituency as practices that are questionable and encourage exposure to demeaning social surroundings. They are not allowed.

Trinity values a community environment that is free from all forms of discrimination and harassment. Therefore, the institution will not tolerate discrimination or harassment of any type. A formal complaint procedure has been established to respond to allegations of discrimination and harassment and is available to all students from the Student Services Department. Those found in violation will be subject to disciplinary action.

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

Office Services

Deacon’s Fund
The Deacon’s Fund is based on the New Testament pattern of a Christian community caring for the temporal needs of fellow believers. Donations are received and disbursed to meet the special, unforeseen needs of TGS students and their immediate family. The Dean of Students seeks to identify those who qualify for this ministry.

Health Services is available to all Trinity students and spouses for triage/treatment of minor illness and injuries, referrals to off-campus health care facilities, health education, and maintenance of immunization records. There is a minimal cost for lab tests, but all walk-in office visits with a registered nurse are free. Our campus physician comes for a few hours every week to see students by appointment. Physician services are free. Health insurance is handled by the Human Resources Office (847.317.7138). Health Services is located in the lower level of Owens Hall (800), near the Kenneth M. Meyer Sports Complex.

Immunization Records and Compliance
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 one being within
the last 10 years. A PPD tuberculosis skin test is also required. Accepted students will receive further information and a proper form to be completed as part of the admissions process. **Do not** send immunization documentation before receiving the official form. Students who are taking less than 6 hours of credit or were born prior to 1957 are exempt from this law.

Accepted students will receive further information and a proper form to be completed as part of the admissions process. **Do not** send immunization documentation before receiving the official form. Students who are taking less than 6 hours of credit or were born prior to 1957 are exempt from this law.

Immunization forms are due two weeks before classes begin. A $25 late fee is charged after that time.

**International Students Office**
The International Students Office (ISO) works with more than 150 international students and their families (totaling about 300). Immigration matters for TEDS, TGS, and TC students are handled in the ISO. The office is located in the Student Services Office area under the ATO Chapel.

The ISO 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 director serves as the primary signature authority for I-20 and I-17 forms.

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

Information fellowship groups provide students with the opportunity to interact with others from their own culture (for example, African Student Fellowship, Chinese Student Fellowship, Korean Student Fellowship).

During the school year, opportunities exist for fellowship (family dinners), recognition of accomplishments (honoring graduates), and cross-cultural discussion (global dialogue). Once a year international students are in charge of the chapel service.

More information can be found on the ISO website at [www.tiu.edu/intstudents](http://www.tiu.edu/intstudents).

**Orientation**
Orientation ushers students into the Trinity learning community such that Trinity’s Core Values will impact every aspect of their education and life through events designed to both *communicate* and *embody* our core values. We want students and family members to understand and experience these core values so that they are excited and affirmed in their choice to come to Trinity. We seek to help new students establish relationships with other students and faculty. Another priority is to guide them through the initial processes they need for beginning well.

For residential students, new student orientation is held prior to the beginning of the fall and spring semesters. Fall and spring orientation are events that incorporate corporate worship, community meals, tours of the campus and facilities, and communication of vital information to aid a new student’s transition to graduate education. For the MA/T and MEd/L, orientation for each new group (cohort) of students is held prior to the beginning of the first course in the program.

**Publications**
**News & Notes** is a weekly publication designed to keep students informed about campus events, academic activities, announcements, class/schedule changes, and institutional policies. It is available each Monday during the academic year online at [www.tiu.edu/studentaffairs/teds/newsnotes.htm](http://www.tiu.edu/studentaffairs/teds/newsnotes.htm).

The **Student Directory** is a pictorial publication containing public information about TEDS/TGS students, faculty, and administrators.

The **Student Guide** communicates Trinity’s Standards of Conduct, as well as important policies and procedures affecting students. The **Student Guide** also provides a wealth of practical information to aid students in making the transition to graduate education. All Trinity Evangelical Divinity School students and Trinity Graduate School students are responsible for all information contained in this **Student Guide**. The **Student Guide** is available online at [www.tiu.edu/studentaffairs/teds/](http://www.tiu.edu/studentaffairs/teds/).

**Residence Life**
The TEDS/TGS Residence Hall housing, in the Owens and Quadrangle buildings, provides both affordable housing and opportunity for community building among single students. The Coordinator of Residence Life works together
with the Resident Assistants on each floor to offer students encouragement, support, guidance, and practical helps. Community is built through participation in shared meal times, small group activities, regular worship, prayer times, and other planned events for fellowship and relaxation.

Room Reservations
Official on-campus student groups have access to campus facilities. Reserve a room on campus online at www.tiu.edu/roomreserve.

Services to Students with Disabilities
In an effort to comply with the Americans with Disabilities Act of 1990 (ADA), it is the policy of the Graduate School to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Dean of Students acts as the institution’s ADA coordinator assisting students with disabilities in obtaining auxiliary aids and services.

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

Special Events
Student Services promotes the African American Festival, FamilyLife Conferences, and Global Ministries Institute. For more information about each of these events, please see the “Special Events and Opportunities” section of this catalog.

Student Government Association (SGA) Liaison
The Dean of Students serves as SGA Liaison. For more information about SGA, please see the next section.

Trinity Student Leadership (TSL)/ Student Government Association (SGA)
Student groups on campus are organized to address the various needs, interests, and concerns of members of the Trinity community. These organizations provide service and fellowship opportunities to students and are an important part of the life of the school. Official on-campus groups may promote their activities and meetings on the Community Life Calendar in the News & Notes publication.

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

Association of Believers for Black America (ABBA)
ABBA is a multiracial, multiethnic group of students that meets weekly. It is committed to increasing the effectiveness of seminary through equipping evangelical leaders in the African American community and urban ministry. ABBA actively strives to model and promote racial reconciliation and cross-cultural unity in the broader Trinity community.

Fellowship of International Students (FIS)
The Fellowship of International Students is made up of several different groups that provide students with the opportunity to interact with others from their own culture and national groups. Some of the groups are Japanese Student Fellowship, African Student Fellowship, Chinese Student Fellowship, Korean Student Fellowship, and European Fellowship group. These individual groups have times of fellowship, bonding and connecting through dinners, prayer groups, and social activities.

Fellowship of International Women (ISHA)
ISHA, International Sisters Helping to Adjust, is open to all women but is especially designed for international women. Our purpose is to support, encourage, and help women to grow in godliness. We seek to provide opportunities for fellowship, friendship, learning, involvement, and service. Programs include Bible study, speakers,
Global Christian Movement: The Trinity Missions Fellowship (GCM)
GCM functions to educate the Trinity community as to the nature, extent, and opportunities of home and foreign missionary service. It is open to all Trinity students who are interested in the cause of world evangelization. GCM seeks to stimulate awareness of and involvement in the cross-cultural communication of the gospel, resulting in the Great Commission becoming a reality for every believer.

Society of Women at Trinity (SWAT)
The Society of Women at Trinity (SWAT) is a ministry at TEDS/TGS for women students, which seeks to encourage, equip, and challenge women in the preparation and training of women for ministry and leadership in the world. SWAT holds events for women students to enjoy fellowship with other women students on campus and seminars to encourage the development of Christian character in those women studying at TEDS/TGS. SWAT also coordinates mentoring relationships between women students at TEDS/TGS.

Student Government Association (SGA)
SGA operates in conjunction with the Student Services Department in representing student opinions to the faculty and administrators, as well as in providing services and activities for the student body. Students are welcomed to participate either informally on projects or formally as elected representatives. SGA has posted hours and welcomes suggestions, ideas, and feedback from students. The office is located in the lower level of the Chapel.

General student representatives and ex-officio members of the SGA are described below:

- **President** oversees all aspects of the SGA, providing vision and leadership, as well as acting as the primary spokesperson to the University on behalf of the students.
- **VP of Academic Life** provides leadership for the SGA’s efforts to advocate for and meet the needs of students in the area of academic life.
- **VP of Student Life** provides leadership for the SGA’s efforts to advocate for and meet the needs of students in the area of community and spiritual formation.
- **Administrative Representative** provides leadership, support, and oversight in all administrative aspects of the SGA.
- **Off-Campus Representative** provides advocacy for and meets the needs of the TEDS/TGS off-campus students.
- **On-Campus Representative** provides advocacy for and acts as a spokesperson for issues that impact on-campus students at TEDS/TGS.
- **Ethnic Diversity Representative** promotes general, spiritual, academic, and social well being of minority students.
- **Women Students Representative** seeks to serve the interests of women students by bringing relevant issues before the SGA and promoting their contribution to the Trinity community.

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

Youth Ministry Connection (YMC)
The Trinity Youth Ministry Connection exists to connect TEDS/TGS students involved in youth ministry to each other with relationships and resources to help develop their present and future youth ministries. In our regular lunch forums we provide the opportunity for students to meet and discuss the more pragmatic or puzzling issues of youth ministry. We also seek to connect each other with information on local events and on materials that we have found relevant.

University Services

Alumni Relations Office and Trinity Alumni Association
There are more than 18,000 alumni serving the Lord and the body of Christ today in 82 countries throughout the world. The TGS Alumni Association is part of the University Alumni Association and exists to keep Graduate School alumni connected to TIU through numerous publications, programs, and special events being held on campus and at special gatherings in the U.S. and countries where there are Alumni Chapters. An annual TGS/TEDS Conference in April allows alumni continued opportunity to learn from and dialog with professors, alumni, and
students. The TGS Alumni Association participates to raise money for the annual fund and for special projects such as student scholarships, building projects, and faculty development. For more information, please contact the Alumni Relations Office at 847.317.8138. The Alumni website is www.tiu.edu/alumni.

Athletics and Recreation
For those who enjoy athletics and recreation, Trinity provides an outlet. The on-campus Meyer Sports Complex contains a gymnasium, as well as a weight room that has free-weights and nautilus machines. Trinity students and their families are free to use the facilities. The schools of TIU together provide a variety of intramural competition throughout the school year. In addition to the Kenneth M. Meyer Sports Complex, other athletic facilities are easily accessible to Trinity students. College Park Athletic Club, adjacent to the campus, has special rates for students. They have exercise machines, aerobic classes, indoor tennis, and racquetball.

Campus Hospitality
Trinity invites potential new students to visit the campus to explore the possibility of pursuing graduate studies here. During the visit, there are opportunities to talk with an admissions counselor, meet with a faculty member, sit in on classes, attend chapel, have lunch with a current student, and stay overnight in a local hotel (for a nominal charge). For more information, contact the campus visit coordinator at 847.317.8000.

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

Employment
Trinity’s Career Service and Student Employment Office offers services to assist students who are interested in securing employment while at the university. We list numerous off-campus full-time and part-time employment opportunities. Students may view on-campus job openings at www.tiu.edu/hr, or they may contact the Human Resources Office at 847.317.7082. On-campus jobs offer convenience and may offer tuition benefits.

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

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

Students living in the Quadrangle are required to participate in one of the residential dining hall plans each semester.

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

Each semester, the Residential Block 125 Meal Plan offers 125 meals* at the Melton Dining Hall and $50 of points, which can be used at the Melton Dining Hall, Fireside Café, Le Café, and White Horse Inn.

The Commuter Block 10 Meal Plan offers 10 meals at the Melton Dining Hall. It is limited to students who live in the Owens Residence Hall, in the On-campus Apartments, or off campus. Points are not included with this plan. Additional Commuter Block Meals in increments of 10 may be purchased from Student Accounting.

*Additional Residential Block Meals in increments of 20 may be purchased from Student Accounting. The additional blocks meals are sold at a reduced cost.
Points for TIU-Card
A TIU-Card is for faculty, staff, and commuter students who are not required to purchase a meal plan but who want to enjoy the savings that a meal plan offers. It is also available to residential students for meals and snacks not covered under their residential student dining plan. A TIU-Card is purchased credit that can be used at the Melton Dining Hall, Fireside Café, Le Café, and White Horse Inn. Students may purchase a TIU-Card in increments of $50 at the Student Accounting Office. For every $50 that is purchased, an additional $5 will be added to it. A student TIU-Card is good for both the fall and spring semesters but needs to be used before the last day of the spring semester. After the spring semester, the unused balance is forfeited. (Staff and faculty may purchase discounted meals in blocks of ten that do not expire.)

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

Mail Services
The Mail Services Department offers many of the same services as a post office: receiving and sending mail; sale of postage; 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, at their first registration and is retained until leaving school permanently. Students should inform Mail Services as soon as possible after receiving their mailbox assignment of the names of all individuals (self, spouse, children) who will be receiving mail in their box. If a student needs a mailbox assignment prior to registration, he or she should call the Mail Services manager at 847.317.8027.

On-campus Housing
Trinity is able to provide convenient on-campus housing for some of its full-time students. There are more than 100 beds reserved in the residence halls for graduate-level students, and we have the following apartments: 10 efficiency, 45 one-bedroom, 53 two-bedroom, and 4 three-bedroom. Each summer Trinity gives some preference to new students moving on campus, but because of the high volume of students seeking housing, we are not be able to accommodate all requests.

Photocopy Center
The photocopy center is located at the north end of the Aldeen Building, providing high-speed copying (including theses, dissertations, overheads, and résumés) at a reasonable cost to students, staff, and faculty.

Security Services
Security Services personnel serve the university 24 hours a day to provide a safe and secure environment. Any emergency needs or suspicious activity, including items of concern, should be reported to Security immediately at x6400.

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

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

The Campus Security Report may be viewed at the Security Services website: www.tiu.edu/security. (http://www.tiu.edu/security/csr.htm will take you directly to the report.) Alternately, a hard copy of the report may be printed at the Security Services website using Adobe® Acrobat® Reader®, or you may request a hard copy from the Security Services Department of Trinity International University.
Student Safety
The safety of all students is of highest priority. Therefore, any student who threatens his or her own safety or the safety of others, as deemed by the Dean of Students, will be subject to disciplinary action, including possible removal from campus. Additionally, hazing, harassment, and hateful communication of any kind will not be tolerated. These actions are deemed detrimental not only to the individuals involved but to the campus community as a whole and, as such, will be subject to disciplinary action. Security Services personnel serve the university 24 hours a day to provide a safe and secure environment. Any emergency needs or suspicious activity, including items of concern, should be reported to Security immediately at x6400.

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

1. Temporary permits are available free of charge for those who will have a vehicle on campus for less than one month total per semester, campus guests, and permit holders temporarily using a different vehicle. Residents having two vehicles on campus must obtain Trinity parking permits for each, and the second vehicle must be parked only in areas specified by Security Services. Anyone expecting guests is responsible to obtain a temporary parking permit for them.

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

2. Parking permit restrictions are in effect for faculty/staff lots from 8:00 A.M. to 5:00 P.M., Monday through Friday, year round, except official University holidays. Apartment lots are enforced 24/7, year round. Dorm lots, main road, and the commuter are enforced 24/7 during the academic year.

3. Vehicles parked on Trinity’s campus are responsible to comply with the Trinity Motor Vehicle Regulations, a copy of which may be obtained at the Security gate office or viewed online at www.tiu.edu/security/mv/mv_regulations.htm. Vehicles that have received three citations may be immobilized or towed off campus at the owner’s expense.

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

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

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

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

“I went to a secular university for undergraduate studies, where the professors taught psychology as a religion, so what I really appreciate here at Trinity is the professors’ commitment to Jesus and making Him a part of class time. They’re not just professors, they’re mentors. It’s my favorite thing about this school.”

Carrie McDowell Norris (MA/CP ’99), Louisville, Kentucky

President’s Advisory Cabinet

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

*Gregory Waybright, PhD (MDiv ’80)  President

*Jeanette L. Hsieh, EdD  Executive Vice President

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

Gary Cantwell, BFA  Vice President of Communications and Marketing

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

Lyle Erstad (MRE ’94)  Vice President of Institutional Services
Steve Geggie, MS  
Vice President of Information Technology/CIO

Susan Greener, PhD  
Dean of Students, TEDS & Graduate School

*Roger L. Kieffer, MS  
Senior Vice President for Planning and Enrollment

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

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

Donald R. McConnell, JD  
Dean of Trinity Law School

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

Kevin D. Meyer (MDiv ’82, DMin ’95)  
Executive Director, South Florida Regional Center
Mike Picha, MBA  
Vice President of Finance

Michael Reynolds, DMin (MAR ’93)  
Executive Director & Associate Dean, South Chicago Regional Center

*James Stamoolis, ThD  
Senior Vice President of Academic Affairs  
Academic Dean, Trinity College & Graduate School

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

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

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

Joseph Wyse (MA ’97)  
Executive Director, California Regional Center

*Member of the Executive Council
Board of Regents of Trinity International University

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

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

Michael P. Andrus
Wichita, Kansas
Interim Pastor, First Evangelical Free Church

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

Mr. Gregory Barrett (BA ’71)
Caledonia, Illinois
Lawyer/Partner, Barrett & Gilbert LLP

Judy Bradish
Arlington Heights, Illinois
Homemaker

Scott Carter
Lake Forest, Illinois
President, Unitrin Direct

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

Michael L. Ebert
Paradise Valley, Arizona
Partner, RED Development

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

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

Mr. Howard Hawkins
Mahtomedi, Minnesota
President/CEO, retired, Park Tool Co.

Edward Hearle
Jacksonville Beach, Florida
Management Consultant, retired

James Hollabaugh
Fremont, California
Attorney

Margaret Holtrust
Anaheim, California
University Professor, Retired

Mr. Robert Kleinschmidt, Board Chair (BA ’79)
Medina, Minnesota
Vice President of Finance/CAO, Carlson Companies, Inc.

Dr. Richard Parker (MDiv ’76)
Gainesville, Florida
Senior Pastor, Creekside Community Church

Vickie S. Perea
Albuquerque, New Mexico
President, New Mexico Christian Community Foundation

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

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

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

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

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

Dr. James Tahmisian
Arroyo Grande, California
Psychologist, Dr. James A. Tahmisian, Inc.

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

Charles Webb
East Lansing, Michigan
Vice President for Development
Michigan State University

Ex Officio Members

Rev. Jim Kallam, Jr.
Chairman, Board of Directors
Evangelical Free Church of America

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

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

Dr. Lou Diaz (MDiv ’84)
Moderator
Evangelical Free Church of America
Trinity International University Administration

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

Astrid Aiyadurai
Coordinator of Residence Life, TEDS

Kristina Anderson (BA ’01)
Director of Foundation and Corporate Relations

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

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

Heather Beauchamp (BA ’97)
Director of Conference Services

Robert M. Bosanac, MA
University Registrar

Kenneth V. Botton (MA ’90, PhD ’04)
Director of Enrollment Services for University Records and Graduate Admissions

Debra Brackley, MS
Interim Director, School of Education

Matthew Callahan, BS
Director of Sports Information

Ron Campbell, PhD
Director of Financial Aid

Gary Cantwell, BFA
Vice President of Communications and Marketing

Margaret R. Conner, MA
Associate Dean of Nontraditional Education

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

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

Amy Croft, BA
Director of Career Services and Orientation

Kim Dougherty, BA
Director of Student Accounting

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

Perry G. Downs, PhD
Associate Dean, Doctoral Programs

Zofia Dripps, BS
Director of Development

Pierre Edmonds, MS
Director of REACH Admissions and Marketing

Paul Eisenmenger, CPA, MBA
University Controller

Duane H. Elmer, PhD
Director of the PhD/Educational Studies Program

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

Orlando Feliciano, Cert.
Director of Ethnic Diversity

Lois C. Fleming, MA
Director, School of Language, Literature and Communication

Steven D. Fratt, PhD
Director, School of Humanities

Dana Futrell, BS
Director, President’s Inner Circle

Steven Geggie, MS
Vice President of Information Technology/CIO

Patrick Gilliam, BA
Director of Athletics

Susan Greener, PhD
Dean of Students, TEDS & Graduate School

Denise Halloran, BSRN
Director of Health Services

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

Don Hedges, PhD
Director, School of Music

Amy L. Horton (BA ’99)
Manager of Auxiliary Services

Jeanette L. Hsieh, EdD
Executive Vice President

Carl Johnson, BS
Vice President of Development/Church Relations

H. Wayne Johnson, PhD (MDiv ’83, ThM ’84)
Director of the MDiv Program

Katie Kemp, BS
Director of Administrative Computing

Roger L. Kieffer, MS
Senior Vice President for Planning and Enrollment

Wayne Kijanowski (MDiv ’90)
Director of Design

John Kilner, PhD
Director of Bioethics Programs

Robin Kohl, EdD
REACH Education Academic Coordinator

Robert H. Krapohl, PhD
University Librarian

Justine Lanktree, BA
Director of Student Activities/Student Leadership
Milo D. Lundell, DMin (BD '61, DMin '87)
Executive Administrator to the President's Office

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

Londa Mauriello, BS (MAR '04)
Assistant Director of Graduate Admissions

Donald R. McConnell, JD
Academic Dean of Trinity Law School

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

Kevin D. Meyer (MDiv '82, DMin '95)
Executive Director, South Florida Regional Center

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

James W. Mohler, PhD
Director, School of Biblical and Religious Studies

Peg Moneypenny, MEd
Director of REACH Student Services

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

Emanuel Naydenov, MDiv
Director of Extension and Affiliated Education

Dawn M. Oakes, PhD (BA '70)
REACH Director of Academic Services

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

Julie Pann (BA '97)
REACH Assistant Registrar

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

Mike Picha, MBA
Vice President of Finance

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

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

Angelo G. Rentas, MS
Director, School of Science and Technology

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

Timothy M. Robinson, EdD (MA '83)
Director, School of Social Science

Heather Sammons, MA
Residence Director

Lon Schwenk, BA
Director of Human Resources

Phillip W. Sell, PhD
Director of Supervised Ministries

Joyce Shelton, PhD
Associate Academic Dean, Graduate School

David Skinner, BA
Associate University Registrar

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

Patrick Smith, BS
Purchasing Director

James Stamoolis, PhD
Senior Vice President of Academic Affairs
Academic Dean, Trinity College & Graduate School

Mike Stout, BA
Director of Residence Life, Trinity College

Melissa Stratis, BA
Director of Publications

Eugene Swanstrom, DMin (MDiv '71, DMin '87)
Director of Placement

TBD
Director of Alumni and Parent Relations

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

Kelvin Tohme, BA
Director of Networking and Telecommunications

Ron Tollerud, BS
Director of Planned Giving

Evona VanGemeren, Diploma
Director of International Students Office

Willem A. VanGemeren, PhD
Director of the PhD/Theological Studies Program

Timothy J. Voss, MS (BA '73)
Director, School of Human Performance and Wellness

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

Gregory L. Waybright, PhD (MDiv '80)
President, Trinity International University

Dave P. Whited (MDiv '02)
Director of Chapel

Deborah Wiles, MA
Director of Academic Operations, South Florida Regional Center

Jared Wilhelm, MM
Senior Associate—Major Gifts

Joe Wyse (MA '97)
Executive Director, California Regional Center

Matthew Yoder (BA '94, MA '99)
Director of Undergraduate Admissions
The Faculty of Trinity Graduate School

The faculty of Trinity Graduate School draws upon the regular and adjunct faculty of the other schools of Trinity International University. University teaching faculty who regularly teach and work with the graduate school include the following:

The date that follows the listing of degrees indicates the beginning year of service at Trinity International University.

Peter T. Cha, PhD
Associate Professor of Practical Theology
BA, University of Chicago
MDiv, ThM, Trinity Evangelical Divinity School
PhD, Northwestern University
1997

Prior to joining the Trinity faculty, Dr. Cha served in a number of Korean immigrant churches, as well as in a multiethnic Asian American church as pastor. He also has many years of campus ministry experience with InterVarsity Christian Fellowship. He has contributed writings to *Following Jesus without Dishonoring Your Parents*, *Telling the Truth: Evangelizing Postmoderns*, and *Pilgrims and Missionaries from a Different Shore: Korean Americans’ Experience of Religion*.

Michael Cooper, PhD
Assistant Professor of Biblical Studies
BED, Texas A&M University
MA, Columbia Biblical Seminary and School of Missions
PhD, Trinity Evangelical Divinity School
2002

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

Dayna Fairman, PhD
Assistant Professor of Education
BA, Elon University
MEd, Arizona State University
PhD, University of Georgia
2004

Dr. Fairman has worked as a middle school teacher in North Carolina and Georgia. As a middle school teacher, she taught social studies, language arts, science, and reading. Her work at Arizona State University focused on English as a Second Language (ESL) and multicultural issues in education. Her dissertation focused on an idea of Christian service learning and how young adolescents view Christian service. Her most recent interests include educational philosophy, middle school philosophy, qualitative research, service learning, and Christian discipleship.
Stephen P. Greggo, PsyD
Associate Professor of Counseling Psychology
Chair of the Pastoral Counseling and Psychology Department, Divinity School
BA, State University of New York College at Oneonta
MA, Denver Seminary
PsyD, State University of New York College at Albany
1996

Dr. Greggo is a licensed psychologist and has a variety of ministry and counseling experiences. He recently served as Interim Director of the Trinity Counseling Center. His professional association with Christian Counseling Associates of New York has been ongoing for sixteen years. Recent publications and national presentations include the following titles: Autonomy, Attachment, and Adolescent-Parent Relational Strain in Christian Families; Practitioner Attitudes Regarding Managed Mental Health Care; Artistic Integration: Theological foundations for case-level integration in contemporary Christian counseling; When Science and Cyberspace Clash: Integrating Soul Care in Changing Delivery Systems; The Virtues of Talk Therapy for the Aging; Christian Therapists in Alphabet Soup: Essentials of Small Group Work; Software for Counselors; and Amazing Adolescents: Aliens, Adversaries, or Allies? This year Dr. Greggo served as a guest editor for an adolescent-themed edition of Marriage and Family: A Christian Journal. He has provided consultation support on Christian counseling to a seminary in the Czech Republic and taught counseling courses in Brazil and the Philippines.

Stephen Paul Kennedy, PhD
Associate Professor of Communication and Culture
BA, University of Southern California
MDiv, Talbot Theological Seminary
PhD, University of Southern California
2003

Dr. Kennedy was a Congressional Fellow in the United States Senate in 1986 and for the next three years was a speechwriter in the U.S. Department of Health and Human Services. He has taught at Georgetown University, Concordia University (Irvine), and Fuller Theological Seminary. He is also the Senior Research Fellow of the Foundation for Character Studies. Dr. Kennedy teaches at Trinity Graduate School in California.

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

Dr. Kennett has taught at all levels, from early childhood to graduate education. An educational anthropologist, she spent several years looking at the development of trust relationships in inner-city schools. Currently, she is studying the role of university-school partnerships in teacher education. Her primary interests include intercultural communication and diversity issues. She is an active member of the Council on Anthropology in Education and the American Educational Research Association. Dr. Kennett is the program director of the Master of Arts in Teaching and the Master of Education in Instructional Leadership.
John F. Kilner, PhD
Franklin and Dorothy Forman Chair of Christian Ethics and Theology, TEDS
Professor of Bioethics and Contemporary Culture
BA, Yale University
MDiv, Gordon-Conwell Theological Seminary
AM, PhD, Harvard University
1994

Dr. Kilner has served as a professor at Asbury Theological Seminary and at the University of Kentucky and as a senior associate at the Park Ridge Center. He is currently cochair of the healthcare ethics section of the Society of Christian Ethics. His books include Life on the Line; Who Lives? Who Dies?; Genetics, Stem Cell Research, and Cloning; Healthcare Ethics; End of Life Decisions; Suicide and Euthanasia; Reproductive Technology; and Does God Need Our Help? He has edited numerous resources, including several audio and video series, various Internet resources, and the books Bioethics and the Future of Medicine, Dignity and Dying, Genetic Ethics, The Changing Face of Health Care, The Reproduction Revolution, and Cutting-Edge Bioethics. Dr. Kilner is the director of Bioethics Programs (including the Master of Arts in Bioethics) at Trinity International University.

Robin J. Kohl, EdD
Assistant Professor of Education
REACH Education Academic Coordinator
BS, University of Illinois--Urbana-Champaign
MA, Wheaton College
EdD, Northern Illinois University
2002

Dr. Kohl’s previous educational experience includes stints as teacher, gifted program coordinator, principal, and consultant in both private and public schools. Her research interests are in gifted and international education and aesthetic response to literature. She is an active member of the National Association for Gifted Children and the Association for Christian Schools International.

C. Ben Mitchell, PhD
Associate Professor of Bioethics and Contemporary Culture
BS, Mississippi State University
MDiv, Southwestern Baptist Theological Seminary
PhD, University of Tennessee
1999

In addition to his teaching role at Trinity Evangelical Divinity School, Dr. Mitchell is director of the MA in Communication and Culture at Trinity Graduate School. He completed his clinical ethics rotations at the University of Tennessee Medical Center at Knoxville, Vanderbilt University, and the East Tennessee Regional Mental Health Institute. He completed the intensive in genetics for nonscientists at the Cold Spring Harbor Laboratories and has served as visiting scholar at Green College, the medical college at Oxford University. He is currently a member of the Templeton Oxford Summer Seminar at Wycliffe Hall, Oxford. Dr. Mitchell serves as editor of the journal Ethics and Medicine and is a fellow of the Wilberforce Forum and senior fellow of The Center for Bioethics and Human Dignity. He also serves as consultant on biomedical and life issues for the Ethics and Religious Liberty Commission of the Southern Baptist Convention. He has published widely in bioethics and contemporary culture and is frequently cited as an international expert on bioethics. He has been interviewed on major media outlets, including MSNBC, Fox News, Chicago Tonight, Kentucky Public Television, and National Public Radio. His editorial commentaries have appeared in major print media as well. Dr. Mitchell is the program director for the Master of Arts in Communication and Culture.
Harold A. Netland, PhD
Naomi A. Fausch Chair of Missions, Divinity School
Professor of Philosophy of Religion and Intercultural Studies
BA, Biola University
MA, PhD, Claremont Graduate School
1993

Prior to coming to Trinity, Dr. Netland served for a number of years on the faculty of Tokyo Christian University. He was also a missionary with the Evangelical Free Church of America in Japan for nine years. Among Dr. Netland’s numerous published works are the books *Dissonant Voices: Religious Pluralism and the Question of Truth* and *Encountering Religious Pluralism: The Challenge to Christian Faith and Mission.*

Grant R. Osborne, PhD
Professor of New Testament
BA, Fort Wayne Bible College
MA, Trinity Evangelical Divinity School
PhD, University of Aberdeen
1971

Dr. Osborne has taught at Winnipeg Theological Seminary and has pastored churches in Ohio and Illinois. He also has done postdoctoral research at the universities of Cambridge and Marburg. He has written *The Resurrection Narratives*, *The Hermeneutical Spiral: A Comprehensive Guide to Biblical Interpretation*, *Revelation* (BECNT), and *Romans* (IVPNTC). Such periodicals as *Christianity Today*, *Journal of the Evangelical Theological Society*, *Semeia*, and *Evangelical Quarterly* have printed his articles. He edited the IVP New Testament commentary series and the Life Application New Testament commentary series.

Miriam Stark Parent, PhD
Associate Professor of Pastoral Counseling Psychology
BA, The King’s College
MA, Liberty University
MA, Biola University
PhD, Rosemead Graduate School
1993

Dr. Parent taught in the graduate counseling program at Liberty University prior to coming to Trinity. She also worked full time as a clinical psychologist for several years prior to teaching. Currently she maintains a limited counseling and consulting practice. She has written for professional journals, as well as for magazines such as *Christian Counseling Today* and *Decision*. Most recently she has contributed chapters to edited volumes dealing with Christian Counseling and with Spiritual Formation. Dr. Parent is an active participant in numerous professional conferences and often speaks to church and women’s groups. Her areas of interest include spiritual formation issues, clinical diagnosis, and professional ethics, among others.
Elizabeth Y. Skjoldal, PhD  
Director of the Master of Arts in Counseling Psychology  
Associate Professor of Counseling Psychology  
BS, Florida Southern College  
MS, PhD, University of Miami  
1994

Dr. Skjoldal started at the Trinity International University South Florida Regional Center in 1994. Prior to assuming her position at the South Florida Regional Center, Dr. Skjoldal served as supervising psychologist at the University of Miami Medical Pain and Rehabilitation Center and at the Department of Behavioral Medical Scripps Memorial Hospital in La Jolla, California. She has lectured at a number of professional societies, including The Southern Pain Society and The American Pain Society. In addition to directing and teaching the master’s programs of Trinity Graduate School in South Florida, Dr. Skjoldal continues to counsel in private practice.

Tite Tiénou, PhD  
Senior Vice President of Education  
Academic Dean, Trinity Evangelical Divinity School  
Professor of Theology of Mission  
BS, Nyack College  
Maîtrise en Théologie, Faculté Libre de Théologie Evangélique, Vaux sur Seine, France  
MA, PhD, Fuller Theological Seminary  
1997

Dr. Tiénou has served as president and dean of Faculté de Théologie Evangélique de l’Alliance Chrétienne in Abidjan, Côte d’Ivoire, West Africa and has taught at the Alliance Theological Seminary in Nyack, New York. While pastor of a church in Bobo-Dioulasso, Burkina Faso, he founded and directed the Maranatha Institute. He is an active participant in numerous conferences and special lectureships and has contributed many articles to scholarly journals. He has authored *The Theological Task of the Church in Africa*.

Kevin J. Vanhoozer, PhD  
Research Professor of Systematic Theology  
BA, Westmont College  
MDiv, Westminster Theological Seminary  
PhD, Cambridge University, England  
1986

Prior to returning to Trinity, Dr. Vanhoozer was for eight years Senior Lecturer in Theology and Religious Studies at New College, University of Edinburgh, Scotland, where he also served as a member of the Panel on Doctrine in the Church of Scotland. He was the cochair for several years of the Systematic Theology group of the American Academy of Religion. He is the author of *Is There a Meaning in this Text?* and *First Theology: God, Scripture, and Hermeneutics*. His most recent publications are *The Cambridge Companion to Postmodern Theology*, for which he served as editor, as well as contributor of two chapters, and *The Drama of Doctrine: A Canonical-Linguistic Approach to Theology*. His current project is editing *The Dictionary for the Theological Interpretation of Scripture*.
Karen Wrobbel, MA  
Assistant Professor of Education  
BA, Biola University  
MA, Wheaton Graduate School  
EdD Candidate, University of Minnesota  
2003

Prior to joining the TIU faculty, Professor Wrobbel ministered for twenty-two years as a missionary educator with The Evangelical Alliance Mission (TEAM). She taught both elementary and secondary students at schools in Spain and Venezuela and was Assistant Head of the Evangelical Christian Academy for eight of those years. She also served as TEAM’s worldwide children’s education coordinator and continues to provide educational consultant services to mission agencies. Her areas of expertise and research interests include intercultural communication, languages and education, and the education of missionary kids (MKs). She is actively involved with the Association of Christian Schools International and regularly presents workshops at their international Christian education conferences. Professor Wrobbel’s articles have appeared in several publications, including Christian School Education and Evangelical Missions Quarterly, and she is a contributing editor to World Pulse.
Adjunct and Visiting Faculty

Karin Anderson  
Visiting Professor of Counseling Psychology (South Florida)  
BA, Trinity College  
MS, PhD candidate, Barry University

Richard L. Barr  
Adjunct Professor of Counseling Psychology (South Florida)  
BS, Pennsylvania State University  
MEd, University of Pittsburgh  
MA, Colorado Christian University  
EdD candidate, Nova Southeastern University

Charles Bilodeau  
Adjunct Professor of Education  
BS, Millikin University  
MSED, Northern Illinois University

Harold O. J. Brown  
Professor Emeritus of Biblical and Systematic Theology  
BA, Harvard College  
STB, ThM, Harvard Divinity School  
PhD, Harvard University

Nigel M. de S. Cameron  
Distinguished Professor of Theology and Culture  
BA, MA, Emmanuel College, University of Cambridge  
BD, PhD, New College, University of Edinburgh

William P. Cheshire  
Adjunct Professor of Bioethics  
AB, Princeton University  
MA, Trinity International University  
MD, West Virginia University  
Diplomate of American Board of Psychiatry and Neurology

Paige Cunningham  
Visiting Professor of Law and Bioethics  
BA, Taylor University  
MA, Trinity Graduate School  
JD, Northwestern University School of Law

John Dunlop  
Adjunct Professor of Bioethics  
BS, Wheaton College  
MA, Trinity Graduate School  
MD, Johns Hopkins University

Claretta Dupree  
Visiting Professor of Nursing Ethics  
RN, University of Tennessee  
MSN, University of Texas  
PhD, University of Wisconsin
John S. Feinberg  
Professor of Biblical and Systematic Theology  
BA, University of California, Los Angeles  
MDiv, Talbot Theological Seminary  
ThM, Trinity Evangelical Divinity School  
MA, PhD, University of Chicago

David B. Fletcher  
Adjunct Professor of Bioethics  
BA, Trinity College  
MA, Loyola University  
PhD, University of Illinois, Champaign

Haydee Fuentes  
Adjunct Professor of Counseling Psychology (South Florida)  
BA, Trinity College  
MA, Trinity International University

George Giacumakis  
Adjunct Professor of Communication and Culture (California)  
BA, Shelton College  
MA, PhD, Brandeis University

Rita Giebel  
Adjunct Professor of Law and Bioethics (California)  
BS, California State University, Sacramento  
Certificate, Intellectual Property, Summer Institute, Franklin Pierce Law Center  
MS, Molecular Biology, University of Maryland  
JD, Regent University School of Law

Judith M. Golz  
Visiting Professor of Psychology and Counseling  
BA, Wheaton College  
MA, PhD, New York University

Craig Hawkins  
Adjunct Professor of Communication and Culture (California)  
University of California, Irvine  
MA, Simon Greenleaf University  
MA, Trinity Graduate School

Julie Hayes  
Adjunct Professor of Education  
BS, MS, Northeastern Illinois University  
MA, Roosevelt University  
MA, EdS, University of South Florida  
EdD, Loyola University

James Hirsen  
Adjunct Professor of Law (California)  
BA, Northeastern Illinois University  
JD, Northrup University

Dennis P. Hollinger  
Visiting Professor of Bioethics  
BA, Elizabethtown College  
MDiv, Trinity Evangelical Divinity School  
MPhil, PhD, Drew University
Kevin P. Holsclaw, JD
Adjunct Professor of Law (California)
BA, Whittier College
MA, Trinity Graduate School
JD, Pepperdine Law School

Christopher Hook
Adjunct Professor of Bioethics
BA, Greenville College
MD, University of Illinois

Deanna James
Adjunct Professor of Biblical Studies
BA, Trinity College
MDiv, Trinity Evangelical Divinity School
DMin, McCormick Theological Seminary

Rick Langer
Adjunct Professor of Bioethics (California)
BS, Colorado State University
MA, University of California, Riverside
MDiv, Talbot Seminary
PhD, University of California

Daniel Larsen
Adjunct Professor of Education
BS, University of Minnesota
MA, Trinity Evangelical Divinity School

Jeff LePere
Adjunct Professor of Law and Human Rights (California)
BA, University of California at Irvine
MA, Simon Greenleaf University
JD, University of San Diego

Cynthia Macdonald
Adjunct Professor of Education
BA, Bates College
MA, Harvard University
MA, Northeastern University

Robert D. Orr
Visiting Professor of Clinical Ethics
BA, Houghton College
MD, McGill University

David Schiedermayer
Adjunct Professor of Bioethics
BA, St. Olaf College
MD, Medical College of Wisconsin

Todd Sikora
Adjunct Professor of Education
BA, Trinity College
MA, Northeastern Illinois University
Paula Suarez
Adjunct Professor of Counseling Psychology (South Florida)
BA, Adrian College
MA, Trinity International University
Graduate Admissions

“At Trinity I can study my faith and my culture without feeling the need to publicly veil my faith— it’s reassuring and challenging.”

Jason M. Miller (MA/CAC ’01), Gurnee, Illinois

Contact Information

Trinity Graduate School seeks applicants who are in sympathy with our Statement of Faith and desire graduate education within an evangelical Christian worldview. Admission to the graduate school is open to qualified persons of all denominations and fellowships, of any race, color, and national or ethnic origin, without regard to sex or handicap. For more information on admissions policies or procedures, please contact the location in which you are interested:

WRITE:

Graduate School Admissions, Trinity International University
2065 Half Day Road 111 NW 183d Street 2200 North Grand Ave
Deerfield IL 60015 Suite 500 Santa Ana CA 92705
Miami FL 33169

CALL:

847.317.6900 305.770.5111 714.836.7500
800.533.0975 800.395.0499

FAX:

847.317.8097 305.770.5280 714.796.7190

EMAIL:

tgsadm@tiu.edu tgsmiami@tiu.edu tls@tiu.edu

WEBSITE:

www.tiu.edu www.tiu.edu/sfc www.tls.edu

Admissions policies and procedures are subject to change without notice.

General Admission Requirements

Applicants should be aware that in the admissions review all components of the application packet are examined with no one component serving solely as a basis for admission or rejection of an application. Also note that individual programs may have additional admissions requirements described in the program prospectus in the catalog. Admission to the graduate school normally requires the following items:

- The completed Application Form.
- An official transcript indicating graduation with a baccalaureate degree or its equivalent from an accredited college or university, typically including at least 60 semester hours of liberal arts course work. Official transcripts must be submitted from schools attended since high school where more than three courses were taken and from all schools where prerequisite courses were completed. Applicants who attended secondary school (high school) outside the United States should submit those transcripts as well. Certified translations for non-English transcripts are required.
- A cumulative undergraduate grade point average of 3.0 or higher (on a 4.0 scale).
- Submission of scores from the Graduate Record Examination (GRE) verbal and analytical sections or the Miller Analogies Test (MAT). Test scores must be less than five years old.
• Letters of recommendation from (a) a pastor who knows the applicant, (b) a faculty member in a school where the applicant recently pursued academic studies (undergraduate or graduate), (c) an employer or other relevant individual.

• Proof of English competency for students for whom English is not the first language. Competency is normally measured by the Test of English as a Foreign Language (TOEFL). The minimum score required is 237 (computer test) or 580 (paper test), and scores submitted must be less than two years old. Waivers are not normally granted from this requirement. However, if a waiver is authorized, applicants then become subject to the same standardized testing requirements as their native English-speaking counterparts, required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Applicants should weigh this prospect carefully before requesting a waiver from the TOEFL. Waiver requests must be submitted in writing to the Director of Admissions at least three months (90 days) prior to the application deadline date in order to allow sufficient time for testing if the request is denied. Failure to submit qualifying test scores by application deadlines may result in outright denial of admission or postponement of application decision to a subsequent semester.

• Proof of Immunization. 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.

• Accepted students will receive further information and a proper form to be completed as part of the admissions process. Do not send immunization documentation before receiving the official form.

• Students who are taking less than six hours of credit or were born prior to 1957 are exempt from this law.

• Personal statements that include the following:
  1. A statement of the applicant’s past and present spiritual life. This may include one’s Christian conversion and other significant spiritual events and formative influences in one’s life (one or two pages).
  2. A statement outlining the applicant’s motivation to study at Trinity Graduate School, an evangelical Christian school, and one’s future goals (one or two pages).

• Submission of a $25 nonrefundable application fee.

Program Prerequisites
Each program will have required relevant prerequisites defined in at least one of the following categories: (a) undergraduate course work, (b) program oriented extensive or intensive experience, or (c) other (writing, etc.). Prospective students should note specific Program Prerequisites in the individual program prospectus and in the catalog.

Application Procedure
The back of this catalog contains instructions for the application process. A rolling admissions process is used for master’s program applicants; however, it is recommended that application be made six months in advance of the expected enrollment date, but certainly before the following deadlines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Admission Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 15</td>
<td>For fall semester admission</td>
</tr>
<tr>
<td>November 15</td>
<td>For spring semester admission</td>
</tr>
<tr>
<td>April 1</td>
<td>For summer term admission</td>
</tr>
</tbody>
</table>

Applications received after these deadlines may be subject to a $20 late application fee, and no applications will be considered for a given semester after the second week of that semester. (Note: Do not send the late application fee in with the application unless notified to do so.)

Upon admission to Trinity, a student should submit a tuition deposit to the Admissions Office to reserve his or her place in the school. This deposit is credited toward the first term’s tuition and is refundable. New students are encouraged to send in their deposit as soon as possible since class registration times are assigned based on the date the deposit is received. (See the Application Instructions at the end of this catalog for further information on refunds.)

Denied applicants may appeal in writing to the Admissions Committee no later than ninety days following the date of the Admissions Committee decision.
Additional Application Considerations for All International Applicants

Trinity welcomes students from all over the world to our campus; however, the added challenges for international students cannot be underestimated. In addition to the regular application process outlined above, international applicants must also consider the following four items: Pre-Application Information Form, Language Requirements, Financial Requirements, and Visa Requirements.

Pre-Application Information Form for International Applicants

This is a Trinity form that must be submitted prior to the actual application for admission. The Pre-Application Information Form provides the preliminary documentation necessary to demonstrate that prospective international students have identified their sources of funding for both education and living expenses while at Trinity, as required by the U.S. government. Applications for program admission will not be reviewed until the Pre-Application Information Form has been received and approved by Trinity. This begins the application process.

International applicants must demonstrate how all expenses related to education, travel, and living will be paid prior to issuing a student visa, according to U.S. law. International applicants may apply if they have a financial guarantor in the United States or if they have sufficient evidence from legitimate individuals or organizations that their expenses while attending Trinity can be met. Living expenses add more than $20,000 annually to the costs of education (tuition, fees, books).

International students on an F-1 visa are limited by immigration restrictions to on-campus employment of twenty hours per week during the term when classes are in session and forty hours per week between the terms. Such jobs provide only a small percentage of the funds needed for education and living expenses. Immigration laws prohibit student spouses on F-2 visas from working. International students should not anticipate funding their education through on-campus employment.

Subsequent to approval of the Pre-Application Information Form, the prospective student’s Application for Admission will be received and reviewed for admission to Trinity.

Language Requirements

In addition to the regular application materials, international applicants must submit scores from the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE), if English is not the applicant’s primary language of instruction. All Graduate School applicants must obtain a minimum TOEFL score of 237 (computer test) or 580 (paper test). Waivers from TOEFL, TWE, and TSE are not normally granted. If a waiver is granted, applicants are required to submit scores from the same standardized exam required for native English speakers (Graduate Record Exam [GRE] or Miller Analogies Test [MAT]). Waiver petitions must be submitted in writing to the Director of Admissions a minimum of ninety days prior to the application deadline date in order to allow sufficient time for testing in case the petition is denied. Failure to submit required TOEFL, TWE, and TSE scores may result in denial of admission or postponement of the application decision to a subsequent semester.

All applicants required to take the TOEFL must also complete the Trinity English Proficiency Exam during Orientation week upon arriving at Trinity. Those who demonstrate weak English skills on this Trinity exam are required to enroll their first semester in IG 410 Critical Reading and Writing Skills, which will further enhance a student’s English language proficiency for graduate studies.

Financial Requirements

After the Pre-Application Information Form has been received, the Application for Admission will be reviewed. If an international applicant is accepted, formal evidence must then be submitted through Trinity’s Certification of Finances (COF) form that adequate financial resources for both educational and living expenses has been identified by the applicant. The COF is sent to the international applicant with his or her letter of acceptance.

The Certification of Finances (COF) must identify monies readily available for the first year of study and document additional funding for the duration of the student’s program. Most international applicants, depending on anticipated living arrangements and the number of family members accompanying them to the United States, will need to identify available funds from US$25,000 to US$30,000 to satisfy this requirement.

At this time an accepted international applicant must also submit a US$2,000 tuition deposit (fully refundable) before the Certificate of Eligibility (I-20) for a student visa will be issued.
Visa Requirements
Trinity is authorized under U.S. law to enroll nonimmigrant alien students; however, these U.S. laws are becoming increasingly stringent. International students must enter the United States with an F-1 visa, which is granted by the U.S. government upon presentation of the Certificate of Eligibility (I-20) issued by Trinity. Applicants already in the United States in a visa category other than F-1 (including F-2, B-1 and B-2) may be admitted as Visiting Students and take one or two occasional classes for credit as long as the classes will not later be applied toward a degree program and the studies are not the primary purpose for being present in the U.S. Failure to observe this limitation will place one’s visa status in doubt and could jeopardize a student's ability to secure an F-1 visa in the future should their educational goals change.

A U.S. Immigration Certificate of Eligibility (I-20) will be issued by Trinity, enabling the international applicant to apply for an F-1 student visa, after the following have been met:

1. Applicant has demonstrated English language competence meeting or exceeding Trinity’s standards
2. Applicant has been admitted as a student
3. Applicant has demonstrated adequate financial resources through a Certification of Finances
4. Applicant has submitted a US$2,000 tuition deposit

In accordance with U.S. immigration law, Trinity does not allow nonimmigrant aliens to register as full-time or degree-seeking students without an F-1 visa. Permanent residents are exempt from these limitations, as are certain other visa statuses (i.e., R-1 or H1B). Further questions regarding visa status and eligibility to study at Trinity may be directed to Trinity’s Admissions Office on campus. It is the responsibility of the student to maintain legal immigration status.

Guidelines for Graduate Studies Preparation

Students who are still pursuing an undergraduate degree are encouraged to incorporate course work into their studies that will fulfill the following guidelines:

1. Students coming into Trinity Graduate School should typically have had at least 60 semester hours of liberal arts course work, including a broad undergraduate background in the humanities and the natural and social sciences.
2. Pregraduate studies should give evidence that the applicant have developed the ability to think independently and to communicate effectively. Application materials will be carefully evaluated for writing skills. If a weakness is discovered, the student may be required to take extra study in English composition.
3. The applicant should note carefully the prerequisite course requirements for each program and take as many of those courses as possible at the undergraduate level. In most cases, if a student is qualified for admission but lacks the necessary prerequisite course work, the deficiency can be removed through additional course work at Trinity International University.
4. Applicants are encouraged to become familiar with the content of the Bible, either through formal course work or personal study. If an applicant’s undergraduate program includes courses that parallel required courses in the Trinity curriculum, the applicant will be granted considerable flexibility in selecting advanced-level courses as substitutes for the required classes. Faculty advisors are able to assist in this process.

Admission Policies

Advanced Substitutes
Students who have taken undergraduate courses that are clearly parallel to required courses in their program at Trinity Graduate School may modify their program by way of Advanced Substitutes. This policy allows students to build on, rather than duplicate, studies that they have already completed. Advanced substitute courses are to be approved in advance by the Academic Dean’s Office.

Application for Readmission
There are certain situations in which students may need to submit a supplementary application.
• If they are accepted to Trinity Graduate School but do not enroll
• If they withdraw temporarily, officially or unofficially
• If they complete one degree and wish to pursue a second one

However, if more than two years lapse after original acceptance, withdrawal, or completion of their first program, students will be required to submit new application materials, including recommendations and personal statements. Students who are readmitted are subject to the requirements of the catalog that is current at the time they reenroll in course work.

Change of Enrollment Date
Students may find it necessary to change their anticipated enrollment date. If the new semester in which a student intends to enroll is within two years of the semester for which he or she was originally admitted, the change can be made routinely. If the new semester is more than two years from original admittance, a student will be required to submit new application materials.

Students who must change the date of enrollment, should notify the Admissions Office. The Admissions Office will notify them of any special instructions at the time of the change. These students will also need to contact the Housing and Financial Aid offices because the change may affect the availability of campus housing or financial aid. A student’s program of studies will be governed by the catalog that is current in the semester he or she enrolls.

Change of Program (COP)
It is possible that after enrollment a student will decide to pursue a different program. If students wish to make such a change, they should follow these guidelines:

1. Consult with members of the faculty or an Admissions Counselor before submitting an application for a change. It could be that a student’s present program is best or that there is another program that has not yet been examined.

2. Admission into one program is not a guarantee of admission into another program. Programs have varying admission requirements and students may not have the necessary requirements for the program they are considering. The current catalog for the admission requirements for the proposed new program should be consulted.

3. Before Admissions will consider application for a COP, students must complete at least one semester of studies at Trinity Graduate School (10 semester hours or more). Admissions will wait to make a decision until first semester grades are reported.

4. To change the program of study, students must submit a COP application with the appropriate signatures to the Admissions Office. Applications are available from the Admissions Office. A brief statement concerning reasons for wanting to make this change is also required.

5. A COP application may be submitted any time during the year. The official date of entry into a new program depends on the date of submission, rather than on when the Admissions Committee makes its decision. The deadline is the Friday of the fifth week of each semester. If the COP is submitted by this date, and the Admissions Committee approves it, admission into the new program will be made retroactive to the beginning of that semester. On the other hand, if the COP is submitted after the fifth week of a semester (or if all required credentials are not on file until after the fifth week), the applicant will automatically be considered for admission into the new program effective with the beginning of the next semester.

6. It is possible for students who change programs to retain their current faculty advisors. However, if there is a faculty member in the new department whom a student would like to have as advisor, it should be requested on the COP form. While such requests may not be possible to honor, they will certainly be given careful consideration.

7. If a COP is approved, the student will be subject to the catalog that is current at the time of initial enrollment in the new program, rather than the catalog that was in effect at the time of original enrollment at Trinity Graduate School. Failure to recognize this policy at the time of COP could result in needing to fulfill additional graduation requirements beyond those expected.

8. Students with questions about COP procedures, the advisability of certain programs for them, or their qualifications for a particular program or programs, should make an appointment to discuss their situation with an Admissions Counselor.

9. If a COP is not approved by the Admissions Committee, students may appeal the decision in writing to the Director of Admissions within ninety days after receiving notice of the Admissions Committee decision.
Interschool Transfers
Transfers between the various graduate-level schools of Trinity International University (i.e., from the graduate school to the divinity school) can be accomplished using the special Interschool Transfer Application available from the Admissions Office. Contact the Admissions Office for further information.

Student Classifications
Special Students
Special Students are not enrolled in a degree program but may register as full-time or part-time students for a maximum of 18 semester hours or three semesters, whichever is longer. To be admitted as a Special Student, a person must submit all the regular application materials and must have earned a minimum undergraduate cumulative grade point average of 3.0 (on a 4.0 scale).

A student may become a Special Student in the graduate school in one of two ways:

1. Simply apply for admission as a Special Student. Students do this (a) if they know they want a graduate education but are unsure which program would be best for them, or (b) if they have a specific degree program in mind but must first remove certain prerequisite deficiencies in order to qualify for it. Therefore, Special Student status allows the student to take some relevant course work while simultaneously satisfying the necessary prerequisites.

2. A student may apply for admission into a degree program, but the Admissions Committee may admit her or him as a Special Student. This means that she or he meets the general admission requirements but, for one or more reasons, cannot yet be admitted into her or his program of choice. Some of those reasons may include the following: lack of adequate prerequisite course work, lack of a score from a standardized admission test, weak academic background, stated goals that are inconsistent with the purposes of the program, indication of incompatibility with the personal character and lifestyle expectations of the campus community or with the desired program, or the conclusion by the Admissions Committee that another program may be more appropriate for the student.

A Special Student may register for any courses for which he or she meets the prerequisites as stated in the course description section of the catalog. He or she should consult with the faculty advisor regarding the best courses to take. If a Special Student wishes to take more than a total of 18 semester hours, he or she should either apply for a degree program or obtain special permission from the Admissions Committee for an extension. It is important to note that admission as a Special Student does not guarantee later admission to a degree program.

Visiting Students
If a person wishes to take courses for credit on a part-time basis but does not want to enroll in a degree program, he or she may submit a Visiting Student Application. In addition to the application form, he or she must submit a nonrefundable application fee of $25.00 and have an official transcript indicating that he or she holds a bachelor’s degree sent directly to our Admissions Office. Some students without a bachelor’s degree may enroll as Visiting Students. Please contact the Admissions Office for more information.

Auditors
If a person wants the opportunity to take one or more courses per semester but has no interest in earning graduate credit or a degree, he or she is invited to audit the classes of his or her choice. An auditor may usually participate in all class functions but will not be held accountable for tests or assignments, nor receive a grade or credit. To enroll as an auditor, a person simply comes to campus on the first day/night of class, registers, and pays the audit fee for each course. No application is required, and the person need not have completed a bachelor’s degree. The graduate school, however, reserves the right to limit the number of auditors in any class, and some classes may be closed to auditors. Students in the Master of Arts in Teaching should note that, in some cases, auditors will be required to participate in classes and prepare all assignments and tests. This difference is due both to the cohort nature of the program and the need to satisfy teaching certification requirements.

Transfer Credit
Students may receive credit for studies taken at fully accredited graduate-level institutions when such work parallels courses listed in our catalog and after successful completion of a full semester of academic work at Trinity Graduate School. Official transcripts of previous work showing satisfactory grades in the courses must be submitted for consideration.

Transfer credit is not given for undergraduate studies and is usually not granted for course work taken at nonaccredited graduate schools. Also, graduate-level course work that has been applied toward an undergraduate degree cannot be allowed as transfer credit toward a Trinity Graduate School degree. To be considered for transfer credit, the course grade must normally be a “B-” or better from an accredited graduate-level program.
Because of the cohort nature of the Master of Arts in Teaching and the Master of Education in Instructional Leadership, students who have previously taken required courses at the graduate level may be required to audit those courses in their Trinity program.

Maximum transfer credits allowed for each program are based on the program’s residency requirement.

For the Master of Arts programs in Bioethics and in Communication and Culture, 24 hours must be taken through TIU course work, of which a minimum of 3 hours must be taken at the Deerfield Campus. A maximum of 6 hours may be considered for transfer credit.

For the Master of Arts in Counseling Psychology program, a maximum of 24 hours may be considered for transfer credit of which only 12 hours of the concentration may be transferred.

Students in the MA/T and MEd/L programs are required to complete all required courses either for credit or by audit through Trinity Graduate School.

Regardless of the amount of course work that a student may have taken elsewhere, he or she must fulfill the minimum residency requirement for his or her program at Trinity Graduate School.

If a master’s degree has been completed at another institution, possible transfer credit will be limited to a maximum of 50 percent of the total credits required for the shorter degree.

If a student wishes to receive transfer credit for work done at another accredited graduate school, an official transcript from that graduate institution must be filed for evaluation, along with the “Transfer Credit Request” form to the Trinity University Records Office. (Note: The “Transfer Credit Request” form is available for download from the Trinity Internet site at the following web address: www.tiu.edu/univrecords/tgsformsdescripts.htm.)

The Records Office will evaluate transfer course work under the direction of the TGS Associate Academic Dean. Transfer of credit is not automatic; it is considered only when requested.
Finances for the MA/BIO, MA/CAC, and MA/CP Programs

“The reason I chose Trinity and the reason I’d choose it again is that Trinity is providing me with a sound education biblically and clinically—professionally for the field that I’m in—and that encompasses the fact that the professors are concerned for our maturity in our faith as well as in our careers.”

Whitney Lynn Wagner Krug (MA/CP ’01), Vernon Hills, Illinois

Tuition for MA/CP Programs—
South Florida Regional Center

Tuition for Master’s Credit

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (9-17 hours), per semester</td>
<td>$4,192.00</td>
</tr>
<tr>
<td>Overload fee, per hour over 17</td>
<td>$236.00</td>
</tr>
<tr>
<td>Part-time (1-8 hours), per hour</td>
<td>473.00</td>
</tr>
</tbody>
</table>

Tuition for those in full-time ministry

<table>
<thead>
<tr>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discount per credit hour</td>
</tr>
<tr>
<td>Up to a maximum of</td>
</tr>
</tbody>
</table>

Tuition for MA/BIO and MA/CAC Programs—
California Regional Center

Tuition for Master’s Credit

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$419.00</td>
</tr>
<tr>
<td>Audit fee per course</td>
<td>$195.00</td>
</tr>
</tbody>
</table>

Tuition and Other Expenses for MA/BIO and MA/CAC Programs—
Deerfield Campus

Tuition for Master’s Credit

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (10-17 hours), per semester</td>
<td>$6,063.00</td>
</tr>
<tr>
<td>Overload fee, per hour over 17</td>
<td>$303.00</td>
</tr>
<tr>
<td>Part-time (1-9 hours), per hour</td>
<td>$606.00</td>
</tr>
</tbody>
</table>

For students in full-time ministry carrying no more than 8 hours (see “Full-time Ministry Rebate” on page 51 for explanation and requirements):

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>First course, per hour</td>
<td>25% discount</td>
</tr>
<tr>
<td>Second course, per hour</td>
<td>Full rate</td>
</tr>
</tbody>
</table>

Summer 2005 Tuition Rates

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Level</td>
<td>$545.00 per credit hour (no flat tuition rate for full-time students)</td>
</tr>
</tbody>
</table>

Advanced Standing Exam
The charge is $25.00 per exam.

Audit Fees

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (10 credit hours or greater)</td>
<td>No charge</td>
</tr>
<tr>
<td>Part-time students (below 10 credit hours), per hour</td>
<td>$60.00</td>
</tr>
</tbody>
</table>
Comprehensive Fee
Comprehensive Fees provide access to various noninstructional services of Trinity, such as student publications, community life opportunities, student organizations/leadership development, and technological advances.

Full-time students (10 hours or greater) $75.00
Part-time students (5-9 hours) $38.00

Continuation Fees
Continuation fees* serve the following purposes:
1. To protect the title of the student’s thesis or project
2. To provide for access to faculty members
3. To allow for use of the library

*MA/T and MEd/L students are not subject to continuation fees.

Master’s-level students, first two years, per semester $302.00
Master’s-level students, after two years, per semester $585.00

Once students are within 6 hours of completing a degree, they need to register for continuation for every semester during which they are not enrolled in course work.

Graduation
Graduation fee for master’s students: $75.00

Health Insurance
The University offers a health insurance plan for students. International students are required to have health insurance for themselves and their families, and must provide proof of coverage before registering.

International Student Service Fee
International Student Service Fees provide professional counsel and services, transition assistance, and special community life opportunities for international students. This fee is in addition to the Comprehensive Fee.

Full-time (F-1) (10 hours or greater) $50.00
Part-time (F-1) (5-9 hours) $25.00

Parking
Parking fees are charged to all students who are registered for daytime classes and who drive a car onto campus.

Dorm resident
one car—$20.00
additional car—$20.00

Apartment resident
one car—$20.00
additional car—$20.00

Commuter
one car—$20.00
additional car—$5.00

Registration Fees

Late Registration:
The late registration fee is assessed to students who register during the Late Registration period. The fee assessment is nonrefundable: $60.00

Cancellation of Registration:
This fee is charged to students who cancel their registration for the upcoming semester without giving fourteen days notice prior to the beginning of the semester: $25.00

Change in Registration:
After the week of scheduled registration period: $5.00 per change
Room and Board Charges
Residence Hall Charges (includes voice mail service)
- Quadrangle Double, per semester: $1,110.00
- Quadrangle Single, per semester: $1,255.00
- Quadrangle Private Double, per semester: $1,575.00
- Owens Single, per semester: $2,140.00

The Quadrangle building does not have a kitchen facility. Therefore, Quadrangle residents are required to purchase a Residential meal plan each semester. Owens residents share a kitchen facility and are not required to purchase a meal plan.

Monthly Rental Rates for On-campus Apartments (includes voice mail service)
- Efficiency: $530.00
- One bedroom: $730.00-740.00
- Two bedroom: $780.00-910.00
- Three bedroom: $1,045.00

Contact the Housing Office for further details at 847.317.7135.

Board Charges
- Residential Unlimited Access Meal Plan, per semester: $1,445.00
- Residential Block 210 Meal Plan, per semester: $1,445.00
- Residential Block 125 Meal Plan, per semester: $835.00
- Additional Residential Block Meals (20): $75.00
- Commuter Block 10 Meal Plan: $55.00

The Commuter Block 10 Meal Plan is available to students who live in the Owens Residence Hall, in the On-campus Apartments, or off campus.

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

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

Failure to Meet Payment Obligations
This fine is assessed to students who fail to meet their payment obligations with the Student Accounting Office by the end of the Late Registration deadline. This fine assessment is nonrefundable: $120.00

Late Payment Fine
The late payment fine is for any TAPP payments received more than five days late: $40.00

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

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

Thesis Binding
Thesis binding fee for master’s students: $55.00

Transcripts
Official transcript (sent out within 10 business days upon arrival of request): No charge
Fee for rush handling (within 3 business days): $10.00

Transcripts (including rush orders) will be sent via U.S. Mail. If other service is requested (e.g., FedEx, UPS) there will be an additional charge to cover the cost of that service.

Trinity reserves the right to modify all charges without notice.
Financial Assistance

Financial Aid Information
For priority consideration, students must return a completed financial aid application to the Financial Aid Office by April 1 for the fall semester of the following academic year. Aid applications for students matriculating in the spring semester must be received no later than September 15. After this time, financial aid will be processed on a first-come, first-served basis, as funds permit. Information concerning the various grants and scholarships offered by Trinity, including the application and necessary forms, can be found in the financial aid application booklet. To receive a current copy of this information, please contact the Financial Aid Office at 847.317.8060, or visit our website at www.tiu.edu/graduate_fin_aid.

Students interested in pursuing federal Stafford loans, Perkins loans, or Work-Study, should contact the Financial Aid Office for a Free Application for Federal Student Aid (FAFSA) or submit it online at www.fafsa.ed.gov.

Eligibility
All scholarship opportunities require full-time attendance (10 or more credit hours) and are designed specifically for graduate school students pursuing a master’s degree on the Deerfield Campus.

Students enrolled in internship or student teaching may be deemed full time for loan deferment purposes only as reported by Trinity to the National Student Loan Clearinghouse. These students will be eligible for Trinity financial aid only if they are paying for 10 credit hours and eligible for federal student loans only if they are paying for at least 5 credit hours.

Visiting, special, and extension-site students are not eligible for scholarships or federal loans.

Campus and parachurch ministry staff whose organizations have agreements with Trinity may choose between their program and those outlined here (whichever best suits their needs).

No awards will be issued prior to an offer of admission.

Renewability
Recipients of grants and scholarships must reapply unless the scholarship is designated as “nonrenewable” or “renewable without reapplication.”

Availability of Scholarships and Loans
All scholarships and grants are awarded on a yearly basis. Recipients of grants and scholarships must reapply annually. Students attending for one semester of an academic year will receive half of the yearly amount of the scholarship or grant awarded. The availability of all grants and scholarships are determined as funds permit. Since all scholarships and grants are awarded on a yearly (not semester) basis, the availability of assistance for students matriculating in the spring is limited.

All loans are also awarded on a yearly basis. Therefore, applicants attending for one semester will receive half of the yearly loan amount eligibility. Loans for students who are attending part time (5-9 hours) will be prorated based on hours taken.

Satisfactory Academic Progress
Any TEDS/TGS student receiving Title IV Financial Aid or any Institutional Aid must maintain a certain minimum cumulative grade point average (GPA) and must satisfactorily complete a minimum number of semester hours per academic year to be considered making satisfactory academic progress.

Cumulative GPA
All students must maintain a cumulative GPA of at least 2.0 on a 4.0 scale.

Grades
To be considered as satisfactorily completed master’s-level courses must be posted with an earned grade of “D-” or above. Courses that are attempted but not completed and withdrawals are not considered satisfactorily completed.

Annual Hour Requirements
All students must complete a minimum number of semester hours per academic year to be considered making satisfactory academic process. All master’s degree students must successfully complete a minimum of 10 semester hours per academic year.

Probation and Noneligibility
When a student fails to meet any of the above annual satisfactory progress minimum requirements, he or she will be placed on Financial Aid probation for one year. If within the probation year the student fails to improve his or her GPA and/or hours to the minimal requirements, he or she will not be eligible for financial aid in the following
academic year. After the probation year, if the student has fulfilled the required minimum standards, he or she will be removed from Financial Aid Probation.

Reinstatement of Financial Aid
To regain eligibility for Financial Aid, a student may take courses at their own expense in order to raise their cumulative GPA and hours to the required minimum standards. By doing so, the student will be eligible for Financial Aid in the following academic year.

Grants and Scholarships

African American/Hispanic Grant: These grants to African American and Hispanic students vary in amount and are renewable annually (for up to three years depending on academic program) with a minimum TEDS/TGS GPA of 2.5. The student must be a U.S. citizen. Please contact the Financial Aid Office at 847.317.8060 for an application.

Alan and Susan Ruud Scholarships and Fellowships: These are awards based on academic merit and strategic leadership potential in the evangelical community. Award amounts range from $2,500 to $5,500 annually and are renewable annually (for up to three years depending on academic program) as funds permit. In order to be considered for this award, you must have a minimum GPA of 3.5.

Church Match Grant: Trinity will match a donation from a particular church or churches targeted to a particular student—up to $2,000 for EFCA ordained ministers or missionaries; up to $1,500 for Trinity alumni and members in good standing of Evangelical Free Churches; and up to $1,000 for all other applicants per academic year (summers not included) on a dollar-for-dollar basis. Students who are attending one semester will be eligible for half of these amounts. In order to be eligible for this grant, we must receive the form (available in the financial aid application booklet) and check by April 1. For students who are matriculating in the spring semester, this form and the check must be received by September 15th.

Dean’s Scholarship: For new students, eligibility is based on an evaluation of the GPA from the most recent degree completed. Scholarships are awarded on the basis of financial need combined with a GPA of 3.5 or higher; therefore we recommend completing the FAFSA, which may increase your chances of receiving this scholarship. The maximum annual award is $2,500. For continuing students, eligibility is based on academic performance while at Trinity. Students must achieve and maintain a cumulative TEDS/TGS GPA of 3.5 or higher to renew the award. Previous part-time students who have completed 10 credit hours of TEDS/TGS course work and decide to enroll full time for the upcoming academic year may be eligible for consideration.

International Student Grant: International students who are not U.S. citizens are considered for this award. This grant is based on a combination of academic merit and financial need and is available during the second and third years of study only. This award may be combined with all other programs for which the student may be eligible. If interested, please contact the International Student Office at 847.317.4063 for an application.

Leaders In Ministry Program Grant: These are leadership-based awards available for students who are currently serving in a significant leadership role in a local church. Grants will be awarded on the basis of recommendation and need; they range from $250 to $2,000 annually. Applicants should have their pastor submit a letter of recommendation discussing their current leadership responsibilities in ministry and why they should receive this grant.

Norman Kendall International Ministry Loan/Scholarship: This award is a loan/scholarship for students intending to serve with Conservative Baptist International (CBI). The maximum award is $2,000 per year, awarded to an unlimited number of students each year. This is a loan/scholarship agreement: repayment begins after graduation or when the student enrolls in 5 or fewer credit hours in any one semester (summer sessions not included). One-quarter of the loan will be forgiven for each year that the recipient serves with CBI. For detailed information on CBI, call 1.800.ITS 4 CBI, or find it on the web at http://www.cbi.org.

Trinity Church Partnership Grant: New students who are currently attending any church may be eligible for this grant if their church has financially partnered with Trinity. To receive the grant, students must be “approved” by the pastor as a regular attendee of the sending church. Application forms are available from the Financial Aid Office and must be submitted by April 1 to be guaranteed eligibility for the fall semester and by November 1 for the spring semester. Only new students are eligible for this award. Contact the Financial Aid Office for a current list of eligible churches and grants. Award amounts vary from $1,000 to $2,000.

Trinity Transition Grant: Trinity will provide a grant of $250 to all scheduled and approved Admissions visitors. Trinity will provide a grant of $500 to all registered participants of Taste of Trinity. This grant will be awarded to students who enroll on the Deerfield Campus in a graduate-level program. Please contact the Trinity Admissions Office for further details.
Master’s Program Endowed and Donor-based Scholarships

**The Chan Scholarship:** This award is provided to a full-time Chinese or Chinese/American student preparing to minister to the Asian community either in the U.S. or abroad. Once a recipient has been chosen, it is intended that the student receive this scholarship until graduation.

**Colene & Will Norton Scholarship:** This is an annual award of $550 established to honor former Trinity President Will Norton and his wife, Colene. This scholarship is for one student working to obtain a degree in missions and is renewable without reapplication. Women are highly encouraged to apply.

**Cornerstone Community Church Scholarship:** This renewable scholarship is awarded to an international student who has significant financial need and is interested in forming a relationship with the church.

**Evangelical Free International Scholarship:** This endowed scholarship was established to aid international students who attend North Suburban Evangelical Free Church. Students must be committed to returning to their home country for ministry after graduation. This is one scholarship of $1,000 and is renewable without reapplication.

**Heavenly Treasure Scholarship:** Two scholarships of $5,000 each are awarded to Asian students who intend to minister in their home countries after graduation. This award is renewable without reapplication.

**Irving Youngquist Scholarship:** This scholarship of $685 is awarded to one TEDS/TGS student who is seeking to either pastor or work in a parachurch organization in the U.S. after graduation.

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

**Mulford/Green Scholarship:** This scholarship is awarded to any student with an Evangelical Free Church background who clearly intends to pursue ministry in his or her country after graduation.

**The Olivet Scholarship:** This endowed scholarship of $550 is awarded to one student per year who is preparing to be a pastor or missionary. This scholarship is renewable without reapplication.

**Village Church of Gurnee Scholarship:** This renewable scholarship is given to a full-time student who intends to go into full-time missions. The church may nominate the recipient.

**Wayzata Evangelical Free Church Scholarship:** This is one $2,400 scholarship awarded to one international student from the 10/40 Window who is seeking to return to his or her home country for ministry after graduation. This scholarship is renewable without reapplication.

**Norman Kendall International Ministry Loan/Scholarship:** Norman Kendall was an estimator and draftsman for the U.S. Gypsum Co. in downtown Chicago. He was a layman in the church and for many years sponsored a junior-age Sunday night youth ministry. Many of those touched by his ministry, both students and helpers, have gone into ministry. This award is a loan/scholarship for students intending to serve with Conservative Baptist International (CBI). The maximum award is $2,000 per year, is renewable, and is awarded to an unlimited number of students each year. This is a loan/scholarship agreement: repayment begins after graduation or when the student enrolls in 5 or fewer credit hours in any one semester (summer sessions not included). One quarter of the loan will be forgiven for each year that the recipient serves with CBI. For detailed information on CBI, call 1.800.ITS 4 CBI, or find them on the web at [http://www.cbi.org](http://www.cbi.org).

**Loans**

**Federal Perkins Loan:** This federal program provides limited funds at a low interest rate and delayed repayment schedule to eligible students who are U.S. citizens. Such loans are to be used for direct school expenses. The interest and principal repayments are deferred as long as the student remains on at least half-time status in an approved program. A completed FAFSA is required to determine eligibility.

**Federal Stafford Loan:** The Stafford Loan program provides low-interest loans to students. As with the Perkins Loan, interest and principal repayments of a Subsidized Stafford Loan are deferred as long as the student continues to study in at least half-time status in an approved program. Loan applications may be obtained from the Financial Aid Office. A completed FAFSA is required to determine eligibility.

Trinity reserves the right to modify all financial policies without notice.
Tuition Rebate Benefit Programs

Ministry benefit/rebates are not retroactive and will be granted only in the semester during which a student is enrolled in classes. Contact the Financial Aid Office for detailed information on the following programs. All rebate forms for fall enrollment are due by April 1.

Full-time Ministry Rebate
Students who are currently serving in full-time ministry and are interested in studying at Trinity on a part-time basis while continuing to serve in that ministry may be eligible for a partial tuition discount. Full-time ministry status includes fulfilling both of the following requirements:

1. The student is engaged full-time in ministry while taking courses (as opposed to being on educational leave).
2. A student’s entire salary is paid through voluntary contributions to a church, parachurch, or missions organization, or the student must be a full-time employee of a Christian school.

Deerfield Campus
If a student qualifies, he or she may be eligible to receive a 25 percent discount on one course for each semester in which 8 hours or less are taken. An application form for this rebate must be completed for every semester to which the rebate applies. A current letter from an officer of the church or organization verifying the above information is also required each semester to which the rebate applies.

South Florida Campus
For additional qualification requirements, inquire within the Financial Aid Office.

EFCA Pastor’s Rebate
Licensed or ordained full-time pastors serving in an EFCA church may be eligible for a 50 percent tuition discount on one course per semester while taking 8 hours or less. This may not be combined with the 25 percent Full-time Ministry Rebate. An application form for this rebate must be completed for every semester to which the rebate applies. A current letter from an officer of the church or organization verifying the student’s employment is also required each semester to which the rebate applies.

Campus Minister’s Rebate
Students who are on the full-time or part-time staff of a campus ministry, such as InterVarsity Christian Fellowship, Navigators, Campus Crusade for Christ, or Young Life may be eligible for a special 50 percent tuition reduction plan. Under this plan the student would complete the program through summer studies or a leave of absence from ministry. The 50 percent tuition discount is applicable only if the student is a master’s degree student during summer studies. Students who are enrolled during the fall and spring semesters are ineligible for this rebate.

Credit Hour Spouse Rebate
Spouses of full-time students may be eligible to receive a 50 percent reduction in tuition charges for master’s-level courses when taking course work during the same semester. If both spouses are full-time students, only one may receive the benefit. The spouse who receives the benefit is not eligible for any other Trinity aid, rebates, or tuition waivers. The spouse who does not receive the benefit is eligible to apply for all other forms of Trinity financial aid; however, he or she will not be eligible for any type of full tuition waiver. Certain additional restrictions do apply in specific situations.

Audit Hour Spouse Rebate
The spouse of a full-time master’s student may audit free of charge the same number of units that the student takes for credit in a given semester. Please note that the spouse who is receiving this benefit is not eligible for any other grants or tuition benefits from Trinity. The application form for this rebate must be completed each semester at the time of registration.

Employee Tuition Waiver
Full-time employees and spouses of full-time employees receive a tuition waiver. The rebate amount increases with years of service to the school. For more information about available positions and program details, please contact the Human Resources Office at 847.317.7138.

Cross-Registration Rebate
Full-time graduate students may register for one undergraduate course per semester free of charge (up to 4 hours) at Trinity College. Undergraduate deficiencies may be met this way. Certain restrictions apply. Students must meet the qualifications as listed in the “Cross-Registration into Trinity College” form, which must be filed in the Records
Office prior to registering for the course. Go to www.tiu.edu/univrecords and look in “Forms Online” for the graduate school or contact the Records Office (847.317.8050) for more information.

**Trinity College Graduate Rebate**
Students who have graduated from Trinity College (Deerfield or Miami, including REACH and EXCEL) and who are enrolled at TEDS or TGS (Deerfield Campus only) may be eligible to receive a 10 percent discount on tuition per semester. This rebate applies to only one master’s-level degree. In order to receive this rebate, a form must be filled out with the signature of the University Registrar. This form must be submitted to the Financial Aid Office, and the discount must be requested each semester in which courses are taken.

**Internship Rebate**
Students who are serving in a full-time internship and who are taking 8 hours or less are eligible to receive a rebate of 25 percent off one course. This course must be taken in addition to the internship credits. A form must be filled out with the signature of the Internship Office and must be submitted to Financial Aid.

**Campus Crusade for Christ Rebate**
Full or part-time staff members of Campus Crusade for Christ are eligible for a discounted tuition rate on masters level courses of $250.00 per hour (no matter how many hours are taken). Employment at CCC must be verified in writing each semester. Students receiving this rebate are not eligible to receive any other scholarships, grants, rebates, and/or tuition waivers from Trinity.

**Veteran’s Benefits**

**Transfer Credits**
All veteran’s benefits recipients must report all prior education and training. The University will evaluate such training and grant appropriate credit, with training time and tuition reduced proportionately and with the USDVA and student so notified.

**Academic Probation and Dismissal**
VA Education Benefits Recipients: An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a VA student who has not maintained a 3.0 grade point average at the end of any grading period will be placed on academic probation for a maximum of two consecutive semesters. If the VA student has not raised his or her grade point average at that time, VA will be notified and all benefits will be terminated. Note: the satisfactory progress and academic enrollment at Trinity International University is dependent on the University standards, not the standards of the Veteran’s Administration. While the above statement applies to funding from the VA, it does not apply to the academic standards of Trinity International University. Additional requirements for Veteran’s Administration students regarding academic progress will be communicated in writing to the student VA recipients each academic year.

**Veterans Policy Statement**
Evaluation of previous education/training will be conducted in compliance with the Code of Federal Regulations 21.4254(c)(4).

Trinity Graduate School will conduct an evaluation of previous education and training, grant appropriate credit, shorten the veteran or eligible person’s duration of the course proportionately, and notify the Department of Veteran’s Affairs and the student accordingly.

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

**Tuition Payment Policies**

Shortly after notification of admission, the student will be required to submit a tuition deposit, which will be applied as a credit to the student account during the first semester of attendance.

**Payment Options**

**Returning Students:** All students are expected to pay their bill in full or make their first payment on the Trinity Alternative Payment Plan (TAPP) by August 1 for fall and December 15 for spring. **Any student who is not financially clear by the designated deadline will be dropped from his or her classes.** These students will be required to reregister and pay the Late Registration Fee of $60.00 if he or she wishes to reenroll. If a student is not financially clear by the Late Registration deadline, a fine of $120.00 will be charged to the student’s account.
New Students: All new students are expected to pay their bill in full or make their first payment on the Trinity Alternative Payment Plan (TAPP) on or before the New Student Registration day. If a student is not financially clear by the Late Registration deadline, a fine of $120.00 will be charged to the student’s account.

Trinity Alternative Payment Plan (TAPP)
Students may pay the total semester costs in equal monthly payments. New students have the ability to set up a three- or four-month payment plan, depending on the receipt of all required information. Returning students who registered prior to Late Registration have the option of the four-month payment plan.

The four-month plan is possible for New Students if all required information is processed (course registration, completed billing information, any housing assignment, and a signed financial aid award letter) and the first payment with the signed payment plan is received by August 1 for the fall and December 15 for the spring. If payment is not possible by August 1 or December 15, first payment on a three-month plan is due at New Student Registration (a schedule at Orientation will give time and day).

If you choose, Student Accounting can automatically charge your credit card at the appropriate time each month. This option is available on the payment plan form. Please let us know if this is something that might interest you.

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

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

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

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

The current semester’s bill must be paid in full or be up-to-date on a traditional TAPP in order to register for the next semester.

All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University. Candidates for graduation will not receive a diploma until all obligations to Trinity have been paid in full.

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

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

The TAPP plan is not available during the summer months.

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

Through the
1st week of classes 90%
3rd week of classes 80%
4th week of classes 70%
6th week of classes 60%
8th week of classes 50%
9th week of classes 40%
After the 9th week of classes 0%

The refund schedule for partial withdrawals is listed below under “Dropping Courses.”
Refund Policy for Title IV Funds
If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV federal financial aid is to be returned. Refunds of Title IV monies are calculated according to federal regulations. If a student has attended Trinity before, a standard calculation based on the institutional refund policy will be used to determine the amount of Title IV funds to be returned. This calculation will be used through the established period of institutional refund. If this calculation indicates that monies should be returned, a specific order of refund has been established by the federal government:

1. To outstanding balances on FFELP loans (Federal Supplemental Loans for Students, Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan)
2. To the Federal Perkins loan
3. To other Title IV assistance
4. To other federal, state, private, or institutional aid
5. To the student

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

Dropping Courses
Students who drop courses will be refunded tuition and fees, including audits, according to the following refund schedule. This includes students whose course load is more than 17 hours and who then drop to 10-17 hours, students whose course load is 10-17 hours who drop to less than 10 hours, and part-time students who drop any courses. Students who drop Quad B courses will be refunded according to this same schedule, beginning the first week of Quad B classes.

<table>
<thead>
<tr>
<th>Through the 2nd week of classes</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the 2nd week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

Before changing from full-time to part-time status, students should contact the Financial Aid Office (847.317.8060) to determine the effect on aid (all institutional financial aid requires full-time status). Students who find that they need to reduce their academic load below full-time status or part-time students who drop courses will be refunded tuition (credits and audits) and fees according to the refund schedule listed above.

Tuition and Housing Deposits
Refunds of tuition and housing deposits made by new students are granted only if written notification of intention to cancel enrollment is received by the Admissions Office or Housing Office at least thirty days prior to the anticipated date of enrollment.

Trinity reserves the right to modify all financial policies without notice.
Finances for the MA/T and MEd/L Programs

“Trinity Graduate School seeks to train Christian leaders for the 21st century who will influence their professions, their culture, and world for the cause of Christ.”

Dr. Jeanette Hsieh, executive vice president, Trinity International University

Tuition and Other Expenses for MA/T and MEd/L Programs—Deerfield Campus

Tuition for Master's Credit
Full-time (10 or more hours), per credit hour $520.00
Part-time (1-9 hours), per credit hour $520.00
The tuition rate per credit hour is guaranteed for the time a student is consecutively enrolled in courses for the MA/T or MEd/L Programs.

Audit Fees
Full-time (10 or more hours), per hour $60.00
Part-time (1-9 hours), per hour $60.00

Course Fees
Computer Course Fees
ED 510 Educational Technology $25.00
EDL 510 Understanding and Using Technology $25.00

Other Course Fees
EDL 520 Improving Instruction: Self-Reflection and Assessment
Fee for visiting (nondegree) students only $50.00

Graduation
Graduation fee: $75.00

Health Insurance
The University offers a health insurance plan for students. International students are required to have health insurance for themselves and their families and must provide proof of coverage before registering.

Student Account Payment Charges
Deferment Fee
Students will be charged a deferment fee of 1 percent per month for any outstanding balance on their student account.

Late Payment Fine
The late payment fine is for any TAPP payment received more than five days late: $40.00

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

Thesis Binding
Thesis binding fee: $55.00
Transcripts
Official Transcript (sent out within ten business days upon arrival of request): No charge
Fee for rush handling (within three business days): $10.00

Transcripts (including rush orders) will be sent via U.S. Mail. If other service is requested (e.g., FedEx, UPS), there will be an additional charge to cover the cost of that service.

Trinity reserves the right to modify all charges without notice.

Financial Assistance

Federal Financial Aid
Trinity International University participates in the Title IV federal financial aid program. Under this program, MA/T or MEd/L students are able to apply for federal Stafford loans. Stafford loans are low-interest student loans designed to assist students in their education. The loans may be used for the cost of tuition, living expenses, books, and supplies, as well as other school-related expenses. There are two types of federal Stafford loans: Federal Subsidized Stafford Loan, and Federal Unsubsidized Stafford Loan.

Federal Subsidized Stafford Loan
Interest and payment of a subsidized Stafford loan begins six months after the student is no longer enrolled half time (5 credit hours). Interest does not accrue during the time the student is enrolled at least half time. During repayment, the interest rate varies annually with a maximum rate of 8.25 percent. While in repayment, the interest on these loans may be tax deductible. Check with a tax accountant or the IRS.

Federal Unsubsidized Stafford Loan
Payment of an unsubsidized Stafford loan begins six months after the student is no longer enrolled half time (5 credit hours). Interest does accrue during the time the student is enrolled at least half time. During repayment, the interest rate varies annually with a maximum rate of 8.25 percent. The interest on these loans may be tax deductible. Check with a tax accountant or the IRS.

Applying for Federal Financial Aid
Students apply for federal Stafford loans by completing the Free Application for Federal Student Aid (FAFSA) each academic school year. Applications may be submitted online at www.fafsa.ed.gov. Paper applications are also available through the Financial Aid office. Trinity's school code is 001772.

Please follow the steps listed below to apply for federal financial aid. Allow several weeks for this process.
1. Gather tax information from the previous tax year.
2. Online applicants must apply for a PIN number at www.pin.ed.gov to electronically submit a FAFSA application.
3. Complete online or paper application. Mail all paper applications in the provided envelope to Federal Student Aid Programs. Retain a copy of the submitted application.
4. A Student Aid Report (SAR) will be sent (either electronically or by mail) once processing is complete. Check this form for errors. Follow instructions on the Student Aid Report if corrections are necessary.
5. Trinity will receive the results electronically. Assuming there are no problems with the application, an award letter will be sent indicating loan eligibility.
6. The award letter and loan paperwork should be returned to the Financial Aid Office.

Other Financial Aid Options
Scholarships and Grants from agencies outside Trinity International University may be available for students in the MA/T and MEd/L programs. For more information concerning opportunities, please contact the Financial Aid Office or the School of Education.

Lifetime Learning Credit
Junior, senior, and graduate students who are working Americans and pursuing further education may be eligible for this tax credit. Consult a tax accountant or the IRS for specific information.

Trinity has received approval for the Illinois Minority Teachers Scholarship and the Illinois Future Teacher Corp Scholarship for the MA/T program. More information regarding these two scholarships may be obtained though the
Illinois Student Assistance Commission (ISAC) website (www.collegezone.com) and the Financial Aid Office. The application due date for these scholarships is March 1.

Retaining Financial Aid
Financial Aid is awarded according to enrollment status. To retain financial aid, a student must make satisfactory academic progress (see "Academic Probation and Dismissal" on page 63). Students must maintain at least half-time status per semester to qualify for financial aid. Status is determined as follows:
- **Part-time** status if enrolled in at least one, but fewer than five, credit hours per semester
- **Half-time** status if enrolled in at least five, but fewer than ten, credit hours per semester
- **Full-time** status if enrolled in ten or more credit hours per term

Financial aid eligibility for a half-time student is adjusted to reflect the number of credit hours for which the student is enrolled. In order to qualify for the maximum financial aid in a given semester, it is essential that each student register prior to the beginning of each semester for all courses that he or she intends to take.

Rebates and Waivers

Rebates are not retroactive and will be granted only in the semester during which a student is enrolled in classes.

Employee Tuition Waiver

Full-time employees and spouses of full-time employees receive a tuition waiver. The rebate amount increases with years of service to the school. Please contact Human Resources at 847.317.7138 for waiver forms and program details.

Trinity College Graduate Rebate

Students who have graduated from Trinity College (Deerfield or Miami, including REACH and EXCEL) and who are enrolled in the MA/T or MEd/L programs may be eligible to receive 10 percent discount on tuition per semester. This rebate applies to only one master's-level degree. Rebate forms are available in the Financial Aid office.

Veteran's Benefits

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

Academic Probation and Dismissal for VA Students

Veteran’s Administration Education Benefits Recipients: An enrolled student receiving VA education benefits is subject to all established regulations as outlined in the Code of Federal Regulations. As such, a VA student who has not maintained a 3.0 grade point average at the end of any grading period will be placed on academic probation for a maximum of two consecutive semesters. If the VA student has not raised his or her GPA at that time, the VA will be notified and all benefits will be terminated. **(Note:** The satisfactory progress and academic enrollment at Trinity International University is dependent on the University standards, not on the standards of the Veteran’s Administration. Although the above statement applies to funding from the VA, it does not apply to the academic standards of Trinity International University.) Additional requirements for VA students regarding academic progress will be communicated in writing to student VA recipients each academic year.

Transfer Credits

All veteran’s benefits recipients must report all prior education and training. The University will evaluate such training and grant appropriate credit, with training time and tuition reduced proportionately and with the USDVA and student so notified.
Tuition Payment Policies

Shortly after notification of admission, the student will be required to submit a tuition deposit, which will be applied as a credit to the student account during the first semester of attendance.

Payment Options
All students are expected to pay their bill in full or make their first payment on the Trinity Alternative Payment Plan (TAPP) before the start of classes.

Payment Plan
Total semester costs can be paid in monthly payments for up to six months. Monthly payments are to be made on the 1st of each month. If you choose, Student Accounting can automatically charge your credit card at the appropriate time each month. This option is available on the payment plan form. A $25.00 late fee will be charged for any payment received more than ten days late. Payment plan participants will be charged a 1 percent deferment fee per month on any outstanding balance. Deferment fees are charged on the last business day of each month.

Payment Terms
Monthly payment plans are based upon the number of months remaining in a given semester prior to the billing of the next semester, never to exceed a six-month term. Contact the Student Accounting Office at 847.317.8149 as early as one month prior to the start of the semester to make arrangements. This will allow for the maximum number of months for payment.

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

General Policies
Any students with an outstanding balance will receive a deferment fee of 1 percent per month. This includes students who are waiting on Stafford, Plus, or Alternative loans. Deferment fees are charged on the last business day of each month.

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

All balances owed to the institution must be paid in full prior to the release of transcripts and/or a diploma for Trinity International University. Candidates for graduation will not receive a diploma until all obligations to Trinity have been paid in full.

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than seven days prior to first session</td>
<td>100 percent refund minus $25.00</td>
</tr>
<tr>
<td>Through 25 percent of the class</td>
<td>75 percent refund minus $25.00</td>
</tr>
<tr>
<td>Through 50 percent of the class</td>
<td>25 percent refund minus $25.00</td>
</tr>
<tr>
<td>After 50 percent of the class</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Please note, if withdrawing for a semester and then returning in a following semester, the student will be under a new guaranteed rate per credit hour.

Return of Title IV Funds for Withdrawing Students
Students withdrawing completely from the institution during any given enrollment period will receive prorated amounts of financial aid based on the percentage of the semester completed. The prorated (earned) amounts are calculated according to federal regulations. Please note that financial aid earned is based on the percentage of the semester completed, not charges incurred. For more information regarding the return of funds, please contact the Financial Aid office at 847.317.8060.

Dropping Courses
Students who drop courses will be refunded tuition and fees, including audits, according to the following refund schedule:
Less than seven days prior to first session 100 percent refund minus $25.00
Through 25 percent of the class 75 percent refund minus $25.00
Through 50 percent of the class 25 percent refund minus $25.00
After 50 percent of the class No refund

Before changing from full-time to part-time status, students should contact the Financial Aid Office (847.317.8004) to determine the effect on aid. (All institutional financial aid requires full-time status.) Students who find that they need to reduce their academic load below full-time status or part-time students who drop courses will be refunded tuition (credits and audits) and fees according to the refund schedule listed above.

**Tuition Deposits**
Refunds of tuition deposits made by new students are granted only if written notification of intention to cancel enrollment is received by the Admissions Office at least thirty days prior to the anticipated date of enrollment.

Trinity reserves the right to modify all financial policies without notice.
Academic Life

“Trinity combines solid grounding in biblical and theological worldview with insightful understanding of people’s needs and how to engage them effectively. You won’t study Bible or theology here without learning about its significance for today’s world.”

Dr. John Kilner, Professor of Bioethics and Contemporary Culture

Accreditation and Memberships

Trinity International University and its schools hold accreditation and memberships in the following:

Accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools
30 N. LaSalle, Suite 2400
Chicago IL  60602
Phone: 312.263.0456  800.621.7440
Email: info@ncacihe.org

Member of
The Christian College Consortium
Council for Higher Education Accreditation
The Council for Christian Colleges and Universities
The Midwest Association of Graduate Schools

Approved by the Illinois State Board of Teacher Certification for elementary and secondary education programs toward an Illinois Teaching Certificate (Trinity College)

Licensed by the Commission for Independent Education, Florida Department of Education, license #2605
(South Florida Campus)
Contact with the Commission may be made as follows:
Commission for Independent Education
2650 Apalachee Parkway, Suite A
Tallahassee, FL 32301
Phone: 1.888.224.6684
www.firn.edu/doe/cie

Accredited by the Association of Theological Schools
(Trinity Evangelical Divinity School)
10 Summit Park Drive
Pittsburgh PA  15275
Phone: 412.788.6505
Email: ats@ats.edu

Full member of the California State Bar
(Trinity Law School)
The Committee of Bar Examiners of the State Bar of California
555 Franklin Street
San Francisco CA  94102

Academic Standards

Academic Counseling
Students will be assigned a faculty advisor at the beginning of your studies at Trinity Graduate School. The faculty advisor will provide not only academic guidance but also a measure of spiritual, emotional, and social counsel. Advisors will assist students in making the necessary adjustments to campus life and in planning an appropriate program of study. The Graduate Records Counselor in the Records Office is also available by appointment to discuss program completion requirements.

Academic Handbook
Detailed information related to the MA/BIO, MA/CAC, and MA/CP programs of the Graduate School is contained in the Academic Handbook. Detailed information related to the MA/T and MEd/L is contained in the Academic Handbook for Students in the MA/T and MEd/L Programs. Students enrolled in degree programs are responsible for the contents of these documents.

Academic Load
To be considered full-time, master’s-level students must enroll in at least 10 hours each semester. Students will be considered part time if they are enrolled in 1-9 hours. However, for financial aid purposes “half time” is defined as 5-9 hours.
Students may not register for more than 18 hours in any semester without approval in advance by the Academic Dean’s Office.

Students who do not enroll for any courses during a semester (other than summer) are considered to have withdrawn from Trinity. In order to register for courses in future semesters, such student must apply for readmission through the Admissions Office.

If it is necessary to earn part or all expenses while enrolled at Trinity, students are encouraged to reduce their academic load accordingly. If employed for more than twenty hours per week, students are advised against registering for a full-time academic load.

Students are responsible to submit all required academic work by the assigned deadline for every course, including Internship, Guided Research, and Reading Courses. Work that is completed, but not submitted, will not be accepted beyond the end of the course. All papers handed in after the day when they are announced to be due are considered late and may receive up to one letter grade reduction for each week or fraction thereof that they are late. In cases where students have an emergency during the semester, the professor is allowed to grant an exception, provided that all work is submitted by the end of the semester. Extensions beyond the end of a semester are approved only by the TEDS/TGS Dean of Students.

Academic Year
Residential programs within Trinity Graduate School operate on the semester system, in which the academic year is divided into three semesters. The fall, spring, and summer semesters are fourteen weeks, plus an exam week, each, and full-time students take three or four courses per semester.

In the residential programs, a semester hour is equivalent to fifty minutes of class instruction per week for one semester. For the purpose of comparing semester hours with quarter hours, 1 semester hour equals 1.5 quarter hours.

Nonresidential programs, such as the MA/BIO (modular), MA/T, and MEd/L, have course starts and class configurations that vary from the traditional semester format. Course credits for these classes are expressed in semester hour equivalents.

Campus Residency Requirement
The master’s programs of the graduate school each require a minimum of 3 semester hours of campus residency on either the Deerfield Campus or at the South Florida Regional Center. The residency requirement for master’s programs offered at the California Regional Center must be completed on the Deerfield Campus. Some programs may require additional campus residency time.

Catalog
Students admitted to Trinity Graduate School will be subject to the requirements of the catalog that is current at the time of initial enrollment rather than the catalog that was current when application was made. The catalog is updated annually. Students may complete the graduation requirements for their programs under the terms of the catalog that is current when they first enroll or any other subsequent catalog published by Trinity Graduate School during the time of uninterrupted resident study. If students ever withdraw, officially or unofficially, and are readmitted, or if they finish one program and are readmitted into a second one, they will be subject to the requirements of the catalog that is current in the term when they reenroll. In addition, because the MA/T program leads to teaching certification and is accredited by the State of Illinois, the program is subject to changes in requirements made by the Illinois State Board of Education at any time, and students wishing to be certified must meet these requirements. Students in this program will be kept apprised of such changes, should they occur, by the education advisor.

Course Scheduling
Classes are arranged in a variety of formats, generally depending on the program. Residential classes during fall and spring semesters are arranged in a block format in which each course meets once or twice a week throughout the semester, ranging from 60 to 100 minutes per meeting. Classes meeting twice weekly are normally scheduled in either Monday/Wednesday or Tuesday/Thursday combinations. Modular courses meet during the fall and spring semesters and during the summer on designated weekdays or weekends or as conference wrap-arounds. They generally require pre- and postcourse work. The MA/T and MEd/L programs have classes that meet one night per week and some Saturdays for the duration of the program.

English Proficiency Exam
All new international students whose native language is not English will be required to take an English proficiency exam prior to their first semester at the university.
Examinations
All students, whether or not English is their primary language, are expected to complete all examinations—quizzes, midterms, finals, comprehensive exams, and otherwise—within the time allotted for that particular exam. Those students covered by the Americans with Disabilities Act (ADA) should consult with the Dean of Students if they need adjustments in the location, length, or manner of their exams based on their disability.

Final Examinations
Final examinations are held during specified times in every regularly scheduled university course. These require mastery of subject matter, but the method and manner in which such mastery is demonstrated is left to the discretion of each faculty member. All final examinations must be taken when scheduled unless there is an emergency, in which case the Dean of Students Office may grant permission for a change in final examination time.

Gender References in Speech and Writing
The following statement reflects the principles of both Trinity Evangelical Divinity School and Trinity Graduate School.

In recognition of the divine act of creation whereby the imago Dei (image of God) has been equally given to women and men, the faculty of Trinity International University offers the following statement on gender references in speech and writing. We do this as a demonstration of the reality of our belief in the imago Dei and as an example of our serious desire to see all men and women treated with the worth and value with which both were invested since the creation of the world:

As members of the faculty of Trinity International University and leaders in the church of our Lord, we recognize that God has given his gifts to both men and women in the body of Christ. Therefore, as we teach in class, speak in the pulpit, or write our books and articles, we commit ourselves, before God, to be sensitive to the presence and needs of both sexes and the forms of address that will represent both genders rather than unthinkingly adopt potentially offensive conventions of speech.

Our decision is based on the fact that God’s gift of the imago Dei to both women and men has forever settled the question of their equal worth, value, and meaning as persons.

As believers desiring to support such an affirmation, we intend, by God’s help, to avoid any unwarranted usage of exclusive language. We will seek to avoid referring to all men and women as if only one gender were in view when actually we are intending to address the whole group.

Furthermore, we pledge ourselves as faculty to encourage students, staff members, and the wider Christian community to use language and illustrations that include women and men in teaching, writing, witness, and worship.

Grading
The following criteria are used at Trinity Graduate School in assigning letter grades:

“A” Designates outstanding work: superior achievement of course objectives
“B” Designates good work: commendable achievement of course objectives
“C” Designates acceptable work: satisfactory achievement of course objectives

Note: Courses for which a student receives a grade of “C-” or lower will not be counted toward meeting degree requirements.

“D” Designates minimal work: marginal achievement of course objectives
“F” Designates failure: unacceptable work. Normally assigned also to courses dropped after the eighth week of the semester, except in emergency circumstances.

The following grade points are assigned to letter grades:

- A = 4.0
- A– = 3.7
- B+ = 3.3
- B = 3.0
- B– = 2.7
- C+ = 2.3
- C = 2.0
- C– = 1.7
- D+ = 1.3
- D = 1.0
- D– = 0.7
- F = 0.0

The following grades and notations are also used in the grading system of the university:

CR/NC (Credit/No Credit): Certain courses of a practical nature such as colloquia and internships are offered only on a CR/NC basis. Other courses such as ___ 700 Guided Research are completed for a letter grade or CR/NC. One option must be chosen at the time of registration.

CR (Credit): Represents the successful completion of a course offered on a credit/no credit basis. These hours apply toward graduation requirements but are not calculated in the grade point average.
NC (No Credit): Represents the failure to complete successfully a course offered on a credit/no credit basis. These hours are calculated as hours attempted but do not apply toward graduation requirements and are not used in the calculation of grade point averages.

AU (Audit): Indicates that the student registered for the class on an audit basis; normally indicates regular attendance in class and participation in discussion although not enrolled for credit. Since no grade is assigned, grade points and hours are not accumulated for courses audited.

EX: Official Extension granted.

IP: Course work in progress.

W (Withdrawal): Indicates that a student dropped a course after the add period for a class but before the appropriate deadline:
- Traditional courses (semester, quad, etc.) must be dropped within the first 50 percent of class meetings.
- Modular courses must be dropped by the end of the second class meeting.
- Cohort-based courses (MA/T or MEd/L) must be dropped before the last scheduled class meeting.

No hours or grades are recorded as attempted. Withdrawals after the deadline result in administrative assignment of an F.

(Students should note that tuition and fees assessment and financial aid deadlines may differ from academic deadlines.)

Grade Replacement Policy
A student may elect to repeat any course in which a grade of “B-” or lower is earned provided that the repeated course is taken at Trinity Graduate School (TGS) in a regularly scheduled class, or as a reading course with instructor’s permission, if necessary. The higher grade earned in the course will be used in the calculation of the GPA.

A student who has earned a “C-” or lower grade at TGS may repeat the course at another institution, and the credits earned (with the appropriate transfer grade level) may be applied toward degree completion; however, the grade earned at another institution will not be used in computing the TGS cumulative GPA.

A repeated TGS course, for which credit has been earned, may produce an improved grade and improved cumulative grade point average but will not provide additional credits. A required course in which a “C” or higher is earned may be repeated only once. All courses, grades, and GPA calculations will remain printed on the transcript.

Independent Study Options
In general, a maximum of one-third of a student’s program may be completed through Guided Research, Reading Courses, or Extension or Distance Education Courses. The maximum for some programs may be higher.

Academic Policies

Academic Appeals Process
Initial Appeal: The student should appeal an academic decision directly to the director of the office enacting the policy (Registrar, Director of Admissions, Program Director, etc.), who will make a decision in consultation with the Associate Academic Dean of the Graduate School.

Secondary Appeal: Finding no satisfaction, the student should appeal the decision in writing, following the procedure detailed in the Academic Handbook, to the Graduate School Committee. The Graduate School Committee will act on the appeal and in certain cases submit its decision to the Academic Council of Schools for approval.

Final Appeal: If still dissatisfied, the student has the right of final appeal to the Dean of the Graduate School.

Academic Probation and Dismissal
A student may be admitted to Trinity on academic probation for either of the following reasons:
- A weak academic background as reflected in the undergraduate grade point average (GPA) and/or standardized admissions test scores
- A bachelor’s degree from a nonaccredited institution accompanied by marginal standardized admissions test scores
Following completion of a minimum of 12 hours of academic course work, students will be dismissed if their cumulative GPA falls below 2.3 at the end of any semester. Students who have either been placed on academic probation or been dismissed have the right of appeal to the TGS Academic Standing Appeals Committee. They must do so in writing within 14 calendar days of the postmarked notice of their academic standing. Letters of appeal may be sent to the Office of the Dean of the College and Graduate School.

Following a student’s academic dismissal from the university, the Admissions Committee will consider applications for readmission only if warranted by exceptional circumstances. Such applications are considered on a case-by-case basis. In order to be readmitted, a student will need to show satisfactory progress toward removal of the probationary status. After dismissal, a student must wait at least one semester before reapplying.

### Candidacy Requirements

Admission into any master’s program is not automatic acceptance into candidacy for the master’s degree. A student will be recognized as a candidate in the program only after completion of a minimum of 12 semester hours of graduate study with a minimum cumulative grade point average of 3.0 (on a 4.0 scale) and removal any entrance deficiencies for the program. A candidate must have demonstrated proficiency in the area of concentration and supporting fields and must give adequate proof of ability to complete successfully all degree requirements.

Individual programs may have additional candidacy requirements. For example, in the MA/CP program, students are required to participate in group counseling while in residence as a requirement for candidacy.

### Changes in Registration and Withdrawals

#### Changes in Registration

For all Add/Drop changes in registration, the student must notify the Records Office in writing by submitting a completed and signed “Change in Registration” form. In traditional courses, changes made during the first week of a semester (summers excepted) are free. After the first week of class a Change-in-Registration fee is charged (see “Registration Fees” in the “Finances” section of this catalog). Courses may not be added after the second week of classes.

Grade accountability for courses dropped after the second week of classes is as follows: courses dropped at any time during the third through eighth weeks (third through fifth weeks for quad courses) of classes must be recorded with a grade of “W” (see “Grading” above) as indicated by the course instructor. A student may change from a letter-grade or credit/no credit class to an Audit through the eighth week of the semester. Courses dropped after the eighth week (the fifth week for quad courses) are automatically recorded with an “F.”

For modular courses, Adds/Drops must be completed by the second meeting day of the class. For the MA/T and MEd/L programs, students wishing to add a course must do so within seven calendar days prior to the first day of class. No course may be added after the first day of class. Students wishing to drop a course are urged to do so as early as possible to maximize any refund due. To drop a class, the student must notify the Records Office in writing by submitting a completed and signed “Change in Registration” form prior to the last class session. Withdrawal is not permitted after the last class session. At that point, students will receive the grade earned. Students who miss two or more classes and do not notify the Registrar of their intent to drop the course before the last session will receive an “F” grade for the course.

#### Official Withdrawal from the University

If for any reason a student considers withdrawing from Trinity or does not plan to register for classes the following semester, the student must schedule an appointment with the Dean of Students at which time the formal withdrawal process is to be initiated. The withdrawal is not complete until final settlements have been made with the Student Accounting and Records Offices. Grade accountability, if the student withdraws from Trinity after the start of a semester, is the same as that of dropping a class.

For the MA/T and MEd/L programs, students wishing to withdraw, either before or after a course or semester begins, must notify the Dean of Students in writing. The withdrawal is not complete until final settlements have been made with Student Accounting. Students “stopping out” of the program will remain active in Admissions and do not need to reapply for up to four semesters. However, they will be reassigned to a new cohort when they return and they will be subject to the academic requirements, as well as to the tuition rates that apply at the time of their reentry.

#### Unofficial Withdrawal from the University

Any student who does not register for courses during a given semester (excluding summer) will be considered to be withdrawn unofficially. Students are expected to notify Trinity officially of a withdrawal.

Students who have officially or unofficially withdrawn from Trinity and desire to return for study must apply for readmission through the Admissions Office. The student will then be subject to the catalog requirements in effect at the time of reenrollment, rather than the catalog that was current during the student’s previous studies.

For the MA/T and MEd/L programs, students will be reassigned to a new cohort when they return, and they will be subject to the academic requirements, as well as to the tuition rates that apply at the time of their reentry.
**Class Attendance**

The development of good habits confirming Christian character and a sense of Christian stewardship implies that TGS students are responsible to attend class lectures, participate in class discussions, and complete course requirements.

At the beginning of the semester each faculty member will notify class members in writing of the attendance policy for each class. Since class attendance is important, students are urged to attend classes regularly regardless of stated attendance policies in order to participate in discussion and receive benefit from lectures and reports given in class.

Because of the accelerated and collaborative nature of the MA/T and MEd/L programs, students are required to attend every class session. Missing a single class means a significant portion of the contact with the learning community has been lost. For this reason, in MA/T and MEd/L courses, students missing one class session will have their course grade reduced between one-half and one full letter grade. Students missing more than one class period will receive no credit for the course, and a grade of "F" will be recorded. The course must then be retaken in order to receive credit.

If a MA/T or MEd/L student misses more than two class sessions for all courses during a given semester, the student will be required to meet in person with the primary professor to discuss continuance in the program. Students are responsible to monitor their own attendance and to make sure they do not exceed two absences per semester. Any student missing more than thirty minutes of a course session will be considered absent for the full session. Participation points are earned and calculated in the final grade of a course based in part upon on-time attendance at each session.

**Completion of a Second Degree at TIU**

After completing work for one graduate degree at the university, a minimum of 16 semester hours must be taken in the new program before obtaining a second degree. However, the actual number of hours necessary to complete that degree may be higher, depending on the length of the degree. A student must also meet all specific requirements for the second degree.

Students enrolled in the JD program at Trinity Law School may also enroll in the Master of Arts in Communication and Culture or the Master of Arts in Bioethics in TGS in which they would receive 6 hours of advanced standing to be applied toward elective credit.

**Course Extensions**

Extensions for completion of course requirements may be requested from the Dean of Students Office (or from the Associate Dean of Administration, California Regional Center) for emergency reasons unforeseen at the beginning of the semester. The Dean of Students (or the Associate Dean of Administration, California Regional Center) is the only one who may grant such extensions. When extensions are approved, the duration will be appropriate to the situation, but the maximum extension considered will not exceed a four-week period from the end of the term or, in the MA/T or MEd/L, four weeks beyond the end of a course.

Course extensions granted will carry one of two recommendations as appropriate to the circumstances:

1. No grade penalty (provided the extension deadline is met), or
2. A grade reduction of one full letter grade for each week the extension is effective. When courses are not completed by the assigned deadline, a grade of "F" is permanently recorded.

**General Graduation Requirements**

The following graduation requirements apply to all master’s-level students of Trinity Graduate School:

- Completion of all prescribed course work for the program
- A residence requirement of one academic year (or its program equivalent) in Trinity Graduate School course work
- A minimum cumulative GPA of 3.0 in program course work with no grade below “C” applied to the program
- Successful completion of the program’s comprehensive examination, project, practicum, or thesis
- Completion of the program within six years of matriculation
- All financial obligations to the university settled with the Accounting Office

**Grade Changes**

Faculty members may not change a student’s grade for a given course unless an error was made in computing or recording the grade originally. Students who wish to contest an assigned grade may petition the Academic Dean’s Office but should be aware that a faculty member’s decision in assigning grades is rarely overturned. Such cases
would only be reviewed seriously in the case of a faculty member (normally visiting) who was not aware of general standards expected in grading at Trinity.

Graduation and Commencement Ceremonies
A student may graduate in May, August, or December of any academic year; however, commencement ceremonies are held only in May. Degree completion requires the filing of an Intent to Graduate form.

One month prior to the start of the degree-completion semester, the student must file an Intent to Graduate form and a Graduation plan (see Academic Handbook) to the University Records Office. Students planning to complete in the summer session must file one month prior to the adjacent spring semester.

For each academic year, there are three completion semesters: fall, spring, and summer. Students who complete at any session are eligible to participate in the May commencement ceremony. Summer graduands should note the following special requirements for participation in commencement:

- Program requirements of 6 or less hours remaining, or one semester of internship, and have registered (during the first week of summer registration) for those requirements to be completed in summer semester.
- All comprehensive exams have been passed during the regular spring semester deadlines.
- The project, practicum, or thesis has been completed and passed during the regular spring semester deadlines.
- No other program requirements remain outstanding.
- A detailed plan for summer degree completion demonstrating that all program requirements will be met by the end of summer semester, together with a request to participate in the May commencement ceremonies is filed in the Records Office by the last day of the fall semester.

Graduation with Honors
The following criteria are established for the determination of graduation honors for students in the Master of Arts programs of the graduate school:

- **cum laude** minimum cumulative average of 3.50
- **magna cum laude** minimum cumulative average of 3.80
- **summa cum laude** minimum cumulative average of 3.90

Records Retention
Trinity retains the admissions documents for two years for students who do not enroll. For students who do enroll, Trinity retains documents for five years beyond the date the student last attended Trinity.

Records of individual academic performance at Trinity are retained permanently.

Transcripts
The official academic record for every student at Trinity is the Academic Transcript. An important Records Office service for Trinity graduates and current students is to process and mail this important document to other universities or future employers. There are three options for students to request release of their academic transcript. These include presenting or mailing a Transcript Request Form to the Records Office, or submitting a signed letter requesting the transcript. Downloadable forms and complete instructions for these options are available on the Trinity Internet site at the following web address:

Master’s Programs

“Trinity students are some of the brightest I’ve ever had the privilege of teaching.”
Dr. C. Ben Mitchell, Associate Professor of Bioethics and Contemporary Culture

Degrees Offered by Trinity Graduate School

Master of Arts in Bioethics (MA/BIO)
Master of Arts in Communication and Culture (MA/CAC)
Master of Arts in Counseling Psychology (MA/CP)
Master of Arts in Teaching (MA/T)
Master of Education in Instructional Leadership (MEd/L)

Deerfield Campus

The Trinity Graduate School is currently offering four master’s-level degrees at the Deerfield location. The Master of Arts in Bioethics (MA/BIO) and the Master of Arts in Communication and Culture (MA/CAC) are 30-semester-hour degrees that have many courses available in short-term, summer, or independent study formats to accommodate professionals unable to relocate to the Deerfield Campus.

The MA in Bioethics is for those who wish to develop expertise in analyzing, addressing, and engaging the contemporary ethics issues of life and health that face our current culture. The MA in Communication and Culture (MA/CAC), designed to equip students to engage the contemporary culture, is flexible in that it offers students many ways to complete the degree according to their individual focus and needs.

Trinity Graduate School also offers the Master of Arts in Teaching (MA/T) and the Master of Education in Instructional Leadership (MEd/L). These are accelerated cohort-based programs (offered one night per week and some Saturdays) that are designed to meet the needs of adult, independent learners. The MA/T leads to teacher certification in either elementary or secondary education. The MEd/L is for practicing K-12 teachers who wish to pursue graduate-level study aimed at preparing them to be effective leaders in their respective learning communities.

Dual Degree Option: Trinity Graduate School, in conjunction with Trinity College, offers a dual Bachelor of Arts/Master’s in Bioethics degree. Students can be admitted to this program as undergraduate freshman with graduate course work following the junior year. Summer course work and nine hours of overlapping master’s-level courses, which reduce the required hours for the BA to 117 hours, allow dual degree students to finish both the BA and MA in the summer following their senior year.

South Florida Regional Center

The Master of Arts in Counseling Psychology (MA/CP), a 54-to-60-semester-hour degree, is offered through Trinity Graduate School at the South Florida Regional Center in Miami, Florida. This degree has two concentrations: Mental Health Counseling, which is designed to lead to licensure as a mental health professional; and Guidance and Counseling, which is designed to allow students to enter the field of School Guidance and Counseling.

California Regional Center

Trinity Graduate School offers a 30-semester-hour Master of Arts in Bioethics (MA/BIO) degree and a 30-semester-hour Master of Arts in Communication and Culture (MA/CAC) degree, with an optional emphasis in Bioethics, International Human Rights, or Public Policy at the California Regional Center in Santa Ana, California. These programs are designed to be flexible, with evening and weekend courses available.

In addition, an 85-semester-hour Juris Doctor (JD) degree is available with a Dual Degree Master’s option for an additional 16 to 30 semester hours (i.e., JD/MA in Communication and Culture or JD/MA in Bioethics), depending upon the number of cross listed courses between TGS and TLS completed. This unique, integrative program gives students the breadth of training necessary to provide leadership in many professional arenas, including health, public policy, business, education, legislative, and ministry.

Students in master’s degree programs at the California Regional Center must complete a 3-hour residency requirement at the Deerfield Campus for each degree program the student is seeking to complete; for example, the MA in Bioethics requires a 3-hour residency and a second MA degree in Communication and Culture also requires a 3-hour residency.
Master of Arts in Bioethics (MA/BIO)

Program Objectives
The MA in Bioethics (MA/BIO) gives students the ethical tools they need to address pressing contemporary issues of life and health. The program equips students to analyze these issues from a biblical-theological perspective, to understand other influential contemporary outlooks on these issues, and to develop effective strategies for engaging the bioethical issues of our day. The program also seeks to provide students with a broad understanding of changes occurring in health care practice and ideology and a deep appreciation for the wisdom of God in the face of bioethical challenges.

The MA in Bioethics is designed with various groups of students in mind: physicians and medical students, nurses and other health care workers; lawyers; those with political, public policy, social service, and ministry interests in pro-life and related areas; and individuals who are preparing for an academic career in related college or university fields. Emphases in Medical/Clinical Ethics, Nursing Ethics, and Law and Bioethics are available. The program is particularly well suited to those with heavy professional or other responsibilities who need a flexible 30-semester-hour program. Through the completion of short-term campus courses and independent study work, the program can be completed without relocating to the Deerfield, Illinois, area. Contact the Admissions Office for course schedule details.

Program of Study: 30 hours

<table>
<thead>
<tr>
<th>Common Core Courses (6 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 697  Foundations of Integrative Thought  3 hours</td>
</tr>
<tr>
<td>IDS 698  Foundations of Cultural Engagement  3 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses (13-17 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 774  Introduction to Bioethics: Matters of Life and Death  3 hours</td>
</tr>
<tr>
<td>or BIO 785  Intensive Bioethics Summer Institute  3 hours</td>
</tr>
<tr>
<td>BIO/PP 776  Bioethics and Public Policy  2 hours</td>
</tr>
<tr>
<td>BIO 779  Clinical Issues in Bioethics  2 hours</td>
</tr>
<tr>
<td>BIO 786  Advanced Bioethics Summer Institute  3 hours</td>
</tr>
<tr>
<td>IDS 751  Ethical Theory  3 hours</td>
</tr>
<tr>
<td><strong>Choose one:</strong></td>
</tr>
<tr>
<td>BIO 789  Capstone  0-4 hours</td>
</tr>
<tr>
<td>BIO 790  Thesis  0-4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bioethics Electives (7-11 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may choose 7-11 hours from any of the Bioethics courses listed under “Elective Courses.” Students should consult with an academic advisor in planning their individual programs of study.</td>
</tr>
</tbody>
</table>

Students wishing to focus their interests in a particular area may complete the Bioethics course work by choosing an emphasis. An emphasis consists of one professional ethics course, two professional application courses, and a capstone or thesis contextualizing issues in the area of study.

<table>
<thead>
<tr>
<th>Medical/Clinical Ethics Emphasis (7-11 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 775  Bioethics National Conference  3 + 3 hours</td>
</tr>
<tr>
<td>*BIO 779  Clinical Issues in Bioethics  2 hours</td>
</tr>
<tr>
<td>Bioethics Electives  1-5 hours</td>
</tr>
</tbody>
</table>

*Students will attend the Bioethics National Conference twice for 3 hours of credit each time (6 hours total) and will participate in all sessions tailored to physicians. Required papers will address issues in a clinical context.

1Note: This required course does not count toward elective hours but does satisfy the professional course requirement for this emphasis.

<table>
<thead>
<tr>
<th>Nursing Ethics Emphasis (7-11 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 775  Bioethics National Conference  3 + 3 hours</td>
</tr>
<tr>
<td>BIO 787  Nursing Ethics  2 hours</td>
</tr>
<tr>
<td>(substitutes for BIO 779 in Required Courses)</td>
</tr>
<tr>
<td>Bioethics Electives  1-5 hours</td>
</tr>
</tbody>
</table>

*Students will attend the Bioethics National Conference twice for 3 hours of credit each time (6 hours total) and will participate in all sessions tailored to nurses. Required papers will address issues in a nursing context.
Law and Bioethics Emphasis (7-11 hours)

*BIO 775  Bioethics National Conference  3 + 3 hours
BIO 788  Law and Bioethics  2 hours
(substitutes for BIO 776 in Required Courses)

Bioethics Electives  1-5 hours

*Students will attend the Bioethics National Conference twice for 3 hours of credit each time (6 hours total) and will participate in all sessions tailored to lawyers. Required papers will address issues in a legal context.

Elective Courses

IDS 716  Advanced Christian Ethics  3 hours
BIO 700  Guided Research in Bioethics  1-3 hours
BIO/IHR 741  The Right to Life and the Law  2 hours
BIO 775  Bioethics National Conference  2-3 hours
BIO 777  Readings in Bioethics  3 hours
BIO 779  Clinical Issues in Bioethics  2 hours
BIO 780  Bioethics Seminar  1-4 hours
BIO 782  Bioethics Colloquium  1-2 hours
BIO 783  Personhood in Theological and Philosophical Perspective  3 hours
BIO 784  Independent Study in Bioethics  1-4 hours
BIO 785  Intensive Bioethics Summer Institute  3-4 hours
(if not taken as part of the Required Courses)

BIO 787  Nursing Ethics  2 hours
BIO 788  Law and Bioethics  2 hours

Required Capstone or Thesis (0-4 hours):
Preparation for work in the field of bioethics should include at least one project that is not merely focused on a particular bioethical issue but is integrative in nature, encompassing multiple issues. The capstone can involve taking a comprehensive exam in which broad essay questions allow the student to demonstrate a grasp of the field as a whole, writing an integrative paper, or developing a special project such as a bioethics curriculum, sermon/talk series, or a written reflection on a clinical or public policy internship experience. Alternatively, students may write a formal master’s-level thesis. The capstone or thesis for students completing an emphasis will address issues in the context of their emphasis (i.e., in the context of medicine, nursing, or law). The paper or project can be done to fulfill an assignment in a course.

However the student chooses to meet the requirement, all students must register for 0-4 hours of credit under one of the following two course titles: Bioethics Capstone (BIO 789), which is either a Comprehensive Exam (0 hours), an Integrative Paper (0-4 hours), or an Integrative Project (0-4 hours); or Bioethics Thesis (BIO 790) (0-4 hours). Students should register for BIO 789 the semester they start the project or paper or take the comprehensive exam. Students should register for BIO 790 in the semester after the thesis proposal has been approved.

The capstone or thesis must be completed subsequent to candidacy. This requirement is supervised by a faculty member. (A list of acceptable faculty members is available at the Records Office.) An Independent Study Authorization form (available at the Records Office) must be filled out upon registration for the appropriate course. Students opting to write a formal master’s thesis should be aware of pertinent deadlines well in advance (see Academic Handbook).

Bachelor of Arts/Master of Arts in Bioethics Dual Degree
Trinity Graduate School and Trinity College offer a dual Bachelor of Arts/Master of Arts Degree that pairs an MA in Bioethics with an undergraduate degree in any major. This opportunity is open to qualified students in any undergraduate major but may have special appeal for students with the following majors or interests: premedical, prehealth, psychology, philosophy, law, public policy, communications, theology, business, Christian ministries, and education.

In this program, an undergraduate student may earn a graduate degree as early as the summer following the senior year by taking graduate-level courses beginning the junior year. Nine hours of course work from the MA counts toward the BA, reducing the required hours for the BA from 126 to 117. These 9 overlapping hours are taken as part of the undergraduate load resulting in a savings of graduate tuition. Graduate course work is begun in the summer after the junior year, allowing completion of both the BA and the MA as early as the summer following the senior year.
Qualified applicants must have a high school GPA of 3.0 on a 4.0 scale or an ACT score of at least 26 (or SAT equivalent). Students may apply for acceptance to the Dual Degree through the Trinity College Admissions Office. They may be accepted to the Dual Degree Program simultaneously with admission to Trinity College. Transfer students may apply for the program if they have a 3.0 high school GPA, an ACT score of 26, and a 3.0 GPA for all transferred college work. Students currently enrolled at Trinity College may also be accepted into the program if they have maintained at least a 3.0 GPA (cumulative) for college courses totaling 12 or more hours. Students are advised to apply to the program as early as possible to allow for expedient course planning.

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

Curricular Plan for the Dual Degree:
Course descriptions for undergraduate courses are listed in the [Trinity College Catalog](https://www.trincoll.edu/catalog). Course descriptions for graduate courses are listed in this graduate catalog. Students are expected to consult with their undergraduate and graduate advisors to make individual adjustments to the curricular plan as necessary.

**Freshman, Sophomore, and Junior years:**
Undergraduate Course Work:
- BI 101 Understanding the Old Testament,
- BI 111 Understanding the New Testament
- BI 210 Biblical Interpretation
- PH 180 Introduction to Philosophy
- BIO 111 General Biology or BIO 103 Introductory Biology
- Other general education courses and required major courses.

Undergraduate general education requirements that will be fulfilled by graduate-level courses and need not be duplicated with undergraduate work:
- **Christian Faith Elective:** IDS 697 Foundations of Integrative Thought (3 hours)
- **Intercultural Studies Elective:** IDS 698 Foundations of Cultural Engagement (3 hours)
- **Humanities Elective:** IDS 751 Ethical Theory (3 hours)

Normal full academic loads should be taken each semester. Each spring semester, students are invited to participate in the series of three evening bioethics colloquia.

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

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

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

**Senior Year:**
Undergraduate Course Work:

Complete course requirements for general education and major. A full academic course load must include at least 12 hours of graduate and undergraduate courses per semester (IDS 697 and 698 may be completed in the fall).
Graduate Course Work, fall:
- Complete or take IDS 697 and IDS 698 (6 hours)
- IDS 751 Ethical Theory (3 hours)

Graduate Course Work, spring:
- BIO 776 Bioethics and Public Policy (2 hours)
- BIO 779 Clinical Issues in Bioethics (2 hours)

Undergraduate Bachelor of Arts Degree Completed

Summer following Senior Year:
Graduate Course Work:
- BIO 786 Advanced Bioethics Summer Institute (4 hours)
- BIO 775 Bioethics National Conference (3 hours)
- BIO 780 Post-Conference Bioethics Seminar (3 hours)
- Capstone Experience (0-4 hours)

Master of Arts Degree Completed

Master of Arts in Communication and Culture (MA/CAC)

Program Objectives
The MA in Communication and Culture (MA/CAC) provides an integrative approach to communication, cultural analysis, social interpretation, and transformative cultural engagement, with an emphasis on communication in a variety of contexts. The degree requirements are meant to provide students with the basic interdisciplinary tools to analyze, interpret, engage, and address culture. The program draws on communication theory, ethics, philosophy, sociology, history, and theology, in order to provide the critical tools for facing the challenges of a shifting cultural context. MA/CAC electives are offered both to assist in the analysis of the contours of contemporary culture and to permit exploration of those contours according to a given student’s interests or vocational trajectory. Emphasis areas provide an opportunity for students to bring to bear their critical skills on a particular area of interest. Emphases include bioethics (Deerfield and California), urban studies (Deerfield), public policy (California), and international human rights (California).

Increasing numbers of students are considering career paths that lead them into areas of intentional cultural engagement, including public policy, education, sociology, law, business, urban studies, church mission, and working with advocacy groups. This curriculum provides the foundations and flexibility to meet these students’ needs. Nontraditional students are often seeking postgraduate training that will meet both specific credentialing needs and allow targeted areas for critical analysis. The Communication and Culture program fulfills these needs as well. Those students who wish to pursue doctoral work in the humanities and social sciences will also find this degree useful.

Program of Study: 30 hours

Common Core Courses (6 hours):
- IDS 697 Foundations of Integrative Thought 3 hours
- IDS 698 Foundations of Cultural Engagement 3 hours

Required Courses (12-16 hours):
- CAC 530 Intercultural Communication 3 hours
- CAC 711 Communication and Culture 3 hours
- CAC 736 American Church History 3 hours
  (may substitute any approved history course)
- IDS 716 Advanced Christian Ethics 3 hours
  (may substitute BIO 786 Advanced Bioethics Summer Institute)

Choose one:
- CAC 789 Capstone 0-4 hours
- CAC 790 Thesis 0-4 hours
Communication and Culture Electives (8-12 hours at Deerfield and California campuses):
The student may choose 8-12 hours from any of the courses in any category under any topic listed in the section entitled “Elective Courses.” Not all courses are offered every year nor are they necessarily available on both Deerfield and California campuses. Students should consult with their academic advisors when planning individual programs of study.

Students wishing to focus their interests in a particular area may complete their Communication and Culture elective course work by choosing an emphasis:

**Bioethics Emphasis (8-12 hours at Deerfield and California campuses):**
- BIO 774 Introduction to Bioethics: Matters of Life and Death 3 hours
  (may substitute BIO 785 Intensive Bioethics Summer Institute)
- BIO 777 Readings in Bioethical Issues 3 hours
- Bioethics Electives (see below) 2-6 hours

**Urban Studies Emphasis (12 hours at Deerfield Campus only):**
- CAC 620 Theology of Mission and Evangelism 3 hours
- CAC 714 Urban Evangelism 3 hours
- CAC 724 Ministry of the Urban Church 2 hours
- CAC 725 Understanding the Urban World 2 hours
- CAC 727 Ethnic Ministry and Contextualization 2 hours

Students pursuing the Urban studies emphasis will require more than 30 hours to complete their degree unless they register the capstone experience for 0 hours.

**Public Policy Emphasis (8-12 hours at California campus only):**
- PP 601 Christians in the Public Square 3 hours
- PP 701 Integrative Seminar: Public Policy 3 hours
- Public Policy Electives (see below) 2-6 hours

**International Human Rights Emphasis (8-12 hours at California campus only):**
- IHR 502 International Institute for Human Rights (Strasbourg) 4 hours
- IHR 503 International Forum on Human Rights 2 hours
- International Human Rights Electives (see below) 2-6 hours

**Elective Courses**

**Communication and Culture:**
- CAC 520 Organizational Communication 3 hours
- CAC 540 Topics in Media Studies 3 hours
- CAC 544 Topics in Communication 1-4 hours
- CAC 575 Topics in Communication and Culture 1-3 hours
- CAC/PP 590 Public Policy in Historical Perspective 3 hours
- CAC 620 Theology of Mission and Evangelism 3 hours
- CAC 641 Anthropology for Ministry 3 hours
- CAC 675 Current Studies in Communication and Culture 1-3 hours
- CAC 712 Cultural Exegesis 3 hours
- CAC 713 Cultural Engagement 3 hours
- CAC 714 Urban Evangelism 3 hours
- CAC 721 Religious Epistemology 3 hours
- CAC 723 Social and Cultural Exegesis 2 hours
- CAC 724 Ministry of the Urban Church 2 hours
- CAC 725 Understanding the Urban World 2 hours
- CAC 727 Ethnic Ministry and Contextualization 2 hours
- CAC/PP 729 Religion and Public Policy 2 hours
- CAC 732 World Religions 3 hours
- CAC/PP 738 Political Theologies 3 hours
- CAC 767 Technology and Culture 3 hours
- CAC 784 Independent Study in Communication & Culture 1-4 hours
- CAC 801 Contextualization 3 hours
- CAC 817 Philosophical Issues in Religious Pluralism 3 hours
- CAC 830 Religious Pluralism 3 hours
- CAC 845 Seminar: Current Issues in Communication & Culture 2-3 hours
  (may substitute approved 845 courses from any TIU dept)
Interdisciplinary Studies:

IDS 675  Current Topics in Interdisciplinary Studies  1-3 hours
IDS 699  Crucial Issues in Christian Thought  3 hours
IDS 751  Ethical Theory  3 hours

Bioethics:

BIO/IHR 741  Right to Life and the Law  2 hours
BIO 774  Introduction to Bioethics  3 hours
BIO/PP 776  Bioethics and Public Policy  2 hours
BIO 777  Readings in Bioethical Issues  3 hours
BIO 779  Clinical Issues in Bioethics  2 hours
BIO 780  Bioethics Seminar  1-4 hours
BIO 782  Bioethics Colloquium  1-2 hours
BIO 783  Personhood in Theological & Philosophical Perspective  3 hours
BIO 785  Intensive Bioethics Summer Institute  3-4 hours
BIO 786  Advanced Bioethics Summer Institute  3-4 hours

BIO 787  Nursing Ethics  2 hours
BIO 788  Law and Bioethics  2 hours

Public Policy:

PP/CAC 590  Public Policy in Historical Perspective  3 hours
PP 601  Christians in the Public Square  3 hours
PP 675  Current Studies in Public Policy  1-3 hours
PP 701  Integrative Seminar: Public Policy  3 hours
PP/CAC 729  Religion and Public Policy  2 hours
PP/CAC 738  Political Theologies  3 hours
PP 757  Logic and Advocacy  2 hours
PP 775  Media, Public Policy, and the Law  3 hours
PP/BIO 776  Bioethics and Public Policy  2 hours
PP 780  Law and Public Policy  2 hours

International Human Rights:

IHR 501  Introduction to International Human Rights  3 hours
IHR 502  International Institute for Human Rights (Strasbourg)  4 hours
IHR 503  International Forum on Human Rights  2 hours
IHR 511  Human Rights Research Methods  2 hours
IHR 561  The Theory and Law of War  3 hours
IHR 591  International Disputes Resolution  2 hours
IHR 675  Current Studies in International Human Rights  1-3 hours
IHR 700  Guided Research in Human Rights  1-3 hours
IHR 707  Rights of Women, Children and Families  3 hours
IHR 709  International Criminal Law  2 hours
IHR 710  Public International Law  3 hours
IHR/BIO 741  The Right to Life and the Law  2 hours
IHR 754  Religious Liberties & International Human Rights  3 hours
IHR 756  Philosophy and Theology of Human Rights  3 hours
IHR 760  The Law of Minorities, Native Americans and other Indigenous Peoples  3 hours

Required Capstone or Thesis (0-4 hours):

Preparation for work in Communication and Culture should include at least one project that is not merely focused on a particular issue but is integrative in nature, encompassing multiple issues. The capstone can involve taking a comprehensive exam in which broad essay questions allow the student to demonstrate a grasp of the field as a whole, writing an integrative paper, or developing a special project. Alternatively, students may write a formal master’s-level thesis. The capstone or thesis for students completing an emphasis will address issues in the context of their emphasis. The paper or project can be done to fulfill an assignment in a course.

However the student chooses to meet the requirement, all students must register for 0-4 hours of credit under one of the following two course titles: Communication and Culture Capstone (CAC 789), which is either a Comprehensive Exam (0 hours), an Integrative Paper (0-4 hours), or an Integrative Project (0-4 hours); or Communication and Culture Thesis (CAC 790) (0-4 hours). Students should register for CAC 789 the semester
they start the project or paper or take the comprehensive exam. Students should register for CAC 790 in the semester after the thesis proposal has been approved.

The capstone or thesis must be completed subsequent to candidacy. This requirement is supervised by a faculty member. (A list of acceptable faculty members is available at the Records Office.) An Independent Study Authorization form (available at the Records Office) must be filled out upon registration for the appropriate course. Students opting to write a formal master's thesis should be aware of pertinent deadlines well in advance (see Academic Handbook).

Master of Arts in Counseling Psychology (MA/CP)

Program Objectives
The MA in Counseling Psychology (MA/CP) offers concentrations in Mental Health Counseling and Guidance and Counseling. The Mental Health Counseling concentration is designed to prepare mental health professionals to provide culturally relevant counseling, assessment, and interventions in public and private mental health systems. The program is a professional licensure track program with the intent to train students to become licensed mental health professionals. The Guidance and Counseling concentration is designed to prepare students for counseling positions in public and private elementary, middle, and secondary schools. The curriculum is designed to meet the developmental, remedial, and preventive needs of children and adolescents.

Additional Admissions Requirements
In addition to the General Admissions requirements, an interview with the MA/CP faculty may be required for admission.

Candidacy
In addition to the candidacy requirements outlined in “Academic Policies,” MA/CP students are required to participate in one semester of group counseling while in residence. A separate fee is charged for this counseling.

Program Prerequisites
The following courses are program prerequisites for the MA/CP: 9 semester hours of psychology to include General Psychology (3 hours), Statistics (3 hours), and any clinical psychology elective (Therapeutic, Personality, or Abnormal) or developmental elective (3 hours).

Program of Study: 54-60 hours

Common Core Courses (6 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 697</td>
<td>Foundations of Integrative Thought</td>
<td>3</td>
</tr>
<tr>
<td>IDS 698</td>
<td>Foundations of Cultural Engagement</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Counseling Courses (27 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 524</td>
<td>Counseling Skills Training</td>
<td>3</td>
</tr>
<tr>
<td>CP 603</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 611</td>
<td>Psychology and Theology</td>
<td>3</td>
</tr>
<tr>
<td>CP 613</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CP 615</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 651</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CP 705</td>
<td>Psychological Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CP 737</td>
<td>Ethics and Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 741</td>
<td>Psychological Testing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following concentrations:

Mental Health Counseling Concentration (27 hours):

Required Courses (21 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP 570</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 616</td>
<td>Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 623</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>CP 722</td>
<td>Internship in Counseling I*</td>
<td>3</td>
</tr>
<tr>
<td>CP 723</td>
<td>Internship in Counseling II*</td>
<td>3</td>
</tr>
<tr>
<td>CP 747</td>
<td>Issues in Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CP 752</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration Electives (6 hours)—select two courses:

- CP 540 Principles of Guidance and Counseling 3 hours
- CP 621 Theoretical Foundations of Marriage and Family Therapy 3 hours
- CP 674 Child and Adolescent Counseling 3 hours
- CP 675 Current Studies in Counseling and Psychology 3 hours
- CP 686 Counseling Practicum* 3 hours
- CP 732 Crisis Counseling 3 hours
- CP 757 Advanced Counseling Practicum* 3 hours

*As of January 2001, State of Florida licensing requirements for internship are 1,000 contact hours. Students unable to meet this requirement in two semesters of internship can enroll in further onsite work using CP 686 Counseling Practicum or CP 757 Advanced Counseling Practicum as one of the Mental Health Counseling concentration electives.

Guidance and Counseling Concentration (21 hours):

Required Courses (18 hours)

- CP 540 Principles of Guidance and Counseling 3 hours
- CP 545 School Consultation Procedures 3 hours
- CP 640 Counseling Exceptional and At-Risk Children 3 hours
- CP 674 Child and Adolescent Counseling 3 hours
- CP 696 Guidance and Counseling Practicum I 3 hours
- CP 697 Guidance and Counseling Practicum II 3 hours

Concentration Electives (3 hours)—select one course:

- CP 570 Substance Abuse Counseling 3 hours
- CP 616 Community Counseling 3 hours
- CP 621 Theoretical Foundations of Marriage and Family Therapy 3 hours
- CP 623 Human Sexuality 3 hours
- CP 747 Issues in Multicultural Counseling 3 hours

Master of Arts in Teaching (MA/T)

Program Objectives

The Master of Arts in Teaching offered on the Deerfield Campus is a standards-aligned degree program designed for individuals with a completed and accredited bachelor’s degree who are seeking Elementary (Type 03) or Secondary (Type 09) teacher certification, both with Middle School Endorsement. Graduate study at Trinity reflects the institution’s historic commitment to the life of the mind as a necessary complement to the life of the spirit. The MA/T program integrates a biblically based worldview with the theory and practice of education.

The Master of Arts in Teaching is in an accelerated format, ideal for nontraditional students living near the Deerfield Campus who must study simultaneously with maintaining regular employment.

Additional Admissions Requirements

In addition to the General Admissions requirements for all applicants to Trinity’s master’s programs, prospective MA/T candidates should be aware of the following:

- An education advisor will analyze the transcripts of all prospective candidates. It may be necessary to meet with an advisor to develop a personal plan for completion of state standards-aligned certification requirements. Advisors are available in Trinity’s School of Education (847-317-7163).
- MA/T/Elementary (Type 03) applicants will be required to take the School of Education’s proficiency exam in mathematics (score will be used for placement purposes).

Program Prerequisites

The following are program prerequisites for the MA/T.

- All prospective candidates must submit a passing score on the Illinois Test of Basic Skills (096)
- MA/T/Secondary (Type 09) applicants must also submit a passing score on the Illinois Subject-Matter Knowledge test in the subject area for which they wish to be certified. Trinity Graduate School offers secondary certification programs in: Biology, English, History, and Mathematics.

Note: The Basic Skills and/or Secondary Subject-Matter Knowledge tests are typically taken prior to the start of the professional education course sequence. In rare cases where this is not possible, students must meet with the Coordinator of Graduate Programs in Education to make alternative arrangements.
- Students whose undergraduate course work does not fully meet Illinois state standards may be required to take additional courses to augment their content knowledge. These should be determined in consultation with the education advisor at the time of application.

## Candidacy

In addition to candidacy requirements outlined under “Academic Policies” on page 63, MA/T students must be officially admitted into the School of Education. Students will be admitted into the School of Education and accepted for candidacy based on a successful interview with a School of Education faculty representative and completion of all state and institutional requirements as outlined in the Student Academic Handbook.

### Master of Arts in Teaching/Elementary

**Program of Study: 41 hours**

**Common Core Courses (6 hours):**
- IDS 697 Foundations of Integrative Thought 3 hours
- IDS 698 Foundations of Cultural Engagement 3 hours

**Educational Foundations Courses (13 hours):**
- ED 510 Educational Technology 2 hours
- ED 540 Foundations of Education 3 hours
- ED 560 Advanced Educational Psychology 3 hours
- ED 565 Foundations of Special Education 3 hours
- ED 585 Teaching in Culturally Diverse Settings I 1 hour
- ED 650 Research Methods and Design I 1 hour

**Methods Courses (13 hours):**
- ED 586 Teaching in Culturally Diverse Settings II 1 hour
- ED 606 Reading and Writing Across the Curriculum 2 hours
- ED 640 Integrated Methods of Teaching in the Elementary and Middle School 9 hours
- ED 651 Research Methods and Design II 1 hour

**Professional Semester (8 hours):**
- ED 690 Student Teaching for Elementary Certification 6 hours
- ED 695 Advanced Seminar in Education 2 hours

**Master’s Research Project/Thesis (1 hour):**

*Choose one:*
- ED 652 Master’s Research Project 1 hour
- ED 653 Master’s Thesis 1 hour

*To be completed in semester following student teaching*

### Master of Arts in Teaching/Secondary

**Program of Study: 37 hours**

**Common Core Courses (6 hours):**
- IDS 697 Foundations of Integrative Thought 3 hours
- IDS 698 Foundations of Cultural Engagement 3 hours

**Educational Foundations Courses (13 hours):**
- ED 510 Educational Technology 2 hours
- ED 540 Foundations of Education 3 hours
- ED 560 Advanced Educational Psychology 3 hours
- ED 565 Foundations of Special Education 3 hours
- ED 585 Teaching in Culturally Diverse Settings I 1 hour
- ED 650 Research Methods and Design I 1 hour

**Methods Courses (9 hours):**
- ED 586 Teaching in Culturally Diverse Settings II 1 hour
- ED 606 Reading and Writing Across the Curriculum 2 hours
- ED 651 Research Methods and Design II 1 hour
- ED 660 Integrated Methods of Teaching in the Secondary and Middle School 3 hours
- ED 661 Teaching Biology in Secondary and Middle School 2 hours
- ED 662 Teaching Language Arts and Literature in Secondary and Middle School 2 hours
- ED 663 Teaching History and Social Studies in Secondary and Middle School 2 hours
- ED 664 Teaching Mathematics in Secondary and Middle School 2 hours

*Students take one of the above four courses 661-664*
Professional Semester (8 hours):
ED 693  Student Teaching for Secondary Certification  6 hours
ED 695  Advanced Seminar in Education  2 hours

Master’s Research Project/Thesis (1 hour):
Choose one:
ED 652  Master’s Research Project  1 hour
ED 653  Master’s Thesis  1 hour
To be completed in semester following student teaching

Master of Education in Instructional Leadership (MEd/L)

Program Objectives
Trinity Graduate School’s Master of Education in Instructional Leadership (MEd/L) prepares practicing K-12 teachers to be effective leaders in their respective school communities. Designed for professionals, Trinity’s MEd/L brings participants into a cohort of likeminded colleagues who are committed to quality instruction, effective school leadership, and an ethical approach to school and community relations. Graduate study at Trinity is built upon a theological foundation that reflects the institution’s historic commitment to the integration of faith, learning, and life. Following that tradition, the MEd/L integrates a Christian worldview, graduate-level academic study, reflective practice, action research, portfolio development, and peer collaboration to support practicing teachers’ professional growth and development. The MEd/L combines a biblically based worldview with the theory and practice of education.

Additional Admissions Requirements
In addition to the General Admissions requirements for all applicants to Trinity’s master’s programs, prospective MEd/L candidates should be aware of the following requirements:

- Certification and current teaching position in an area school with at least one year of teaching experience
- Personal interview with a School of Education representative(s) resulting in a recommendation for admission

Program of Study: 35 hours

Common Core Courses (6 hours):
IDS 697  Foundations of Integrative Thought  3 hours
IDS 698  Foundations of Cultural Engagement  3 hours

Educational Foundations Courses (10 hours):
EDL 510  Understanding and Using Technology  2 hours
EDL 520  Improving Instruction: Self-Reflection and Assessment  4 hours
EDL 660  Teacher Action Research I  1 hour
EDL 525  Leadership in Educational Settings  3 hours

Analysis and Application Courses (11 hours):
EDL 530  Standards-Aligned Curriculum and Instruction  3 hours
EDL 540  Measurement and Assessment in Education  2 hours
EDL 565  Advanced Issues in Special Education  2 hours
EDL 635  Designing Instruction for All Learners  3 hours
EDL 661  Teacher Action Research II  1 hour

Ethics and Practice Courses (8 hours):
EDL 645  School, Family and Community Collaboration  2 hours
EDL 650-655  Cohort electives  3 hours
EDL 662  Teacher Action Research III  2 hours
EDL 690  Instructional Leadership Thesis  1 hour
Courses

“At Trinity Graduate School we believe that professional studies must be done in the context of a deep commitment to the truth of the Word of God and the development of Christian character.”

Dr. Jeanette Hsieh, executive vice president, Trinity International University

Course Numbers

Each course is designated by a letter-number combination that indicates the area of study and the level at which the course is offered. All courses at Trinity Graduate School are offered at the graduate level.

500, 600, and 700 course offerings are intended for MA students. Note that due to the interdisciplinary nature of the graduate school curriculum, course numbering does not necessarily demonstrate a sequential order in which courses should be taken.

800 through 849 numbered courses denote advanced master’s courses.

Courses designated with a hyphen (e.g., 761-762) extend through two or three semesters; the course denoted by the first number is a prerequisite for the course denoted by the second number, and ordinarily no credit is allowed for the first course until the second course is completed.

Courses separated by commas (e.g., 601, 602) extend through two semesters, but students may take the second course thus designated without having taken the first.

Listing of a course does not guarantee that it will be offered in the current year. Where possible, courses offered in alternate years or on demand have been noted accordingly. Trinity reserves the right to withhold from the schedule any course not required for graduation whenever the student demand is insufficient to warrant its being offered. Courses indicated "Offered on demand" are scheduled when a sufficient number of students present a timely written request to the appropriate department chairperson. Further information may be obtained from the office of the Academic Dean.

Courses listed in this catalog include those drawn from other schools of the university and are subject to change through normal academic channels. New courses and changes in existing courses are initiated by the program faculty and approved by the Trinity Graduate School Committee and the Academic Council of Schools.

Course Number Suffix

On the student’s permanent academic record various letters will be appended to course numbers as follows:

“R” indicates that a catalog course not offered during a given semester and therefore taken on a Reading basis under the individual direction of a faculty member. The number _____700 (Guided Research) course in each department is similarly available for courses that are not listed in the catalog.

“I” indicates that a catalog course taken on an independent study basis.

Credit Hours

Academic credit is indicated in terms of semester hours. In certain academic programs where prior approval has been granted by specific action of the faculty, courses may be offered for a different number of semester hours than those listed in the catalog course description.

Course Descriptions

Courses described in the Trinity Graduate School catalog are offered on a rotating basis, or upon sufficient demand, and may not all be offered during a student’s period of residency. The courses listed are offered in Deerfield, unless otherwise indicated under the respective programs or emphases.
Bioethics Courses

BIO 575  
Topics in Bioethics
Courses in bioethics offered for graduate-level credit that are also open to selected upper-division students from Trinity College. May be repeated for credit. One to three hours.

BIO 675  
Current Studies in Bioethics
Selected topics that deal with significant issues related to bioethics. One to three hours.

BIO 700  
Guided Research in Bioethics
Independent study as arranged with a graduate school faculty member. One to three hours.

BIO 741  
The Right to Life and the Law
The Right to Life and the Law is a study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, and infanticide, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Cross listed as TGS course IHR 741. Two hours.

BIO 774  
Introduction to Bioethics: Matters of Life and Death
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. Cross listed at TEDS course BE 774. Three hours.

BIO 775  
Bioethics National Conference Course
The annual national/international bioethics conference at Trinity provides a unique opportunity to learn from and interact with Christian leaders in bioethics from around the country and beyond. The course includes a preconference reading program and postconference writing program tailored to the topic of the conference. Class meetings with the professor immediately precede and are interspersed throughout the conference. May be taken in addition to an Institute course such as BIO 785 or BIO 786 offered in conjunction with the conference. May be repeated for credit. Two or three hours.

BIO 776  
Bioethics and Public Policy
The interface of bioethics and public policy in North American and international contexts, with special attention to such topics as the early twentieth-century eugenics movement, medicine in Nazi Germany, Roe v. Wade and its background, the growing interest in euthanasia, the Human Genome Initiative and its implications, and questions of resource allocation. Cross listed as TEDS courses BE 776 and TGS PP 776. Two hours.

BIO 777  
Readings in Bioethics
Readings in bioethics from Hippocrates through the beginning of the modern bioethics period in Fletcher and Ramsey and on to the present. Readings in the earlier periods focus on the birth and development of the Hippocratic/Judeo-Christian tradition. Readings in the contemporary bioethicists place special focus on the secularization of bioethics as seen in such writers as Singer, Engelhardt, and Childress. The course may focus on either classical or contemporary readings. Cross listed as TEDS course BE 777. Three hours.

BIO 779  
Clinical Issues in Bioethics
Questions such as clinical consultation, ethics committees, and the role of the pastor, addressed by a clinician with the help of case studies. Cross listed as TEDS course BE 779. Two hours.

BIO 780  
Bioethics Seminar
Topical course conducted as a seminar on a question such as autonomy and informed consent, health care systems, resource allocation, genetic intervention, or end-of-life decision making. Cross listed as TEDS course BE 780. May be repeated for credit. One to four hours.

BIO 782  
Bioethics Colloquium
The colloquium meets periodically during the term, with a professor of record and a combination of visiting lecturers, faculty, and student presentations. Local pastors, physicians, and others are invited to attend, offering a meeting point between the program and church and medical communities. Cross listed as TEDS course BE 782. May be repeated for credit. One or two hours.

BIO 783  
Personhood in Theological and Philosophical Perspective
Analysis of the role played by this key concept in bioethical debate against the background of philosophical and theological usage. Cross listed as TEDS courses BE 783 & ST 783. Three hours.

BIO 784  
Independent Study in Bioethics
This elective provides an opportunity to conduct a major project (typically writing a major paper) on a bioethical topic of special interest. Students may arrange such a course in any term with an appropriate university professor. One to four hours.
BIO 785   Intensive Bioethics Summer Institute
A survey of the field of bioethics, introducing competing ways of addressing biological issues in historical, philosophical, and theological perspective. A national/international team of 15–20 top Christian bioethicists address special areas of expertise. Cross listed as TEDS course BE 785. Three or four hours.

BIO 786   Advanced Bioethics Summer Institute
A methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. End-of-life treatment provides a test case. A national/international team of 15–20 top Christian bioethicists address special areas of expertise. Cross listed as TEDS course BE 786. Three or four hours.

BIO 787   Nursing Ethics
Questions such as the meaning and practice of caring, the challenges of managed care, and the rise of alternative health care practices are addressed by a nursing educator with the help of case studies. Two hours.

BIO 788   Law and Bioethics
Questions such as the proper role of law in shaping people's bioethical views and practices, and the current state of the law regarding a wide range of bioethical issues are addressed by a legal educator with the help of case discussions. Two hours.

BIO 789   Bioethics Capstone
Independent study culminating in a project, integrative paper, or comprehensive examination. Required of all students to complete the Master of Arts degree who do not choose to write a thesis. Students developing a project or writing an integrative paper may register for 0 to 4 credit hours. Students taking the comprehensive exam must register for 0 credit hours. Students should register for this course the semester they start the project or paper or take the comprehensive exam. Zero to four hours.

BIO 790   Bioethics Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Zero to four hours.

Communication and Culture Courses

CAC 520   Organizational Communication
An examination of communication systems within an organization. Attention is given to the effects of communication systems on organizational learning, dialogue, diversity, power, and conflict. A comparative approach is used to study communication within different types of organizations. Three hours.

CAC 530   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. Cross listed as TC course COM 330. Three hours.

CAC 540   Topics in Media Studies
Study of topics such as international communication, applied ethics, political communication, and newspaper or magazine design and layout theory. Cross listed as TC courses COM 440 & ENG 440. Three hours.

CAC 544   Topics in Communication
Selected topics as announced. Course may be repeated with different topics. Cross listed as TC course COM 344. One to four hours.

CAC 575   Topics in Communication and Culture
Courses in communication and culture offered for graduate-level credit that are also open to selected upper-division students from Trinity College. One to three hours.

CAC 590   Public Policy in Historical Perspective
Public policy debates in the United States and the affected administrative structures—including the organizational problems, processes, and techniques of policy execution—are examined. Offered on demand. Cross listed as TGS course PP 590. Three hours.

CAC 620   Theology of Mission and Evangelism
An examination of the many Old and New Testament texts that provide theological foundations for the global mission of the church. Basic issues that confront the missionary will be investigated, as well as the more complex and contemporary issues. The course provides the student with various perspectives and strategies for dealing with
the Trinity, the Great Commission, the call and motivation for ministry, and the problems of dialogue, syncretism, universalism, and ecumenism. Cross listed as TEDS courses ME 620 & ST 620. Three hours.

CAC 641  Anthropology for Ministry
Application of anthropological and sociological insights to the problems of missiology, with special attention to the fundamentals of culture and the differences in structure and organization of different societies, and to the study of change and the missionary as an agent of change. Cross listed as TEDS course ME641. Three hours.

CAC 675  Current Studies in Communication and Culture
Selected topics that deal with significant issues related to communication and culture. One to three hours.

CAC 700  Guided Research in Communication and Culture
Independent study as arranged with a graduate school faculty member. One to three hours

CAC 711  Communication and Culture
This introductory course provides students with the basic framework for thinking theologically about contemporary culture. The course presents the concepts of culture and society along with the ways they are often investigated by cultural and social studies. The aim of the course is to reflect on what is involved in a properly theological interpretation of culture. The course develops the hermeneutical principles for interpreting culture that will be applied in subsequent courses. Cross listed as TEDS course CC 711. Three hours.

CAC 712  Cultural Exegesis
This course explores some categories introduced in CAC 711 (Communication and Culture) in greater detail. Various methods and tools from sociology, cultural anthropology, and philosophy are used to explore such themes as urbanization, modernization, pluralization, secularization, and globalization, with theological reflection on these themes. Prerequisite: CAC 711. Cross listed as TEDS course CC 723. Three hours.

CAC 713  Cultural Engagement
This course seeks to engage contemporary culture biblically and theologically. The aim is to develop a Christian position on certain significant issues in contemporary culture (e.g. multiculturalism, tolerance, the media, cyberspace, and sexuality). Students will be encouraged to develop their own positions on the relationship of gospel to culture, church to world, through detailed case studies. Prerequisite: CAC 711. Cross listed as TEDS course CC 713. Three hours.

CAC 714  Urban Evangelism
This course will focus on the task of evangelism in the mission of the urban church. The practice of evangelism in the book of Acts will be reviewed, with special attention to normative patterns as well as to implications for urban settings. Contemporary debates over the place of evangelism in the “new urban reality” will be reviewed, with special attention to the problems and opportunities for evangelism in present-day cities. Cross listed as TEDS course ME 714. Three hours.

CAC 721  Religious Epistemology
Examination of the ways of knowing and tests for truth with special emphasis on the problems of religious knowledge and their implications for theological issues. Cross listed as TEDS course PR 721. Three hours.

CAC 723  Social and Cultural Exegesis
This course will equip the student to do theologically informed analysis of the social and cultural context of modern urban society. Special attention will be given to formulating a biblically informed understanding of modernization, urbanization, and secularization, with a view to understanding the difference and relationship between various change-producing ministries ranging from evangelism to political involvement. Cross listed as TEDS courses PT 723 & EM 723. Two hours.

CAC 724  Ministry of the Urban Church
Through the lens of a biblical understanding of the church and its purposes, this course will examine the urban environment with focused attention on the central city, poverty, and ethnic/minority communities as a context for ministry. The special needs in these contexts will be examined and related to the ministry challenge of the local church. The ministry task of the local church will in turn be examined in terms of the pastoral leadership role, including the personal dimension of the minister’s life and preparation as well as the actual practice of ministry. Cross listed as TEDS course PT 724. Two hours.

CAC 725  Understanding the Urban World
The history of the city will be examined and attention will concentrate on modern patterns of urbanization and recent trends. Urban systems will be analyzed in their metropolitan context, and special attention will be given to the dynamics, problems and opportunities of the central city. The student will be continuously challenged to reflect on the unique ministry and mission implications that the urban context poses for the whole church. Cross listed as TEDS course PT 725. Two hours.
CAC 727  Ethnic Ministry and Contextualization
A survey and analysis of ethnic ministry in North America with special emphasis on the urban environment. The student will be introduced to cross-cultural communication and contextualization principles, and then attention will focus on Black, Hispanic, and Asian ethnic groups. Through on-site visits, exposure is provided to contemporary ethnic leadership and ministry models. Cross listed as TEDS course PT 727. Two hours.

CAC 729  Religion and Public Policy
Basic issues involved in the relationship between religion and public policy will be examined, with special attention given to the avenues of influence and change available to the church in light of its mission and purpose. Special attention will be given to a theology for the public square, the ethics of power, the role of religion in a democratic polity, relevant Supreme Court cases, and recent evangelical political involvement. Several current issues of public policy will be examined, and the student will undertake an independent investigation and report on a public policy issue of special interest. Cross listed as TGS course PP 729. Two hours.

CAC 732  World Religions
Historical survey of the origin and growth of the major world religions, beliefs, practices, and worldviews of the major traditions will be examined, with special attention given to comparison and contrast with Christian beliefs and practices. Cross listed as TEDS course ME 732. Three hours.

CAC 736  American Church History
Transition of European churches to America and their involvement with theological, liturgical, social, and political issues; the nature of Puritanism; separation of church and state; awakenings and revivals; social concern; liberalism, fundamentalism, neo-orthodoxy, and contemporary evangelicalism. Cross listed as TEDS course CH 736. Three hours.

CAC 738  Political Theologies
A course designed to clarify what constitutes a “political theology” and to investigate the biblical and theological bases of representative political theologies. Discussion focuses around such systems as liberation theology, black theology, and feminist theology. Cross listed as TEDS course ST 738 & TGS course PP 738. Three hours.

CAC 767  Technology and Culture
This course will analyze the impact of technology on contemporary culture and the church, including the movement from papyrus to cyberspace and from pottery to cloning. Students will be equipped to think Christianly about technology. Three hours.

CAC 784  Independent Study in Communication and Culture
This elective provides an opportunity to conduct a major project (typically writing a major paper) on a communication and culture topic of special interest. Students may arrange such a course in any term with an appropriate university professor. One to four hours.

CAC 789  Communication and Culture Capstone
Independent study culminating in a project, integrative paper or comprehensive examination. Required of all students to complete the Master of Arts degree who do not choose to write a thesis. Students developing a project or writing an integrative paper may register for 0 to 4 credit hours. Students taking the comprehensive exam must register for 0 credit hours. Students should register for this course the semester they start the project or paper or take the comprehensive exam. Zero to four hours.

CAC 790  Communication and Culture Thesis
Independent study toward development of an academic thesis. Required of all students choosing to write a thesis. Students may not register for this course until the semester after the thesis proposal has been approved. Zero to four hours.

CAC 801  Contextualization
TA study of contextualization from theoretical and practical perspectives, including an examination of the meanings and methods of contextualization as proposed in recent literature, an analysis of the proposals of prominent contextualizers, and the development of limited contextualized materials for selected target-cultures. Cross listed as TEDS course CC 801. Three hours.

CAC 817  Philosophical Issues in Religious Pluralism
Consideration of the major epistemological and metaphysical issues for philosophy of religion arising from the discussions on religious diversity and religious pluralism. The views of influential philosophers such as John Hick, William Alston, Keith Ward and others are examined, as well as responses to their work. Three hours.

CAC 830  Religious Pluralism
An examination of the current debate over Christianity and other religions and an evaluation of the issues from an evangelical perspective. Theological, philosophical, and missiological implications of the debate will be explored. Cross listed as TEDS course ME 830. Three hours.
CAC 845  Seminar: Current Issues in Communication and Culture
Topics chosen to interrelate communication and culture. Two to three hours.

Counseling Psychology Courses

Courses listed in the TGS Counseling Psychology program are offered at the South Florida Regional Center. Counseling courses are also offered on the Deerfield Campus through the Trinity Evangelical Divinity School (TEDS) MA/CP program. Refer to the TEDS catalog for a complete listing.

CP 524  Counseling Skills Training
An experiential and cognitive introduction to the skills basic to any counseling setting, working with a developmental model of helping. Emphasis on the acquisition and use of some of the basic skills of counseling. Three hours.

CP 540  Principles of Guidance and Counseling
A course covering the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools. Three hours.

CP 545  School Consultation Procedures
A course focusing on developing specific techniques in consultation. The various aspects of a school guidance program are integrated. Particular reference is made to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role-playing. Three hours.

CP 570  Substance Abuse Counseling
This course focuses on the process and treatment of substance abuse. Emphasis will be placed on understanding the addictive process, assessment, physiology (as pertinent), and treatment. Relapse prevention, adolescent substance abuse, dual diagnosis, family treatment, and other specific issues related to addictions will be discussed. Three hours.

CP 603  Group Counseling
The processes, principles, and techniques related to contemporary forms of group counseling will be explored. There is an experiential component built into this course to foster the development of group leadership skills. Prerequisite: CP 524. Three hours.

CP 611  Psychology and Theology
A survey of issues, theories, approaches, methods, problems, and criticisms of the integration of psychology and theology. The course will sample current counseling approaches, literature, and case studies to familiarize the student with the process of integration and to facilitate personal skill development in this area. Three hours.

CP 613  Counseling Theories
Classical and current theories of counseling will be studied and evaluated in the light of Scripture, psychological sophistication, and practical relevance. Both secular and practical counseling approaches will be discussed. Three hours.

CP 615  Career Counseling
This class will deal with the many facets of career counseling. The subject will be covered from both theoretical and practical points of view. Holistic awareness of individuals will be considered in regard to how people deal with their vocational needs and goals. Three hours.

CP 616  Community Counseling
This course focuses on the central theoretical perspectives of community psychology, the role of interpersonal therapeutic relationships, and the efficiency of system-level preventative interventions. With this orientation, professionals can help individuals in need and work to remedy community problems, while serving to assist both individuals and society in general. Three hours.

CP 621  Theoretical Foundations of Marriage and Family Therapy
An examination, discussion, and evaluation of the theoretical foundations and the historical development of the field of marriage and family therapy. Introduction of several of the major techniques currently employed in the field. Three hours.

CP 623  Human Sexuality
This course will deal with the physiological, psychological, and spiritual aspects of human sexuality with particular emphasis on counseling-related issues including the assessment and treatment of sexual dysfunction and addiction. Three hours.
CP 640  Counseling Exceptional and At-Risk Children
A course covering the etiology and characteristics of exceptionalities of children at risk for underachieving and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals. Three hours.

CP 651  Human Growth and Development
A consideration of human growth and development from conception to death emphasizing research, personality, and counseling implications at each stage. Three hours.

CP 674  Child and Adolescent Counseling
A survey of the physical, intellectual, emotional, and social development of children and adolescents. Therapeutic skills are discussed and practiced in and out of the classroom. The importance of family relationships is given special emphasis. Three hours.

CP 675  Current Studies in Counseling and Psychology
Topics selected deal with significant issues related to counseling and psychology. Recent titles include Community and Mental Health, Child and Adolescent Therapy, Gender Issues, Substance Abuse Counseling, Clinical Community Counseling, Counseling Dysfunctional Families. One to three hours.

CP 686  Counseling Practicum
This practicum is designed as a preinternship fieldwork experience. It will provide students with practical supervised experience in various counseling settings. The student will average 8 to 20 hours per week involvement. This course may be repeated for credit. Prerequisites: Program candidacy and permission of department. Three hours.

CP 696  Guidance and Counseling Practicum I
This practicum is designed to provide students an opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: Program candidacy and permission of department. Three hours.

CP 697  Guidance and Counseling Practicum II
This practicum is designed to provide students a continued opportunity to perform the role and functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experience. Prerequisites: CP 696; Program candidacy and permission of department. Three hours.

CP 705  Psychological Research Methods
Critical review of basic research techniques and examination of the methods and conclusions of some representative research. Prerequisite: undergraduate course in statistics. Three hours.

CP 722  Internship in Counseling I
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the first semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: Program candidacy and permission of department. Three hours.

CP 723  Internship in Counseling II
This internship is designed to give counseling students practical supervised experience in various counseling facilities. Approved intern sites include hospital inpatient programs, counseling centers, community agencies, churches, and other counseling service facilities. This course is the second semester of a two-semester sequence with the students averaging 20+ hours per week involvement. Individual supervision is provided on site. Group supervision is provided on campus. Prerequisites: CP 722; Program candidacy and permission of department. Three hours.

CP 732  Crisis Counseling
A consideration of the theory and practice of crisis intervention. Emphasis is placed on the theoretical and practical application of dealing with developmental and situational crises from a Christian perspective. Three hours.

CP 737  Ethics and Issues in Counseling
Ethical standards of the major professional counseling associations are considered, including the American Association of Marriage and Family Therapists, the American Counseling Association, and the American Psychological Association. Theoretical and practical applications of ethical guidelines to a variety of counseling situations are discussed. Issues related to the professional practice of counseling and therapy are included. Three hours.
CP 741   Psychological Testing
Principles and techniques of test administration and interpretation, including measures of ability, aptitude, personality, and psychopathology. Prerequisite: Undergraduate statistics course. Three hours.

CP 747   Issues in Multicultural Counseling
A study of communication issues arising out of counseling between persons of different cultures or subcultures. Emphasis is given to overcoming cultural barriers and to understandings and techniques designed to enhance intercultural communication. Three hours.

CP 752   Psychopathology
An advanced course on the etiology, classification, and treatment of human psychopathology. Three hours.

CP 757   Advanced Counseling Practicum
This practicum is designed to provide postinternship counseling experience for advanced students. Students will average 20+ hours per week on site. This course may be repeated for credit. Prerequisites: CP 722-723, permission of department. Three hours.

CP 845   Seminar: Current Issues in Counseling and Psychology
Consideration of contemporary issues in counseling and psychology. Recent titles include: Advanced Counseling Skills, and Diagnosis and Treatment Planning. Prerequisite: Program candidacy and permission of the instructor. May be repeated for credit. Two to three hours.

Education Courses

ED 510   Educational Technology
An applied study of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Candidates will become familiar with application software and will create lessons and units that integrate technology. Aligned to the Illinois Core Technology Standards for All Teachers. Computer fee. Two hours.

ED 540   Foundations of Education
An introduction to teaching, including an overview of the historical, philosophical, and cultural foundations of American education with a focus on current issues of educational reform and debates about “best practice.” Candidates work throughout the course to develop their own educational philosophy. Three hours.

ED 560   Advanced Educational Psychology
An integrated examination of learning theory, including the physical, cognitive, social, and psychological development of children and adolescents. Four hours.

ED 565   Foundations of Special Education
An exploration of special education, including an overview of the court cases and laws leading to IDEA and discussion of how these laws affect children with disabilities. A study of contemporary issues and practices prepares general education candidates to work effectively with exceptional children. Two hours.

ED 575   Topics in Education
Selected topics as announced. Course may be repeated with different topics. One to four hours.

ED 585   Teaching in Culturally Diverse Settings I
This course offers the opportunity to connect theory with experience as candidates consider educational practice in culturally diverse settings and consider how prior life experiences contribute to one’s ability to effectively reach and teach all students. Candidates learn the basic principles of multicultural education through course reading and discussion and then develop a firsthand awareness of key issues through a combination of field experience and course-specific video footage. One hour.

ED 586   Teaching in Culturally Diverse Settings II
A continuation of ED 585. Candidates trace the sociopolitical factors, school structures, and demographic trends that have brought us to our current understanding of multicultural education. After exploring effective and less effective teaching strategies and professional dispositions within underresourced K-12 settings, candidates consider ways to integrate a culturally relevant and equitable curriculum for all students. One hour.

ED 606   Reading and Writing Across the Curriculum
An overview of the key issues in reading research and instructional practice with special focus on teaching methods that develop strategic reading of content area texts. This course is designed to give candidates the background needed to develop a comprehensive reading and writing program within specific content areas. This course is aligned to the Illinois Core Language Arts Standards for All Teachers. Two hours.
ED 640  Integrated Methods of Teaching in the Elementary and Middle School
A research-based study of elementary and middle school methods, including lesson planning, instructional models, middle school philosophy, and interdisciplinary instruction. A major component of this course is a focus on integrated content methods for reading, mathematics, social studies, science and health, physical education, art, and music, with primary attention given to reading and mathematics. Candidates encounter advanced application of the theory and methodology of reading instruction, including literature-based curriculum as well as units on ESL readers, assessment issues, and diagnosis of classroom reading problems. In mathematics methods, candidates learn a diagnostic approach to math instruction and development and a sound theory of the acquisition of mathematical concepts in the early grades. Nine hours.

ED 650  Research Methods and Design I
A course that introduces candidates to the use and design educational research, with a special focus on qualitative methodology and teacher action research. Candidates will begin the process of conducting a literature review and developing an annotated bibliography in APA format. One hour.

ED 651  Research Methods and Design II
A continuation of ED 650. After a study of seminal and current research on a chosen topic, candidates begin the process of planning their own classroom-based inquiry. Course content includes the major elements of teacher action research: choice of research question, review of professional literature, selection of research methodologies, collection, organization, and analysis of data, interpretation of data, taking action, and assessing the action. One hour.

ED 652  Master’s Research Project
Independent study leading to completion of a master’s research project. Candidates work with committee to write a detailed research proposal, including introduction, literature review, and description of research methodology. One hour.

ED 653  Master’s Thesis
Independent study leading to completion of an academic thesis. Candidates work with committee during the data collection and analysis phase of their research. One hour.

ED 660  Integrated Methods of Teaching in the Secondary and Middle School
An orientation to secondary and middle school methods with an emphasis on brain-based and constructivist learning theory, instructional planning and assessment, classroom management, and the development of interdisciplinary thematic units. Special focus is given to the use of active pedagogical strategies for promoting thinking and learning amongst today’s adolescents. Three hours.

ED 661  Teaching Biology in the Secondary and Middle School
A course focusing on standards-aligned biology content being taught in today’s secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline, including the development of lessons, materials, and assessments. Includes a segment on laboratory safety. Prerequisite ED 660. Two hours.

ED 662  Teaching Language Arts and Literature in the Secondary and Middle School
A course focusing on standards-aligned language arts and literature content being taught in today’s secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. Two hours.

ED 663  Teaching History and Social Studies in the Secondary and Middle School
A course focusing on standards-aligned history and social studies content being taught in today’s secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. Two hours.

ED 664  Teaching Mathematics in the Secondary and Middle School
A course focusing on standards-aligned mathematics content being taught in today’s secondary and middle schools. Candidates learn and practice a variety of pedagogical strategies specific to the discipline including the development of lessons, materials, and assessments. Prerequisite ED 660. Two hours.

ED 690  Student Teaching for Elementary Certification
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for student teaching as outlined in the School of Education Handbook, which includes passing the Illinois Elementary Subject-Matter Knowledge test. Attendance required at scheduled Professional Week activities. Six hours.
ED 693   Student Teaching for Secondary Certification
A classroom teaching experience under the direction of a qualified cooperating teacher. Candidates must meet all requirements for student teaching as outlined in the School of Education Handbook. Attendance required at scheduled Professional Week activities. Six hours.

ED 695   Advanced Seminar in Education
This course includes discussion of current critical issues in American education and is designed to support the goals of the student teaching experience. The seminar format of the course provides a forum for peer and supervisory support and for the exchange of viewpoints. Scheduled on selected evenings throughout the Professional Semester. Two hours.

Instructional Leadership Courses

EDL 510   Understanding and Using Technology
An applied study of educational technology in the school curriculum with an emphasis on individual and cooperative learning, integration of disciplines, and learning styles. Participants will become familiar with application software and will create lessons and units that integrate technology. Computer fee. Two hours.

EDL 520   Improving Instruction: Self-Reflection and Assessment
Practicing teachers learn to assess their classroom practices against the Illinois Professional Teaching Standards (IPTS). Through the development of a professional portfolio, participants present evidence of their understanding of the standards and the extent to which they demonstrate these standards in their own classrooms. The course assists participants in assessing their performance and identifying strengths and areas for growth. Includes video-assisted observation of one’s own teaching practice, including self-reflection and evaluation of learning outcomes. Participants will create written lesson plans, collect and assess student work samples, and provide written analysis of the lesson and implications for future improvement. This course may be taken to fulfill Illinois requirements for moving from the Initial Teaching Certificate to the Standard Teaching Certificate. Instructional fee for visiting (nondegree) students. Four hours.

EDL 525   Leadership in Educational Settings
Building from a foundation of organizational theory, social psychology and group dynamics, this course looks at ways that individuals affect one another in a variety of group settings. Participants examine their own communication and leadership styles, especially as they relate to their role in the classroom and on instructional teams. Guiding questions for this course include: What does instructional leadership look like at the elementary, middle, and high school levels? How can we create a school/classroom culture that supports and sustains excellence? Which leadership practices appear to be most successful in improving teaching and learning both in the classroom and in the wider school community? Three hours.

EDL 530   Standards-Aligned Curriculum and Instruction
An overview of the major theories, research, and best practice in curriculum construction and implementation within schools and classrooms. This course explores the effective utilization of the Illinois Learning Standards (ILS) as a guide to creating meaningful and successful learning experiences for all students. Includes a focus on the teacher as instructional decision-maker in the teaching/learning process. Three hours.

EDL 540   Measurement and Assessment in Education
This course explores the use, misuse, and limitations of educational assessment used in today’s schools and classrooms. It looks at the theory and principles that undergird assessment practices, especially as they apply to teacher-made tests and other evaluation instruments. The course includes alternatives to traditional forms of assessment, and explores factors that influence student performance. Two hours

EDL 565   Advanced Issues in Special Education
An overview of the social and legal history of special education and exceptionalities, leading to an in-depth examination of current policies, programs, processes, and challenges that face regular and special educators in schools today. Participants review and integrate current research into their studies of children and young adults with disabilities. Two hours

EDL 575   Topics in Education
Selected topics as announced. Course may be repeated with different topics. One to four hours.

EDL 635   Designing Instruction for All Learners
Rooted in an awareness of the values and challenges inherent within a diverse school community, this course examines concepts of differentiation, modification, and accommodation as they relate to the individual instructional needs of students. Utilizing research and current practice, participants develop an understanding of effective teaching strategies and professional dispositions for working with all students. Course components focus on special and gifted education, ESL instruction, and practices that support culturally relevant and equitable curriculum in
dive settings. Includes a study of collaboration and consultation models of designing instruction for all learners as the regular teacher becomes the special educator. *Three hours*

**EDL 645 School, Family and Community Collaboration**
Extends the study of interpersonal communications begun in EDL 525 to include a focus on working with parents and other caregivers in support of students’ education. Special attention is given to working within highly diverse or under-resourced settings. Participants will research the many community agencies that provide supplementary assistance and develop strategies for identifying needs, accessing services, and mobilizing resources. *Two hours.*

**EDL 650-655 Cohort Electives**
Based on the curricular and research interests of the cohort members, elective strands provide an opportunity for master’s candidates to work together in small groups to research, study, and discuss a topic related to their action research projects. Topics for these electives may include (but are not limited to) literacy, math and/or science education, technology, gifted instruction, or supervision. The groups will present the outcome of their study to the entire cohort. Includes faculty consultation as needed. *Three hours.*

**EDL 660 Teacher Action Research I**
A course that introduces practicing teachers to the use and design of educational research, with a special focus on qualitative methodology and teacher action research. Participants learn to look at their classrooms as complex systems that are shaped by a variety of social, political, and cultural factors. With that foundation, they explore the process of identifying a possible action research project, conducting a simple literature review, and developing an annotated bibliography in APA format. *One hour.*

**EDL 661 Teacher Action Research II**
A continuation of EDL 660. After a study of seminal and current research on a chosen topic, participants begin to plan their own classroom-based inquiry. Course content includes the major elements of teacher action research: choice of research question, review of professional literature, selection of research methodologies, collection, organization, and analysis of data, interpretation of data, taking action, and assessing the action. *One hour.*

**EDL 662 Teacher Action Research III**
Master’s candidates employ systematic inquiry focused on an actual school-based or classroom-based problem, question, or dilemma, identified in EDL 661. Candidates may work with their principals or other school personnel as they conduct their research project. Using the knowledge and skills learned in EDL 660 and EDL 661, candidates refine their research question and plan; complete a review of relevant professional literature; collect, organize, analyze, and interpret their data; and finally, report on the outcome of their research. Throughout this process, candidates meet with a group of their colleagues to discuss their progress and invite feedback. Faculty consultants provide instructional and procedural assistance. The master’s thesis must be reviewed and approved by the candidate’s committee prior to completion of this course. *Two hours.*

**EDL 690 Instructional Leadership Thesis**
Independent study toward completion of an academic thesis. *One hour.*

### Interdisciplinary Studies Courses

**IDS 675 Current Topics in Interdisciplinary Studies**
Topics selected deal with significant issues related to interdisciplinary studies. *One to three hours.*

**IDS 697 Foundations of Integrative Thought**
This course surveys the Bible from the standpoint of its unfolding history of redemption. Stress is laid on precedents, themes, truths, and strategies that established God’s will in earlier times and that should direct God’s people in subsequent times, including our own. Students will make progress in learning what the Bible says on questions relevant to both academic inquiry and practical living. More importantly, students will make progress in learning how to think, creatively but responsibly, about current issues using the Bible in ways that are recognizably Christian. Examples of topics that may be explored: human nature, morality, government, education of children, aesthetics, marriage, racial reconciliation, and questions of meaning and truth. *Three hours.*

**IDS 698 Foundations of Cultural Engagement**
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working intellectual assumptions of contemporary culture. In addition to investigating several models for Christian engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for creative interaction with contemporary thought and cultures. *Three hours.*

**IDS 699 Crucial Issues in Christian Thought**
This course introduces the student to pivotal Christian doctrines as a framework within which to evaluate the working intellectual assumptions of modern culture. In addition to investigating several models for Christian
engagement with culture, the course encourages the positive formation of a Christian worldview as a foundation for creative interaction with contemporary thought. *Three hours.*

**IDS 716**  
**Advanced Christian Ethics**  
Assessment of modern ethical alternatives over a broad set of issues from a biblical perspective. Cross listed as TEDS courses ST 716 & CC 716. *Three hours*

**IDS 751**  
**Ethical Theory**  
An analysis of the principal theories and problems of philosophical ethics, including the meaning of ethical language, alternative theories of the right and the good, and the implications of moral issues for the concept of God and other theological questions. Cross listed as TEDS course PR 751. *Three hours.*

**International Human Rights Courses**

The International Human Rights courses listed below are available only at the California Regional Center. IHR courses are offered on a rotating basis and may not be offered during a student’s period of residency.

**IHR 501**  
**Introduction to International Human Rights**  
This is an introductory course surveying the concepts, terminology, and history of human rights. The theological and historical origins of the international legal instruments and institutions involved in international human rights will be explored. *Three hours.*

**IHR 502**  
**International Institute for Human Rights (Strasbourg)**  
Recognition and protection of human rights under international law is the subject of IHR 502 taught for four weeks during the month of July on the campus of the University of Strasbourg, in Strasbourg, France. The course surveys the major human rights instruments and enforcement systems under international law, supplemented by topical lectures on various aspects of international human rights. The course contains in-class time, reading, and the final exam that composes the seminar. The forum is designed by TGS to complement the Institute. May be repeated for credit as topics vary. *Four hours.*

**IHR 503**  
**International Forum on Human Rights**  
The course is presented in conjunction with the annual program of the International Institute of Human Rights, and it enables students to interact with human rights lawyers, judges, government officials, academics, and activists from all over the world. The forum is designed by TGS to complement the Institute. May be repeated for credit as topics vary. *Two hours.*

**IHR 511**  
**Human Rights Research Methods**  
Human Rights Research Methods is an introduction to the methodology of researching human rights instruments, issues, and case law with a particular emphasis on developing a student’s skill and competence in case analysis, class preparation, and use of library resources, including the full range of source materials available to human rights advocates, plus manual and computer-assisted human rights research. *Two hours.*

**IHR 561**  
**The Theory and Law of War**  
The Theory and Law of War is a study of international legal norms applicable in time of both international and noninternational armed conflict. Treaty and customary international law norms will be covered, with emphasis on the four Geneva Conventions of 1949 and two protocols of 1977. The relationship between human rights and humanitarian law will be examined. The implementation of these norms under the International Committee of the Red Cross and United Nations and war crimes tribunals will demonstrate enforcement procedures and problems. *Three hours.*

**IHR 591**  
**International Disputes Resolution**  
International Disputes Resolution is a hands-on study of the dispute resolution processes available for dealing with human rights violations. Topics include the UN and regional claims procedures as well as an overview of international arbitration, mediation, and conciliation. *Two hours.*

**IHR 675**  
**Current Studies in International Human Rights**  
Selected topics that deal with significant issues related to international human rights. *One to three hours*

**IHR 700**  
**Guided Research in Human Rights**  
This course provides opportunities for students to pursue and to document research into human rights topics and issues of particular interest, with special approval. A paper that documents the study and knowledge obtained is required. *One to three hours.*

**IHR 707**  
**Rights of Women, Children and Families**  
This course is a survey of the international instruments intended to protect women, children and families. Issues to be addressed include pertinent international instruments and principles of international law relating to gender-based
discrimination; children’s rights to privacy, education, and information; pornography; slavery; child soldiers; and the implications of religious liberties on the family. The course includes an introduction to comparative religions and worldviews as they pertain to women, children and families. Three hours.

IHR 709  International Criminal Law
This course examines issues in the field of international criminal law that encompass the following: (1) individual responsibility for conduct that is labeled as criminal under international law; (2) nation-state responsibility for conduct that may be considered a crime under international law; (3) individual responsibility for conduct within international dimensions that is labeled a crime under U.S. domestic law. Two hours.

IHR 710  Public International Law
This course introduces students to the fundamentals of public international law, focusing on the nature and sources of international law, the relationship between international law and domestic law, international agreements, statehood and territorial jurisdiction, recognition of states and governments, immunities, state responsibility, the use of force, and peaceful settlement of international disputes. Three hours.

IHR 741  The Right to Life and the Law
The Right to Life and the Law is a study of the complex medical, social, legal, and bioethical issues raised by such controversial topics as abortion, euthanasia, and infanticide, including a survey of Supreme Court and other judicial decisions pertaining to these issues. Cross listed as TGS course BIO 741. Two hours.

IHR 754  Religious Liberties and International Human Rights
Religious Liberties and International Human Rights represents an in-depth study of the human right to religious liberty and church-state relations as presently articulated by examination of global and regional human rights instruments. Comparison to the U.S. Constitution and religious liberty principles will also be discussed. Three hours.

IHR 756  Philosophy and Theology of Human Rights
This class focuses on the philosophical origins of human rights and the ultimate justification for such rights. The course surveys various philosophies concerning the origins of rights including the natural law and biblical and theological bases for contemporary human rights. Three hours.

IHR 760  The Law of Minorities, Native Americans and other Indigenous Peoples
The Law of Minorities, Native Americans and other Indigenous Peoples is a survey of global and regional efforts to define minority and indigenous groups and to articulate and implement the human rights of members of ethnic, racial, religious, linguistic, or national minorities and indigenous populations. Related issues such as xenophobia, intolerance, nationalism, and racism will be addressed. Three hours.

Public Policy Courses

The Public Policy courses listed below are available only at the California Regional Center. Public Policy courses are offered on a rotating basis and may not be offered during a student's period of residency.

PP 590  Public Policy in Historical Perspective
Public policy debates in the United States and the affected administrative structures, including the organizational problems, processes, and techniques of policy execution are examined. Cross listed as TGS course CAC 590. Three hours.

PP 601  Christians in the Public Square
This course intends to increase students’ understanding of political theories within the Christian tradition with a survey of major theories and thinkers on the subject of the relationship between the individual believer and state and the corporate church and state. Selected contemporary political theories and movements (such as neoconservatism, libertarianism, liberalism, and the Christian right) are considered. The student will become familiar with a range of perspectives and literature in the field. Three hours.

PP 675  Current Studies in Public Policy
Selected topics that deal with significant issues related to public policy. One to three hours.

PP 701  Integrative Seminar: Public Policy
Examination of the impact of the biblical worldview on politics, political involvement, and public policy. Various views of Christians and the political process will be evaluated as a framework for engaging and impacting the culture through public policy. The course will discuss how to best communicate theological perspectives on reforming civil government. Issues of faith-based policies, civic involvement, and civil disobedience will be addressed. Three hours.
PP 729   Religion and Public Policy
Basic issues involved in the relationship between religion and public policy will be examined, with special attention to the avenues of influence and change available to the church in light of its mission and purpose. Special attention will be given to a theology for the public square, the ethics of power, the role of religion in a democratic polity, relevant Supreme Court cases and recent evangelical political involvement. Several current issues of public policy will be examined and the student will undertake an independent investigation and report on a public policy issue of special interest. Cross listed as TGS course CAC 729. Two hours.

PP 738   Political Theologies
A course designed to clarify what constitutes a “political theology” and to investigate the biblical and theological bases of representative political theologies. Discussion focuses around such systems as liberation theology, black theology, and feminist theology. Cross listed as TGS course CAC 738. Three hours.

PP 757   Logic and Advocacy
This course examines the advocacy and communication skills essential for effective advocates, such as critical thinking, logical reasoning, logical fallacies, the process of persuasion, evidence and proof by which people reach decisions and change their minds. This course also includes the values, worldviews, and social and political theories that influence legal and policy making decisions. Two hours.

PP 775   Media, Public Policy, and the Law
This course will focus on the relationship between the law and the media in the area of public policy. We will also discuss the role of mass media in shaping the legal system as well as public policy. The course will explore the law and public policy as expressed through popular art forms such as movies, television, and literature. Students will discuss how mass media has changed the practice of law, the public perception of lawyers and their role in society, as well as its impact on policy making. Three hours.

PP 776   Bioethics and Public Policy
The interface of bioethics and public policy in North American and international contexts, with special attention to such topics as the early twentieth-century eugenics movement, medicine in Nazi Germany, Roe v. Wade and its background, the growing interest in euthanasia, the Human Genome Initiative and its implications, and questions of resource allocation. Cross listed as TGS course BIO 776. Two hours.

PP 780   Law and Public Policy
The course will address the relationship between law and public policy making and the process by which public policy is developed. The class will survey public policy objectives and underlying philosophical systems from a legal perspective. Judicial decision making, legislation, and executive acts will be examined for their theoretical foundations. Various theories will be studied, with particular emphasis placed on law and the politicization of the legal process. Two hours.
Official Policies

“I have to think on a deeper level than I would at a secular institution because it doesn’t matter what I think, it matters what God thinks.”

Jillaine Jorstad (MA/BIO ’99), Madison, Wisconsin

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 the student gives the impression of doing better on quizzes or exams than he or she deserves.

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.” Please visit our website at http://tiunet.tiu.edu/it/policy/content/conduct/trinity_aup.pdf or request a copy from the Dean of Students office. This policy supercedes all other policies and applies to all individuals with respect to the acceptable use of University networks, phone systems, computer systems, and technology.

The University network and systems are to be used primarily for activities related to the educational mission of the University. Personal use of the network is limited to email and browsing Web pages, providing such use complies with these Terms and Conditions and does not, at the University’s discretion, utilize excessive capacity of resources, or in the case of employees, interfere with the employee’s work. For any other personal use, written approval is required from the Student Services office.

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

- For authorized network access to university systems and resources that are used for curricular, academic, and administrative activities
- For email and access to Worldwide Web pages

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

University personnel can and will access files when necessary for maintaining the University network and computer systems. Every effort will be made to respect the privacy of user files, and the contents of user files will be examined only when it is required by law or by the policies of the University.
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 nonauthorized private networks. University networks may not be modified, extended, or used in any manner that violates a federal, state, or local law or a University policy

Additionally, 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 Graduate School to provide effective auxiliary aids, services, and academic adjustments to qualified students with disabilities. The Dean of Students acting as the institution’s ADA coordinator assists students with disabilities in obtaining auxiliary aids and services. The Dean of Students in consultation with the Academic Department Chair or School Director and faculty member(s) involved assists students with disabilities by making academic adjustments. Academic adjustments are determined on a case-by-case basis and are subject to review by the Academic Dean.

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

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

1. It must be prepared by a professional qualified to diagnose a learning disability, including but not limited to, a licensed physician, learning disability specialist, or psychologist.

2. It must include the testing procedures followed, the instruments used to assess the disability, the test results, and an interpretation of the test results. If, for example, the disability requires additional time for taking examinations, documentation must state the specific amount of time needed.

3. It must reflect the student’s present achievement level, be as comprehensive as possible, and dated no more than three years prior to the student’s request for auxiliary aids, services, or academic adjustments. Extenuating circumstances may justify reliance on older documentation. The achievement test should sample reading, math/reasoning, writing, adequately measure cognitive abilities using the Wechsler Adult Intelligence Scale–Revised or equivalent, and adequately measure academic achievement using the Woodcock-Johnson Part II, Wide Range Achievement Test, Nelson-Danny, or equivalent.

4. It must include test results for the following characteristics: intelligence, vocabulary, reading rate, reading comprehension, memory, and processing skills. The diagnosis must conform to federal and state regulations.

Students with disabilities who believe that their request for auxiliary aids, services, or academic adjustments have not been appropriately addressed by the Dean of Students, should direct their complaints to the Senior Vice President for Student Life or, in his or her absence, to the Executive Vice President/Provost.
Copyright Policy
The Copyright Permissions Act of 1976 as it may have been or will be amended from time to time requires that permission to reproduce copyrighted materials be obtained from the copyright owner except under very limited circumstances. Faculty, staff, and students of Trinity are expected to comply with the provisions of the state and federal intellectual property laws, such as the Copyright Act. Procedures for obtaining copyright permissions for course materials have been established and should be followed. Copies of this procedure and other information explaining the Copyright Permissions Act as it pertains to copying both course materials and material for personal use are available through the Academic Dean’s office.

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

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

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

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

In general, the purpose of the Act is to give presently or formerly enrolled students access to their individual educational records maintained at Trinity and to protect such 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 previous page:

A. Except for those parties stated below, no one shall have access to education records without the written consent of the student concerned. The exceptions to the consent requirement are as follows:

1. Other university officials, including faculty, who have legitimate educational interests
2. Officials of other schools or school systems in which the student intends to enroll, upon condition that the student is notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record
3. Those representatives of the federal government and the state who are identified in the “Act,” provided that any data so released are not to include information (including social security numbers) that would permit the personal identification of the students unless otherwise specifically provided by federal law
4. Those who serve in connection with the student’s application for, or receipt of, financial aid
5. State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974
6. Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer required for the purpose for which it is conducted
7. Accrediting organizations in order to carry out their accrediting functions, or by the dean of students or the emergency dean, designated to act in an emergency to protect the health or safety of the student or other persons
8. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code
9. To comply with a judicial order or lawfully issued subpoena, subject to the notice provisions of the law
10. In connection with a health or safety emergency
11. Information that has been designated as “directory information”
12. To the parent of a student who is not an eligible student or to the student
13. To an alleged victim of any crime of evidence, as that term is defined in Section 16 of Title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime

B. Records (usually only transcripts) released to any organization, agency, or individual at a student’s request shall be transmitted with a notice informing the recipient that such information is released only on the condition that the recipient will not permit any other party to have access to such information without the written consent of the student.
C. Each office that maintains education records shall maintain a record for each student that shall list all individuals (except institution officials described above), agencies, or organizations that have requested or obtained access to such student’s education record.

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

Each Trinity department has the ultimate responsibility for establishing appropriate procedures; however, each Trinity department has been instructed to ask that the student’s request be made in writing and, where appropriate, in person. On request, the student may be required to identify him- or herself in filing a request prior to having access to his or her records. The student is obligated to examine the record during reasonable hours at the place the record is maintained and not to interfere with the operation of the office in which the record is being maintained. Under the Act, the school has 45 days from the time of request until it must comply with the request.

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

Firearms
For the safety of all concerned, campus regulations require that no firearms or fireworks are to be kept on the campus. Weapons of any kind are not permitted on campus. Individuals may contact the Dean of Students/Student Services Office for clarification on specific items. Violators of this regulation will face disciplinary action, which may include dismissal without refund.

Grievance Procedure for Discriminatory and Sexual Harassment Complaints
It is the policy of Trinity International University not to discriminate on the basis of age, disability, color, national origin, race, or sex in student admission and recruitment, educational policies, scholarship and loan programs, employment, and school-administered programs in accordance with applicable laws. It is Trinity’s intent to comply with both the letter and the spirit of Title IX of the 1972 Education Amendments, of Title VI of the Civil Rights Act of 1964, of Section 504 of the Rehabilitation Act of 1973, and of all equal opportunity laws and regulations. In compliance with these provisions, we have established a set grievance procedure to be followed should a discriminatory or harassment situation occur. The Student Services Office has available for all students a written copy of the official grievance procedures to be followed and will be glad to assist students having questions or concerns regarding such matters.

Immunization Requirements
These requirements are designed to prevent the introduction and spread of vaccine-preventable diseases on our campus and the surrounding community. For more information regarding immunizations, contact the Health Services Office.

Posters and Notices
All items posted on the college side of campus by students must be approved and stamped by the Student Development Coordinator. If posted on the graduate side of campus, items must be approved by the Student Services Office.

Referenda and Petitions
Students wishing to initiate petitions or referenda are to work with the Dean of Students and the Student Government Association. All referenda and petitions must be submitted to the Dean of Students and approved by the President's Advisory Cabinet before being distributed or circulated. All items posted on campus by students must be approved and stamped by the Student Services Coordinator.

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

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

Unlicensed or inoperable vehicles may not be stored at Trinity and may be removed from campus at the owner’s
expense. Vehicles that have received two warning citations to obtain a Trinity permit also may be towed off campus
at the owner’s expense. Rental trucks or trailers require parking permits and may be parked temporarily where
designated by Security. Drivers are encouraged to review campus parking regulations and to contact Security
(847.317.6400) with any questions related to parking matters.
Academic Calendar

“I came here primarily for the emphasis on the integration and understanding of God's word so that it permeates my field. What I’m seeing the most is the integrity of the professors here. They're great role models and hands-on people.”

Scott Daimid (MA/CP '01), Chicago, Illinois

Reference should be made to the current Academic Handbook or to the Internet Academic Calendar for specific dates and deadlines for registration, thesis submission, comprehensive exams, graduation requests, adding/dropping classes, and special seminars and lectures.

<table>
<thead>
<tr>
<th>Fall Preparation</th>
<th>2005</th>
<th>2006</th>
<th>2007 (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student Orientation</td>
<td>Aug 19-23</td>
<td>Aug 18-22</td>
<td>Aug 17-21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin (Mon. classes meet in lieu of Wed. Classes)</td>
<td>Aug 24</td>
<td>Aug 23</td>
<td>Aug 22</td>
</tr>
<tr>
<td>TIU Convocation</td>
<td>Aug 31</td>
<td>Aug 30</td>
<td>Aug 29</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sep 5</td>
<td>Sep 4</td>
<td>Sep 3</td>
</tr>
<tr>
<td>Global Christian Week</td>
<td>Sept 19-23</td>
<td>Sept 18-22</td>
<td>Sep 17-21</td>
</tr>
<tr>
<td>End Quad A</td>
<td>Oct 12</td>
<td>Oct 11</td>
<td>Oct 10</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct 13-16</td>
<td>Oct 12-15</td>
<td>Oct 11-14</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Oct 17</td>
<td>Oct 16</td>
<td>Oct 15</td>
</tr>
<tr>
<td>University Day of Prayer (No AM or PM classes)</td>
<td>Oct 25</td>
<td>Oct 24</td>
<td>Oct 23</td>
</tr>
<tr>
<td>Bernard H. Rom Preaching Lectures</td>
<td>Nov 1-2</td>
<td>Nov 7-8</td>
<td>Nov 6-7</td>
</tr>
<tr>
<td>Taste of Trinity</td>
<td>Nov 14</td>
<td>Nov 13</td>
<td>Nov 12</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Nov 23-28</td>
<td>Nov 22-27</td>
<td>Nov 21-26</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Dec 9</td>
<td>Dec 8</td>
<td>Dec 7</td>
</tr>
<tr>
<td>Semester Exams (Mon-Thursday)</td>
<td>Dec 12-15</td>
<td>Dec 11-14</td>
<td>Dec 10-13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>January Term Week</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Term Week</td>
<td>Jan 3-10</td>
<td>Jan 2-9</td>
<td>Jan 2-8</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Jan 9-10</td>
<td>Jan 8-9</td>
<td>Jan 7-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin (Mon. classes meet in lieu of Wed. Classes)</td>
<td>Jan 11</td>
<td>Jan 10</td>
<td>Jan 9</td>
</tr>
<tr>
<td>Martin Luther King Day</td>
<td>Jan 16</td>
<td>Jan 15</td>
<td>Jan 14</td>
</tr>
<tr>
<td>African American Festival</td>
<td>Feb 13-17</td>
<td>Feb 12-16</td>
<td>Feb 11-15</td>
</tr>
<tr>
<td>Taste of Trinity</td>
<td>Feb 20</td>
<td>Feb 19</td>
<td>Feb 18</td>
</tr>
<tr>
<td>Quad A Ends</td>
<td>Mar 1</td>
<td>Feb 28</td>
<td>Feb 27</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar 2-12</td>
<td>Mar 1-11</td>
<td>Feb 28-Mar 9</td>
</tr>
<tr>
<td>Quad B begins</td>
<td>Mar 13</td>
<td>Mar 12</td>
<td>Mar 10</td>
</tr>
<tr>
<td>Taste of Trinity</td>
<td>Mar 20</td>
<td>Mar 19</td>
<td>Mar 17</td>
</tr>
<tr>
<td>Easter Break – No classes</td>
<td>Apr 13-18</td>
<td>Apr 5-10</td>
<td>Mar 20-25</td>
</tr>
<tr>
<td>Day of Prayer (No AM or PM classes)</td>
<td>Apr 5</td>
<td>Mar 28</td>
<td>Apr 2</td>
</tr>
<tr>
<td>TEDS/TGS Honors &amp; Awards Chapel</td>
<td>May 2</td>
<td>May 1</td>
<td>Apr 29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 5</td>
<td>May 4</td>
<td>May 2</td>
</tr>
<tr>
<td>Final Exams (Mon-Thurs)</td>
<td>May 8-11</td>
<td>May 7-10</td>
<td>May 5-8</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 12</td>
<td>May 11</td>
<td>May 9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 13</td>
<td>May 12</td>
<td>May 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May Term Week</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDS May Term Week</td>
<td>May 15-19</td>
<td>May 14-18</td>
<td>May 12-16</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>TEDS Early Summer Session</td>
<td>May 22-Jun 30</td>
<td>May 21-Jun 29</td>
<td>May 19-Jun 27</td>
</tr>
<tr>
<td>Memorial Day – No classes</td>
<td>May 29</td>
<td>May 28</td>
<td>May 26</td>
</tr>
<tr>
<td>Summer Break</td>
<td>July 3-7</td>
<td>July 2-6</td>
<td>Jun 30-July 4</td>
</tr>
<tr>
<td>TEDS Late Summer Session</td>
<td>July 10-Aug 16</td>
<td>July 9-Aug 15</td>
<td>July 7-Aug 13</td>
</tr>
</tbody>
</table>
Trinity Graduate School Application Instructions

Read through the following application instructions completely before filling out the application form. For your convenience and to save time, you may now apply online. Simply go to Trinity’s web address, www.tiu.edu/trinity/apply.htm, and follow the directions, or click here. The application fee may also be paid online.

1. Application Fee
You must submit a $25 nonrefundable application fee. Checks should be payable in $U.S. and drawn from a bank in the United States. For your convenience, fees may also be paid using Visa, MasterCard, or Discover. The master’s-level application fee is waived for graduates of Trinity International University’s various undergraduate programs and those who have already paid an application fee at the master’s level to Trinity Evangelical Divinity School or Trinity Graduate School (Deerfield, Miami, Santa Ana, or any of our listed extension sites).

2. Application Deadlines
We use a rolling admissions process for all of our master’s level applicants. However, we have established the following deadlines to allow the necessary time for review prior to the start of the semester:

<table>
<thead>
<tr>
<th></th>
<th>U.S. Citizens</th>
<th>International Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 15</td>
<td>Fall semester admission</td>
<td>April 1 Fall semester admission</td>
</tr>
<tr>
<td>November 15</td>
<td>Spring semester admission</td>
<td>(including summer session)</td>
</tr>
<tr>
<td>April 1</td>
<td>Summer session admission</td>
<td>September 1 Spring semester admission</td>
</tr>
</tbody>
</table>

Please note that because these deadlines fall shortly before the beginning of the semester, we strongly encourage you to apply six to twelve months in advance of your expected enrollment date.

Applications received after these deadlines may be subject to a $20 late application fee, and no applications will be considered for a given semester after the second week of that semester. (Note: Do not send the late application fee in with application unless notified to do so.)

3. Personal Statements
Be sure to enclose your typed personal statements, following the instructions on the application. Please put your name on the top right corner of each page.

4. Official Transcripts
An official transcript must come from each undergraduate school at which you have taken a minimum of three courses for credit and from each seminary or graduate school you have attended, even though the work may appear as transfer credit on another transcript. However, at schools where you have taken prerequisite course work needed for your program, you should have transcripts sent even if you took three courses or less. In order to be considered official, transcripts must be sent directly to our Admissions Office in sealed envelopes from each school.

5. Recommendation Forms
All Applicants:
Please complete the top portion of each recommendation form yourself:

1. Print your name.
2. Indicate the program to which you are applying.
3. Check the box identifying the recommender.
4. Sign either line “1” or “2.”

All recommendations should be sent directly to the Graduate School Admissions Office by the persons who complete them. The institution reserves the right to investigate the accuracy of information provided by the applicant.

Please have recommendations submitted from the following three people:

1. Pastor or church official
2. A faculty member or administrator familiar with your recent academic work (undergraduate or graduate)
3. An employer, professional acquaintance, or lay leader in your church

If you cannot locate one of your professors to submit a recommendation, please ask a leader in your church or parachurch group to complete one instead.

6. Standardized Tests
Applicants are required to submit test scores from either the Graduate Record Examination General Test (GRE) or the Miller Analogies Test (MAT). Please see special conditions concerning the TOEFL.

Trinity’s Deerfield Campus Counseling Center administers the MAT. If you live near this campus, you may make an appointment to take the test with the Counseling Center (847.317.4067).

Test of English as a Foreign Language (TOEFL) Information
If your first language is not English, you will be required to submit Test of English as a Foreign Language (TOEFL) scores. Applicants must obtain a minimum score of 580 (paper test) or 237 (computer test) for the Master of Arts degree. Usually, if you submit a TOEFL score, no other standardized test score will be required. (For further information on English proficiency, see the “International Students” section of the catalog.

Applicants with completed advanced degrees at the master’s level or higher may request a waiver from the standardized testing requirement.

Waivers are not normally granted from this requirement. However, if a waiver is authorized, applicants then become subject to the same standardized testing requirements as their native English-speaking counterparts, required to submit qualifying scores from either the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Applicants should weigh this prospect carefully before requesting a waiver and allow sufficient time to take the TOEFL if necessary.

Graduate Test Information
Test scores must be less than five years old (except TOEFL scores, which must be less than two years old) and must be submitted directly to the Admissions Office from the testing service.*

Applicants with completed advanced degrees at the master’s level or higher may request a waiver from the standardized testing requirement. Valid MCAT scores may be submitted in lieu of GRE/MAT results.

MAT information:
The Psychological Corporation
555 Academic Court
San Antonio TX 78204
800.622.3231
210.921.8802
210.921.8861 (Fax)

Graduate Record Examination information:
GRE-ETS
PO Box 6000
Princeton NJ 08541-6000
609.771.7670
609.771.7906 (Fax)
Email: gre-info@ets.org
Web: www.gre.org

Our GRE institutional code is R1797.

TOEFL information:
TOEFL Services
Educational Testing Service
Box 6151
Princeton NJ 08541-6151
609.771.7100
609.771.7500 (Fax)
Email: toefl@ets.org
Web: www.toefl.org

Our TOEFL institutional code is 1797.
7. Photograph (optional)
We request 1 passport-size photograph. Submission of a photograph is purely voluntary and does not affect admissions decisions. Attach the photograph in the space designated on the application. This does not have to be a formal passport photo or a professional portrait but may be a recent snapshot. We ask for the photo to enable us to become better acquainted with you, to help us to recognize you when you arrive, and to assist us after you are here. Please print your name on the back of the photograph in case it inadvertently becomes separated from your file.

8. Immunization
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.

Accepted students will receive further information and a proper form to be completed as part of the admissions process. Do not send immunization documentation before receiving the official form. If written records are not obtainable, all injections must be repeated. No exceptions can be made.

Students who are taking less than 6 hours of credit or were born prior to 1957 are exempt from this law.

9. Tuition Deposits
Domestic Applicants
If you are admitted to Trinity Graduate School, you must submit a tuition deposit of $100.00 payable to “Trinity International University” to the Graduate School Admissions Office as a confirmation of your acceptance of our offer of admission. This deposit is refundable if the Admissions Office receives written notice of cancellation at least thirty days prior to your anticipated date of enrollment.

International Applicants (F-1 Visa)
If you are an international applicant who will be entering the United States on an F-1 visa and plan to attend Trinity’s Deerfield Campus in a full-time residential status, you must submit a tuition deposit of US$2,000 to the Admissions Office as confirmation of your acceptance of our offer of admission before an I-20 can be issued. This deposit is fully refundable.

10. Special Instructions
Nonresidential Bioethics Applicants
Be sure to check the box on the application marked “Nonresidential.” If you do this, we will know to keep your file active until you return the following summer.

If you need further information or have any questions concerning the application process, please call the Admissions Office at 800.533.0975 or 847.317.6900, send an email to tgsadm@tiu.edu, or visit our website at www.tiu.edu/graduateadmissions.

We reserve the right to request from any graduate school applicant additional materials or an interview with a representative of the university.

International Applicants
Trinity is authorized under Federal laws to enroll nonimmigrant alien students. In addition to the regular application materials, however, international applicants have some special admission conditions and are required to submit additional information. Please see the general admission section for information pertinent to international applicants.

Before making application to Trinity, international applicants who will require entry to the United States in an F-1 visa status will be asked to fill out and return a “Pre-application Information for International Applicants” form. The primary purpose of this form is to determine if the potential applicant has realistically identified her or his sources of funding. No application will be acted upon without prior submission and approval of the pre-application form. The pre-application form can be found with other application forms, downloaded from Trinity’s website (www.tiu.edu/divinityadmissions/forms.htm), or requested from the Admissions office.

Handicapped Applicants
We want to be prepared to meet your needs when you come to Trinity. After you receive your letter of admission, please send us a statement describing your handicap and what special attention or arrangements you may need at Trinity. For more information, contact the Dean of Students Office at 847.317.4060.
Index

Academic Appeals Process, 63
Academic Calendar, 98-99
Academic Counseling, 60
Academic Handbook, 60, 63, 66, 69, 74, 76
Academic Integrity, 92
Academic Life, 18, 60-66
Academic Load, 60
Academic Policies, 63-66, 74, 76
Academic Probation and Dismissal, 52, 57, 63-64
Academic Progress, Satisfactory, 48
Academic Standards, 60
Academic Year, 61
Accreditation and Memberships, 60
Administration, 26-27
Admission Policies, 41-44
Admission Requirements, 38-39
Admissions, 7, 26, 38-44
Advanced Substitutes, 41
Affiliated Programs, 13
African American Festival Week, 14, 17, 98
Aldersgate Society, The, 17
All-University Convocation, 14
Alumni Relations Office, 18-19
Apartments, On-campus, 19, 47
Application, 38-44, 48, 49, 56, 77, 81, 100-102
  Deadlines, 101
  Instructions, 39, 100-102
  Procedure, 39
Association of Believers for Black America, 14, 17
Athletics and Recreation, 19, 26
Audit Fees, 45, 55
Auditors, 43
Auxiliary Aids for Students with Disabilities, 93
Bachelor of Arts/Master of Arts in Bioethics Dual
  Degree, 69-71
Black Awareness Week, 17
Board Charges, 47
Board of Regents, 5, 25
Bookstore, 21, 26
Calendar, 17, 20, 98-99
California Regional Center, 6, 9, 45
Campus Crime Statistics Act, 20
Campus Facilities, 7-9
Campus Hospitality, 19
Campus Map, Deerfield, 8
Campus Residency Requirement, 61
Campus Sites, 7-9
Candidacy Requirements, 64
Cars, 21, 96-97
Catalog, 6, 61, 70
Center for Bioethics and Human Dignity, The, 6, 7, 13, 26, 30, 31, 70
Change of Enrollment Date, 42
Change of Program, 42
Changes in Registration, 64
Chapel, 7, 14, 15, 16, 18, 24, 27, 98
Class Attendance, 65
Commencement Ceremonies, 66
Common Core Courses, 68, 71, 74, 76, 77
Community Life, 14, 16, 17
Conduct, Standards of, 15, 16
Conferences, 4, 5, 7, 13, 18, 26, 68, 69, 70, 71, 79
Continuation Fees, 46
Copyright Policy, 94
Core Values, 11, 16
Counseling Center, 19, 26, 29, 101
Course Descriptions
  Bioethics, 79-80
  Communication and Culture, 80-83
  Counseling Psychology, 83-85
  Education, 85-87
  Instructional Leadership, 87-88
  Interdisciplinary Studies, 88-89
  International Human Rights, 89-90
  Public Policy, 90-91
Course Extensions, 65
Course Numbers, 78
Cross-Registration Rebate, 51
Day of Prayer, 14, 98
Deacon's Fund, 15
Dean of Students, 14, 15, 17, 21, 23, 24, 27, 61, 62, 64, 65, 92, 93, 94, 96, 102
Degrees Offered, 67
Deposits, Tuition and Housing, 54
Dining Hall, 7, 19, 20
Disabilities, Services to Students with, 17
Discrimination Complaints, Procedure for, 96
Doctrinal Statement, 10, 38
Dropping Courses, 54, 58
Dual Degree, 69
EFCA Pastor's Rebate, 51
Employment, 19, 52
English Proficiency Exam, 40, 61
Examinations, 62
Executive Council, 24
Expenses, Other, 45, 55
Faculty
  Adjunct and Visiting, 34-37
  Full-time, 28-33
Faculty Advisor/Advisee Groups, 14
Family Educational Rights and Privacy Act, 94
FamilyLife Conferences, 14, 17
Fees
  Advanced Standing Exam, 45
  Audit, 45, 55
  Comprehensive, 46
  Continuation, 46
  Deferment, 47, 55
  Failure to Meet Payment Obligations, 47
  Graduation, 46, 55, 65, 66
  International Student Service, 46
  Late Payment Fine, 47, 55
  Parking, 21, 46, 96
  Registration, 46, 64
  Returned Check Charge, 47, 55
  TAPP, 47
Taste of Trinity, 49, 98
Technology and Telecommunication, 5, 7, 22, 25, 26, 30, 55, 72, 76, 77, 82, 85, 86, 92-93
TIU-Card, 20
TOEFL, 39, 40, 101
Transcript Fees, 47, 56, 66, 100
Transfer Credit, 43, 44, 52, 57
Transfers, Interschool, 43
Trinity Alumni Association, 18
Trinity College, 2, 3, 4, 5, 6, 24, 27, 34, 35, 36, 51, 52, 57, 60, 67, 69, 70, 79, 80
Trinity Evangelical Divinity School, 1, 2, 3, 4, 5, 6, 15, 16, 24, 27, 28, 30, 31, 32, 35, 36, 60, 62, 82, 100
Trinity Law School, 2, 3, 4, 5, 6, 9, 23, 27, 60, 65

Tuition
California Regional Center, 45
Deerfield Campus, 45, 55
Payment Policies, 52, 58
Rebate Benefit Programs, 51
South Florida Regional Center, 45
Summer 2005 Rates, 45
University Services, 18
Values, Core, 11, 16
Vehicles, 21, 96-97
Withdrawal Refund, 53, 58, 63, 64, 65
Withdrawals, 64
Wives Fellowship, Trinity, 18
Youth Ministry Connection (YMC), 18